

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. Organizational DUNS:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Middle Name:

* Last Name:

Suffix:

Title:

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

11. Catalog of Federal Domestic Assistance Number:

CFDA Title:

*** 12. Funding Opportunity Number:**

* Title:

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

*** 15. Descriptive Title of Applicant's Project:**

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>
* b. Applicant	<input type="text"/>
* c. State	<input type="text"/>
* d. Local	<input type="text"/>
* e. Other	<input type="text"/>
* f. Program Income	<input type="text"/>
* g. TOTAL	<input type="text"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	<input type="text"/>	<input type="text"/>				
2. Fringe Benefits	<input type="text"/>	<input type="text"/>				
3. Travel	<input type="text"/>	<input type="text"/>				
4. Equipment	<input type="text"/>	<input type="text"/>				
5. Supplies	<input type="text"/>	<input type="text"/>				
6. Contractual	<input type="text"/>	<input type="text"/>				
7. Construction	<input type="text"/>	<input type="text"/>				
8. Other	<input type="text"/>	<input type="text"/>				
9. Total Direct Costs (lines 1-8)	<input type="text"/>	<input type="text"/>				
10. Indirect Costs*	<input type="text"/>	<input type="text"/>				
11. Training Stipends	<input type="text"/>	<input type="text"/>				
12. Total Costs (lines 9-11)	<input type="text"/>	<input type="text"/>				

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

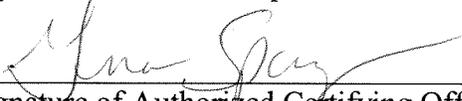
Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Part IV – Student Support Services Program Assurances

As the duly authorized representative of the applicant, I certify that the applicant will comply with the following statutory requirements:

1. The applicant assures that at least two-thirds (2/3) of the students who will participate in the project will be individuals with disabilities and/or low-income individuals who are also first-generation college students; and that at least one-third (1/3) of the student participants who are individuals with disabilities also will be low-income individuals.
2. The applicant assures that the remaining students participating in the project will be either low-income individuals, first-generation college students, or individuals with disabilities.
3. The applicant assures that students served under the Student Support Services project at this institution shall receive or be offered all of the mandated required SSS services either directly from the SSS project or from other institutional-based resources.
4. The applicant must describe in the application its efforts, and where applicable, past history, in—
 - Providing sufficient financial assistance to meet the full financial need of each student in the project; and
 - Maintaining the loan burden of each student in the project at a manageable level.
5. The applicant assures that students will not be served by more than one SSS project at any one time and that the SSS project will collaborate with other SSS and McNair projects and other State and institutional programs at the grantee-institution so that more students can be served; and
6. The applicant assures that the institution's financial aid office will consult with the SSS project with respect to which SSS participants should receive grant aid and the amount of the grant aid awards should the project choose to offer grant aid.

The person whose signature appears below is authorized to sign this application and to commit the applicant to the above provisions.



Signature of Authorized Certifying Official

Gina Spaziani, Assistant Vice President for Administration & Finance

Printed Name and Title of Authorized Certifying Official

Middlesex Community College

Applicant Organization

1-23-15

Date Signed

Middlesex Community College**TRIO Student Success Program - Abstract**

Middlesex Community College (MCC) requests five-year funding to continue its Student Success Program (SSP) in Lowell, Massachusetts, the third largest city in the state. **A total of 65% (1297) of the entering Fall 2013 class was eligible for Student Support Services.** This project offers comprehensive, coordinated services to **200** low-income, first generation, and disabled students in need of academic support. The program's purpose is to increase significantly participants' rates of academic achievement, retention, graduation, and transfer to four-year institutions with an associate degree or certificate.

Major elements of the program include: intrusive outreach, tracking and intervention; academic support, tutoring and supplemental instruction; Summer to Success Bridge Program and Returning Student Orientation; Early Awareness Academic Intervention program; career development; academic, transfer, personal and financial advising; economic and financial literacy training; professional life coaching and peer mentoring; and exposure to cultural enrichment activities and four-year colleges. All participants receive extensive case management/advising to assist them in adjusting to the college environment, obtaining needed services, becoming independent learners and self-advocates, and achieving academic and personal goals. An extensive formative and summative evaluation process is conducted throughout the project to ensure that objectives are being met. The process includes collection of baseline and program data and ongoing review and analysis; Internal Evaluation Team review biennially; MCC Program Review (every five years); and a Biennial Mock Site visit conducted by other TRIO colleagues from the region. The process ensures continuous quality improvement.

Because of the substantial number of eligible SSS students who enter MCC, the Student Success Program primarily assists first generation, low-income students without disabilities while a separate application requests funding for an SSS-Disabilities (SSS-D) project that will provide services for 100 students with documented disabilities, at least one-third of whom will be low-income and all of whom will demonstrate need for academic support based upon testing into one or more developmental courses.

Middlesex Community College is responding to both of the Competitive Preference Priorities for this competition. In response to CPP, 1b Strategies to Influence the Development of Non-Cognitive Factors Supported by Moderate Evidence of Effectiveness the citation to demonstrate this standard is: Stephens, N. M., Hamedani, M. G., & Destin, M. 2014. *Closing the Social Class Achievement Gap: A Difference-Education Intervention Improves First Generation Students' Academic Performance and All Students*. College Transition. Association for Psychological Science; Sage Publishing. <http://psychology.northwestern.edu/documents/destin-achievement.pdf>

In response to CPP, 2b Individual Counseling Activities Based on Moderate Evidence of Effectiveness the citation to demonstrate this standard is: Bettinger, E. P., & Baker, R. (2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring*. https://cepa.stanford.edu/sites/default/files/bettinger_baker_03_0711.pdf.

**MIDDLESEX COMMUNITY COLLEGE
STUDENT SUPPORT PROGRAM
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Introduction

Established in 1971, Middlesex Community College (MCC) is the second largest community college in Massachusetts with credit enrollment exceeding 9,000 students in more than 70 certificate and degree programs. MCC serves a diverse student body drawn from more than 30 cities and towns in northeast Massachusetts. In the Fall of 2013, 39% of all students were of ethnic and racial minorities. Over 2,300 students are from the city of Lowell, the largest urban center in the service area and home to one of MCC's two campuses. Lowell is often referred to as the cradle of the industrial revolution but has suffered many economic peaks and valleys. Today, educational attainment is much lower than state and national averages - 79% of adults over 25 have high school diplomas in Lowell compared to 89% in MA and 86% nationally - while per capita income is \$23,136 versus \$35,763 in MA and \$28,155 nationally.

(http://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml).

(a) NEED

(1) A High Number or Percentage, or Both, of Students Enrolled or Accepted at the Institution who Meet the Eligibility Requirements of Sec. 646.3

The Middlesex Community College (MCC) Student Support Services Program (SSS) serves 200 students, two-thirds of whom are low-income, first generation individuals. The remaining students are either low-income only, first generation only, or individuals with disabilities. Not less than one-third of the individuals with disabilities are low-income. The chart below provides a **detailed breakdown of the high number and percentage** of students eligible for Student Support Services (SSS) at MCC. As the table illustrates, **65% (1,297) of the overall enrollment (1,989 students)** of the Fall 2013 entering class at MCC was eligible for services

Fall 2013 Entering Class Number/Percentage of SSS Eligible Students Enrolled	
Category	Enrollment Number/Percent
Total Enrollment of Students (Citizen and/or Permanent Resident status):	1989 / 98%
All Low-income (150% of federal poverty guidelines)	668 / 33%
All First-Generation to College	966 / 48%
Both First-Generation <i>and</i> Low- Income (subset of low-income and first generation to college categories)	466 / 23%
Individuals with Documented Disabilities only	118 / 6%
Total SSS Eligible Students in Fall 2013 Entering Class	1297 / 65%

Source: MCC Office of Institutional Research (OIR) 2014

authorized under *Student Support Services* based on the criteria of low-income, first generation and/or being individuals with disabilities.

In terms of low-income status, College statistics reveal that overall **33% (668 students)** of the Fall 2013 entering student population was designated as being **low-income** based upon the US Department of Health and Human Services poverty guidelines published in the January 22, 2014 *Federal Register* (Vol. 79, No. 14, January 22, 2014, pp. 3,593 – 3,594). This includes students that are low income only (10%), first generation and low income (23%) and disabled and low income (1%). Another significant indication of the high number of low-income students at MCC is that **51% (1,045) of students are eligible for a federal Pell Grant**. For the Fall 2013 entering class, the MCC OIR reports that **25% of MCC students (500) are categorized as first generation only** and, as noted above, **23% of MCC students (466) are classified as BOTH low-income and first generation**. *MCC Office of Institutional Research (OIR)*.

As a public, open-admission community college with a campus in Lowell, Massachusetts - the fourth largest urban center in the state - MCC attracts a **high percentage of first generation and first generation low-income students**. In addition, a significant percentage of

these students are Latino (20%) or Asian (13%) with Lowell having the second highest population of Southeast Asians (including Laotian, Vietnamese, and people of the Cambodian diaspora), on a percentage basis, in the country. Other high numbers are drawn from the city's growing African, Portuguese, Brazilian, and Indian populations. Overall the MCC OIR reports that 43% (855) of incoming Fall 2013 students are ethnic and racial minorities. Many of these students are from newcomer/immigrant or refugee backgrounds and are seeking opportunity in the United States.

(2) Academic and Other Problems Encountered by Eligible Students

The following persistent problems related to academic and other areas are commonly encountered by SSS-eligible students, often in combination.

Academic Problems for SSS Eligible Students

- *Inadequate preparation and basic skills in reading, writing, and mathematics for enrollment in college-level courses:* While inadequate skills in reading, writing and mathematics are common among community college students, they are particularly serious for students eligible for Student Support Services. MCC's OIR reports that in the Fall 2013 cohort, 72% (938) of SSS-eligible students have insufficient basic skills to do college-level work based upon testing into developmental courses. Further, OIR reports that the 72% of SSS-eligible students testing into developmental courses is significantly greater than the overall College population testing into these courses (68%). The high level of academic under-preparedness in the eligible student population is further illustrated by the following data on developmental course placement and failure for the Fall 2013 entering cohort.

Fall 2013 Entering Cohort Developmental Course Placement and Completion Rates for SSS Eligible Students		
Course	Number and Percent SSS Eligible, Placed	Number and Percent of SSS Eligible, Failing
English Fundamentals	804 (62%)	220 (27%)
Basic Writing*		
Reading	316 (24%)	80 (25%)
Developmental Math	937 (72%)	477 (51%)

* Final Phase of English Developmental Coursework

Source: MCC Office of Institutional Research, 2014

These **failure rates, ranging from 25% - 51%** for SSS eligible students in these courses represent significant academic need since students cannot progress in a college program until they have passed these gateway developmental courses.

- *Inadequate preparation required for college-level work:* A review of high school transcripts for incoming MCC SSS-eligible students demonstrates that they have not pursued rigorous college preparatory courses in high school. MA Department of Elementary and Secondary Education (MDESE) information confirms that students from Lowell High School, from which a large portion of MCC incoming students are drawn, participate in these more rigorous classes at a much lower rate (21%) than the state average 72.4%.

(<http://profiles.doe.mass.edu/masscore/default.aspx?orgcode=01600000>). As a result, they lack the foundational knowledge required for most college-level coursework, the reading skills required for comprehending information in college textbooks, the research and writing skills required for completing college assignments, and the critical thinking skills necessary for higher level learning.

- *Poorly developed academic and study skills (i.e. research, time management, organization):* A survey of incoming SSS-eligible students conducted in Fall 2014 by Student

Affairs staff indicates that the students themselves recognize many of the challenges they face for achieving academic success. Of the students surveyed, a significant percentage (70%) indicated a need for academic services to improve study, time management, research and organizational skills. Moreover, in a similar faculty survey conducted in Fall 2014, faculty listed the lack of these skills as among the top three factors negatively impacting student success.

- Limited proficiency in English (non-native speakers): For students who enter MCC as English Language Learners (ELL), the length of time and number of semesters needed to achieve English language proficiency is a serious barrier to retention and academic success. According to Fall 2013 statistics provided by the MCC OIR, 29% of ELL students are enrolled in one ELL course; 47% of ELL students are enrolled in two ELL courses; 23% of ELL students are enrolled in three ELL courses. (*Note: A total of 98% of these students are citizens or permanent residents of the United States.*) In most cases, these ELL students do not progress to credit-granting, college-level coursework until they have demonstrated an advanced level ELL mastery, and their continued difficulty with English even after these classes can be a persistent obstacle throughout their college career. The OIR reports that 25% of ELL students require a minimum of four semesters of ELL and developmental reading prior to advancing to credit bearing college level English coursework. As a result, the risk for attrition/non-completion among these students is extremely high.

Other Problems Impacting Academic Achievement

- Poorly developed non-cognitive and resiliency skills: Faculty noted that many low-income, first generation, and/or disabled students lacked persistence, self-confidence, motivation, and a sense of purpose - an indication of the significant need SSS-eligible students have for services that will help them to develop their non-cognitive abilities. It is essential that these

students participate in classroom experiences, workshops and other student engagement opportunities that will enable them to develop mindsets that support academic success. These include a sense of belonging, belief in their ability to succeed, self-efficacy, and an understanding of the value their education will play in achieving personal and professional success.

- Lack of experience and confidence to support approaching, communicating and interacting with faculty and staff; lack of self-advocacy skills: The survey further revealed that students expressed a hesitancy to discuss academic concerns with faculty, an indication of the need for improved confidence and self-advocacy skills.
- Lack of peer and professional role models, mentors and advocates: First generation college students may not have access to family members who are knowledgeable about, or comfortable in, a college environment. These students don't see themselves as "college material" and usually struggle to develop a strong identity as a college student or someone who can be successful in higher education.
 - Lack of experience related to career, academic and personal planning, as well as the college admissions and transfer process: According to the survey 52% of students had difficulty developing academic plans. As a result SSS-eligible students often lack clear goals for education and training, and thus their academic purpose and connections to their future aspirations may remain unclear. This indicates a need for career advising linked to academic planning.
- Lack of familiarity with the college environment and lack of knowledge related to college policies and procedures: Fifty-nine (59%) percent of students expressed a lack of familiarity/comfort with the college environment and 33% were not aware of college academic

warning and probation policies, indicating a need for support in understanding policies and their implications.

- Need to build skills that support academic achievement; lack of awareness and/or willingness to seek academic and other supports: The Fall 2014 survey also showed that 63% of students had not accessed key resources, such as tutoring services, career counseling, and the college's multicultural peer mentoring/coaching program, indicating a need for assistance in utilizing college resources that can support success and contribute to adjusting to the college environment.

Similarly, although technology is ubiquitous, access to appropriate technology can be a serious issue for many low-income, first generation or disabled students. For these students, the digital divide remains a real barrier in terms of accessing and using technology effectively for academic purposes. While many students have mobile phones, many do not have computers or Internet access in their homes and thus they face additional barriers to accessing information in order to conduct research or fulfill course assignments. This is reflected in US Census Bureau data on household computer and Internet use by income: while over 90% of people with incomes above \$50,000 lived in a home with at least one computer, fewer than 60% of people with incomes less than \$25,000 did. Similarly close to 80% of people with incomes above \$50,000 can access the Internet while fewer than 50% of people with incomes less than \$25,000 can.

(<http://www.census.gov/prod/2013pubs/p20-569.pdf> "Computer and Internet Use in the United States".) This is borne out by the fact that 48% of MCC students reported that they rely on the MCC computer labs which they described as "very important" in the most recent CCSE survey.

- Lack of engagement in class and college community: Of the targeted student population 59% reported that they perceived barriers/obstacles to their becoming active in a club,

organization or service activity, indicating a need for assistance in becoming engaged in the college community that in turn can contribute to a student's sense of belonging and self-efficacy. SSS eligible students may experience extensive difficulty in adjusting to the college culture and environment, and so remain isolated, without adequate support systems to assure integration in college activities.

Financial Problems

- *Insufficient Financial Resources and need to work:* In addition to the serious academic needs exhibited among the students targeted for services by SSS, there are daunting personal and financial obstacles to persistence, graduation and transfer. A high percentage of students face financial challenges in meeting both personal and college expenses. According to the results of the most recent Community College Survey of Student Engagement (CCSSE) administered at MCC, **more than 30% of all students worked more than 30 hours per week**, 16.4% worked 21-30 hours per week, and 12.6% worked 11-20 hours per week. This data reflects significant financial need, with the vast majority of students working to support themselves and/or assist their families to meet basic shelter, food and clothing needs. In addition, in the CCSSE survey, **approximately 23% percent of students reported that they provide more than 30 hours a week of care for dependent children, parents, or spouses**. In many instances, these personal and financial circumstances impede persistence. Many of MCC's low-income and first-generation students have insufficient financial means to maintain continuous enrollment, and thus their opportunity for college completion and/or transfer may be jeopardized.
- *Lack of Economic and Financial Literacy Skills:* SSS-eligible students face huge challenges in navigating today's economic climate and managing their finances. Many students may graduate from high school having received only minimal instruction on budgeting and

personal financial management. An assessment conducted by Student Affairs staff of SSS-eligible students using Financial Literacy 101 demonstrated that 71% did not provide adequate responses for one or more of the following areas: all the factors that must be taken into consideration in establishing a budget; how to balance a checking account that includes a debit/charge card; how to maintain personal financial records; how to manage personal debt, including use of credit cards; and an understanding of the financial aid and college loan system. Additionally 76% of students reported never having discussed acceptable levels of college debt with parents.

The combination of academic and other problems experienced by SSS-eligible students, as well as financial need and lack of financial and economic literacy skills, contribute to their stopping out of college. OIR statistics reveal that **each year close to 14% of students “stop out” from the College for one or more semesters.**

Taken together, these academic and other circumstances bear adversely on the large population of SSS-eligible students (65% of fall 2013 entering class) who are enrolled at MCC, placing them at high risk for non-completion, and in dire need for the intensive academic and personal support outreach that is provided through the SSS project.

(3) Differences between eligible SSS students compared to an appropriate group, based on:

(i.) Retention and Graduation Rates

Significant differences exist between SSS eligible¹ and non-SSS eligible students and so the need for support for eligible SSS students is clear. When compared with non-SSS eligible students, the SSS-eligible students achieve a retention rate that is 6% lower and a four-year graduation rate that is 21% lower.

¹ *SSS Eligible* indicates those LI, FG to college, and Disabled eligible students not currently served by any TRIO SSS program.

Fall 2010 Cohort*			
Retention and Graduation Rates – Eligible and Non-Eligible Students			
	SSS-Eligible Students	Non-SSS Eligible Students	Comparison Difference
Retention Rate* Four-Years	27%	29%	(-2) 6% lower
Four-Year Graduation	15%	19%	(-4) 21% lower
<i>*Includes students from entering fall cohort who either persisted at MCC from one academic year to the beginning of the next academic year or transferred from MCC to a four-year institution during the academic year</i>			

Source: Middlesex Community College Office of Institutional Research, 2014

Further, for the Fall 2013 cohort, OIR reports that only 54% of SSS-eligible students testing into developmental courses have persisted to the Fall 2014 semester. Clearly the SSS-eligible students who need the greatest support to enter college level classes are at a significant disadvantage.

(ii) Grade point averages

Since 72% of SSS-eligible students place into developmental courses based upon the Accuplacer™ exam given to all incoming students, we are using as our comparison group **SSS-eligible students who place into developmental courses compared to Non-SSS- eligible students who place into college-level courses** and have no need for remediation.

Fall 2010 Cohort*			
GPA Comparison – Eligible and Non-Eligible Students			
	SSS- Eligible Students Testing into Developmental Courses	Non-SSS Eligible Students Testing into College-Level Courses	Comparison Percent Difference
GPA	1.96	2.40	(-.44) or 17% lower
<i>*Fall 2010 cohort data is used to demonstrate cumulative GPA over four years.</i>			

Source: Middlesex Community College Office of Institutional Research, 2014

It is of great concern that SSS-eligible students have a four-year cumulative GPA of 1.96, which is **below the College's minimum GPA of 2.0 required for good academic standing** and

indicates these students are at risk for being on probation and/or suspension. The GPA is .44 lower (17%) than the comparison population's GPA of 2.40, a significant difference. Students with a low GPA are in jeopardy of being placed on probation if they receive a grade of C- or below in one or more courses. Furthermore, students with a GPA below 2.00 are in jeopardy of losing financial aid, a devastating effect for SSS eligible students, while those with a GPA below 2.50 do not qualify for scholarships or fellowships. Finally, for the Fall 2013 cohort, **OIR reports 36% of SSS-eligible students had a one-year GPA below 2.0.** This is more than one-third of the entering SSS-eligible population and signifies a great need for intensive academic services.

(iv.)Transfer Rates

Fall 2010 Cohort*				
Transfer Comparison – Eligible and Non-Eligible Students				
	SSS-Eligible Students	Non-SSS Eligible Students	Comparison Difference	SSS-Eligible, Developmental Ed
Transfer Rate (over 4 years)	2%	6%	(4) 66% lower	<1%
<i>* Fall 2010 cohort data is used to allow calculation of 4 year transfer rate.</i>				

Source: Middlesex Community College Office of Institutional Research, 2014

Within four years, only 2% of SSS-eligible students transferred with an associate degree or certificate as compared to 6% of non-eligible students not testing into developmental courses. This is a significant difference of 66%. While the significant number of SSS-eligible students placing into developmental courses (990) demonstrate the lowest level of academic achievement at the College, the MCC OIR reports that even those SSS-eligible students (357) who place into all college-level courses still significantly lag behind their non-SSS eligible peers placing into college-level courses. Their four-year retention rate is 29% as compared to 33%; their four-year

graduation rate is 12% compared to 15%; their four-year transfer rate is 1% compared to 6%; and their four-year cumulative GPA is 1.96% as compared to 2.40.

Factors Indicating Strong Need for SSS Services at Middlesex Community College, for Fall 2013 Entering Cohort	
<i>Very high number/percentage of enrolled students eligible for services</i>	1297
<i>Academic and other problems of SSS eligible students</i>	
Inadequate basic skills in reading, writing and math; Inadequate preparation for college-level work; low percentage of high school students taking rigorous or MassCORE courses	
High percentage of students testing into developmental courses	72%
High percentage of students failing developmental math courses	50%
High percentage of students failing developmental English course	25%
Poorly developed academic and study skills	55% recognized need for support
Limited proficiency in English (ELL) and long duration of coursework to reach college level classes	25% of ELL students require 4+ semesters at developmental level
Poorly developed non-cognitive and resiliency skills	Survey results
Lack of experience and confidence in approaching faculty and staff	Survey results
Lack of role models, mentors and advocates	Anecdotal
Lack of experience related to career, academic and personal planning	Survey results
Lack of familiarity with college environment; policies and procedures	48% first generation
Need for skills to support academic achievement	Survey results
Lack of engagement in class and college community	Survey results
Insufficient financial resources and need to work	48% are low income (150% of poverty) and 51% are Pell-eligible
Lack of economic and financial literacy skills	Survey results
Nearly one quarter of students “stop out,” multiple times	14% annually
<i>Differences between SSS eligible and comparison groups</i>	
Very low GPA, below 2.0 required for good academic standing, in relationship to comparison group	1.96 for SSS eligible
Very low four-year graduation rate in relationship to comparison group	7% for SSS eligible
Very low four-year transfer rate (transfer with certificate or degree) in relationship to comparison group	1% for SSS eligible

Clearly there is a very strong need among both SSS-eligible students who test into developmental courses, as well as SSS-eligible students who test into college-level courses, for intensive academic and student support services. In conclusion, the table highlights the strong indication of need for SSS services.

(b) OBJECTIVES

(1.) Objective One: Related to Persistence Rate	
Objective One	70% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate’s degree or certificate at the grantee institution and/or transfer from a 2-year to 4-year institution by the fall term of the next academic year.
Ambitious in Light of Needs	A total of 72% of SSS-eligible students test into developmental courses and of this group we know that only 54% persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to 4-year institution during the academic year. Our objective exceeds the performance of this group by 18 percent and is therefore very ambitious.
Attainable in Light of Services Provided	It is attainable because our plan for intensive case management and tracking will enable us to closely monitor student progress and to provide appropriate interventions in a timely manner. Students will receive content-area tutoring and will have access to MCC supplemental instruction in science and math courses. The Summer Bridge and Orientation Programs; Early Awareness Intervention Program; study groups; non-cognitive, academic and study skills workshops; academic, career and financial aid advising, professional life

	coaching and peer mentoring/coaching will provide additional support. MCC Banner student record system will document a 70% persistence rate.
(2.) Objective Two: Related to Good Academic Standing	
Objective Two	75% of all enrolled SSS participants will meet the performance level required to stay in good academic standing, with a GPA of 2.0 or better.
Ambitious in Light of Needs	It is ambitious because of the tremendous needs of low-income, first generation and disabled college students. Without services, the average GPA is 1.96 for SSS-eligible students, not served, and placing into developmental courses, below the 2.0 required for good academic standing. A total of 72% of MCC TRIO-eligible students test into developmental courses because they do not have the foundation skills necessary for college-level work. MCC OIR reports a very high failure rates for these courses ranging from 25% to 51%. In addition, for the Fall 2013 cohort, a total of 64% of eligible students had GPAs of 2.0 and 24% of this cohort received academic warnings and 12 % are on probation. Given this data, our goal of 75% is ambitious by being more than 39 percentage points higher.
Is Attainable in Light of Services Provided	It is attainable because an array of services will be offered, including summer bridge programs, early awareness intervention, case management, tutoring, access to supplemental instruction, study skills workshops, academic monitoring, intrusive advising, access to technology, professional life coaching, and peer mentoring/coaching. The MCC OIR Banner Student Record System reports will document that 75% of students meet the performance level to be in good academic standing.

(3.) Objective Three – Related to Graduation and Transfer	
Objective Three	(1) 35% of new participants served each year will graduate with an associate’s degree or certificate within four (4) years, and (2) 20% of new participants served each year will transfer with an associate’s degree or certificate within four (4) years.
Ambitious in Light of Needs	Part 1 and 2 of the objective are ambitious because SSS-eligible students have very low rates of graduation (15%) and transfer (2%) over 4 years compared to a graduation rate of 19% for non-SSS eligible students and a transfer rate of 6%. These objective goals are therefore ambitious because it exceeds the benchmarks for all of the populations.
Is Attainable in Light of Services Provided	It is attainable because case management ensures appropriate academic and personal services, including individuals support and tutoring; access to supplemental instruction; study groups; study skill workshops; advising; professional life coaching; peer mentoring/coaching; extensive transfer counseling and visits to four-year colleges; assistance completing four-year college applications; the FAFSA, and other college and organizational scholarship applications; and economic and financial literacy training. MCC Banner reports will document achievement of Part 1 of objective. Banner reports and National Student Clearing House data will document participant attainment of Part 2 of objective.

(c) PLAN of OPERATION**(1) Plan to inform the institutional community of the goals, objectives and services and eligibility requirements of the project**

The chart below demonstrates how the institutional community is informed about the program and eligibility requirements:

Activities to Inform Institutional Community (Students, Faculty and Staff)			
ACTIVITY	TIME	TARGET POPULATION	PERSON RESPONSIBLE
Orientation and Registration sessions for ALL new students enrolled at MCC	June-August January	Students	SSS Staff
Information via email, voicemail, internal mail, MCC App, MCC Blog, Facebook, Twitter and MCC and SSS Web Pages	Ongoing	Students, faculty, and staff	SSS Director
Presentation at new faculty and staff orientation	August January	Faculty and staff	SSS Director Staff
Presentations at regular Faculty and Staff meetings, Department and Division Meetings, including Academic Departments, Admissions, Enrollment and Registration, Academic Advising, and Disabilities Support Services	Ongoing	Faculty and staff	SSS Director Staff
One-on-one meetings with staff in Admissions, Registrar's Office, Advising Center, and Student Services	Beginning of each semester	Faculty and staff	SSS Director
Visits to TRIO office as part of campus tours for orientation of enrolled students	Beginning of semester	Incoming students	MCC staff
Articles in student publications, MCC Facebook site, and MCC Blog	Ongoing	Students, staff and faculty	SSS Director
Classroom Presentations (several classes)	Ongoing	Students	SSS Staff
Distribution of flyers and brochures to students, faculty, and MCC programs	Ongoing	Students, faculty and staff	SSS Staff
Direct mail to students receiving financial aid	Ongoing	Students	SSS Staff
Staff outreach to students in the lounges, cafeteria, computer labs	Ongoing	Students	SSS Staff
Information posted on SSS Blackboard Website	Ongoing	Students, faculty and staff	SSS Staff
SSS Student Referral Program	Ongoing	Students	SSS Director
Display materials including showcase	Ongoing	Students, faculty,	SSS Staff

cabinet in high traffic areas		staff	
Presentations to student clubs and organizations	Ongoing	Students, staff	SSS Staff

All of the above activities will be undertaken to inform the community of the goals, objectives, and services of the project and the eligibility requirements for participation. Strong linkages to numerous college departments provide SSS with early and frequent access to key staff and venues that foster publicity and visibility for the program. Integration with the institutional community is enhanced because the *Director* reports directly to the *Associate Dean of Student Support Services*, in line as a report to the *Dean of Students* and the *Provost/ Vice President of Academic and Student Affairs*. (See organizational chart, page 35.) The TRIO director actively participates in activities of the Academic component and the Provost/Vice President regularly schedules meetings with the College President and Division Deans that provide an excellent avenue for informing the College community about SSS.

(2) Plan to Identify, Select and Retain Project Participants with Academic Need

Plan to Identify Project Participants: A total of 200 SSS-eligible students will be selected and enrolled in the program. Special emphasis will be placed on enrolling students who have as one of their academic goals the pursuit of education beyond an associate degree. In addition, the SSS project targets the following high risk populations in need of additional support to improve retention and academic achievement: (1) SSS-eligible students testing into one or more developmental courses; (2) MCC-sponsored TRIO Talent Search, Upward Bound, and GEAR UP-referred first-year students; (3) advanced level ELL students; (4) GED graduates from the MCC Out-of-School Youth Development Center; as well as students referred by Academic Division Achievement Coaches.

SSS staff and College collaborators distribute program information and program applications to potentially eligible students to encourage them to apply to the program.

The identification of potential program participants will be carried out by the SSS Director and SSS staff and accomplished through access to data from the MCC Admissions and Financial Aid Offices, the Advising Center, referrals from staff, faculty, program participants, and self-referrals by students who have learned about the program either through its extensive publicity efforts or word-of-mouth. All of the activities noted in the plan to inform the community (see above table) are pursued as part of the recruitment efforts for the project. Great care will be taken to ensure that all recruitment materials are free of bias and culturally sensitive.

Plan to Select Project Participants: SSS staff review and evaluate the completed and signed *Application for Services* and supporting documents required to establish eligibility. All students selected for the project provide the following as determined by their eligibility category: evidence of low income; declaration of first generation status; evidence of U.S. citizen/national status; signed release to obtain academic records; and signed release to obtain verification of a documented disability, if applicable. In addition, SSS staff determine the student's academic need based on answers to questions on the application, results of *Accuplacer*, (the college placement test administered by MCC to all incoming students), review of academic records and individual interviews.

Selection of students is carried out by the Director based upon recommendations from SSS staff. Upon verification of eligibility criteria and review of the determination of academic need, the Director enrolls the student in the program. A waiting list will be established, if required. After being selected, the student is assigned to meet with a TRIO advisor who also serves as his/her academic advisor. At this meeting, the student signs a contract that clearly states

the student’s obligations and the program’s responsibilities. The contract includes permission for SSS staff to contact faculty members regarding academic progress and other College departments as needed. Once the contract is signed, the student is enrolled in the program.

General Education Provisions Act (GEPA) Plan: Throughout the recruitment, identification and selection process, SSS ensures equity of access and participation. Utilizing the proactive, traditional and equal opportunity approach of the TRIO programs, SSS selects and enrolls eligible students without regard to race, gender, color, national origin, disability or age. To do so, SSS distributes program information and conducts staff outreach to students through the ELL Department, the Disabilities Support Services Department, MCC Adult Learning Center, Veterans Resource Center, and other clubs and programs that serve populations facing these barriers. Staff conduct presentations, provide program materials, and meet individually with students to encourage their enrollment in SSS. In addition, the staff works with faculty and staff from the above-mentioned departments and organizations to ensure that the College offers a supportive climate and barrier-free environment. SSS also honors fully the College’s commitment to pluralism and non-discriminatory practices, as described in the *Middlesex Community College Statement on Diversity and Pluralism*. (See also separate GEPA Statement)

Plan to Retain Project Participants: A comprehensive array of services and activities is provided to retain project participants and meet project objectives. These services and activities are outlined in detail in the **Plan to Provide Services that Address Goals and Objectives of the Project** (see pages 24-34). A summary of some of these services follows:

Program Initiatives to Retain Participants	
Intensive Case Management, Outreach and Advising	To maintain contact with the student in order to monitor academic progress and to identify and address barriers
Intensive, Specialized Outreach to Entering First-Year Students	Summer Bridge and Orientation Programs to provide focused outreach and support

Academic Tutoring	Including extensive tutoring in reading, writing, mathematics, and business conducted by TRIO staff; coordination of tutoring in other subjects by MCC Disabilities Support Services and Academic Center of Enrichment
Early Awareness Academic Intervention Program	To monitor academic progress early in the semester
Non-Cognitive, Academic, and Study Skills Workshops	To support academic success and foster resiliency
Intensive Advising and Assistance in Program and Course Selection	Provided by SSS staff serving as students' academic advisors
Personal Counseling/Advising	Individualized counseling relating to self-advocacy, work, school and life balance, and professional life coaching; student referrals to MCC licensed counselors for therapeutic personal counseling
Personal Counseling Consultative Services	Training and services provided by the MCC Personal Counseling Department to assist TRIO staff in dealing with counseling issues encountered by students that cause difficulty or disruptions in college success i.e. by recommending strategies and approaches to issues
Professional Life Coaching and Peer mentoring/coaching	Offered by SSS staff; peer mentoring/coaching program matches upper-class students with new freshman SSS students
Individualized Career Counseling	Including administering career interest inventories, career explorations, and career decision making and coordination of additional services through the MCC Career Counseling Office.
Transfer Services	To assist students in applying for admission to and obtaining financial assistance for enrollment in four-year post-secondary education programs
Federal Student Financial Aid Programs	Information and training on the full range of federal student financial aid programs and benefits; financial aid advising and assistance with completing FAFSA and scholarship/loan applications, and identifying resources for locating public and private scholarships
Financial Literacy	Education and counseling to improve the financial literacy and economic literacy of students, including financial planning for postsecondary education
Engagement of Students in Leadership and Student Activities	To foster retention, development of non-cognitive skills, and academic success
Exposure to Cultural Activities	To broaden the world view and understanding of disadvantaged students who may not have access
Student Recognition Activities	To foster self-esteem, showcase leadership development and presentation skills, and acknowledge academic success

Fostering Institutional Relationships, Collaborations, and a Supportive Environment	To ensure widespread campus understanding and support for TRIO activities and students from low-income and first generation backgrounds and students with disabilities
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Another tool to enhance retention efforts will be the careful tracking of students from their date of entry into the program through graduation and transfer by the following mediums:

Tracking Mediums to Retain Participants	
Student Tracking Databases – SARS and Heiberg	Track all SSS tutoring, advising, counseling, professional life coaching, interactions, participation and proficiency in financial literacy training, college campus visits, and cultural experiences
SSS Customized Service Plan	Based upon needs assessments and long- and short-term academic, career, and life goals; plan includes areas for development and recommendations for utilizing SSS and College services, such as academic support and tutoring services, supplemental instruction, and career, personal, and transfer counseling
MCC Banner Student (MIS) Information System	Data reporting on placement testing, course enrollments, grades/transcripts, completion and outcomes
DegreeWorks	College wide comprehensive web-based academic advising, degree audit, and transfer articulation system
MCC Testing Center, Financial Aid Office, Registrar’s Office, Enrollment and Institutional Research	These offices provide information on direct contacts and services as well as data on student outcomes
MCC Focus2 Career Software	Provides information and individual reports for SSS students on their values and interests related to work and linked to majors and careers
Early Awareness Intervention Program	Ongoing progress reports and faculty feedback
MCC Academic Centers of Enrichment	Track students’ use of tutoring services
Blackboard Interactive Program	Tracks student use of SSS Blackboard site

A **Customized Service Plan (CSP)** is developed with each student by a TRIO advisor who also serves as the student’s academic advisor. The **CSP** is a tool to monitor student progress and address ongoing need for services. Staff meet with students a minimum of five times per semester in the first year and three times per semester thereafter to provide program services.

Staff participate in bi-weekly case management meetings to focus on and address specific problems and issues affecting individual students. Additional strategies to retain students include: (1) intensive cohort identification, outreach, and tracking; (2) a unified model of TRIO SSS authorized services that provides participating students with a comprehensive, centralized hub of supports and activities in a location that gives them access to staff, equipment, and the ability to engage with their college peers as well as obtain referrals to college and community resources; and (3) service specialization geared toward the needs of entering first-year students, continuing students, and graduating/transferring students. Details on the specific services and activities that are offered to foster academic achievement, persistence, graduation, and transfer to four-year institutions are provided in the Plan to Provide Services (Section (c) (4)).

(3) The Plan for Assessing Each Individual Participant's Need for Specific Services and Monitoring His/Her Academic Progress at the Institution to Ensure Satisfactory Academic Progress

Each student's need must be understood and addressed comprehensively. Academic success depends not only upon academic preparedness, but also upon the presence of a secure support structure that addresses the student's academic, financial and personal needs.

Assessing Participants' Need: Assessment is an ongoing process that is initiated at point of intake and carried forward throughout the participants' length-of-stay in the program. The intake/assessment process involves review of the academic, personal, and financial needs of each student and administration of needs inventories that may include Myers-Briggs, Focus2 Career Interest Inventory, and other instruments, such as the Learning and Studies Strategies Inventory (LASSI). SSS staff use the ongoing case management system and the CSP in concert with the following assessment tasks to identify and address with consistency the needs of eligible

students: (1) The SSS staff member serving as the student's academic advisor meets with the student and reviews Accuplacer™ test results, academic records, and results from other assessments, as well as discusses with the student his/her perceived strengths and weaknesses in performance. The CSP is developed at this meeting to address and monitor these needs. The CSP is reviewed each semester and updated as required throughout the student's participation in the program. (2) SSS staff work closely with each student to develop clear action steps to address specific individual service needs (i.e., assistance with course selection, obtaining adequate financial aid, selecting courses, participating in tutoring and supplemental instruction sessions, obtaining transfer information, and applying to four-year colleges). Staff closely monitor student implementation of the action steps and intervene, when necessary, to facilitate the carrying out of these steps.

Plan to Monitor Academic Progress: SSS staff use the ongoing case management system and the Early Awareness Intervention Program to monitor and address participant progress.

Initiatives include: (1) SSS staff regularly review each student's academic records (progress reports from faculty, grade deficiency reports from the Registrar and transcripts). In addition, students and faculty frequently provide information on the day-to-day performance in courses. If the student is experiencing academic difficulty, the TRIO Advisor meets with him/her to identify SSS and college-wide resources that can assist the student. (2) SSS staff have no fewer than three service contacts with continuing students each semester to monitor progress and provide assistance, as required. (3) SSS staff conduct bi-weekly case management meetings to monitor and address specific student issues and problems. (4) SSS staff utilize the College's Banner student information system to obtain accurate student information related to: college placement scores; GPA; semester schedules; transcript; information regarding academic warnings,

deficiencies and probation; and eligibility for graduation. (5) SSS staff employ intensive outreach, intervention, and tracking to ensure that students stay connected to needed support and services. Every student contact is recorded and monitored, including appointments for tutoring, advising (academic, personal, financial, transfer), study skills workshops, life coaching, assistance with technology, and participation in cultural activities and college visits.

(4): Plan to Provide Services that Address Goals and Objectives of the Project

Service	Goal/Objective	Key Personnel
Case Management/Advising	Retention, academic standing, grad/transfer	Director TRIO Advisors
Summer Bridge Programs	Retention, academic standing, grad/transfer	MCC Staff
Orientation for New and Returning Students; support in establishing college-going identity	Retention, academic standing, grad/transfer	All Staff
Early Awareness Academic Intervention Program	Academic Standing, Retention	Director TRIO Advisors
Academic Tutoring	Academic Standing	Tutor Coordinator, peer tutors
Study Groups and Supplemental Instruction in STEM	Academic Standing	Referral by Tutor Coordinator
Non-Cognitive, Academic, Study and Skills Workshops	Academic Standing, Graduation/transfer	Director All Staff
Professional Life Coaching	Retention	Director and TRIO Advisors
Peer mentoring/coaching	Retention	Dir. and student peer mentors
Access to Technology, Math and Writing Labs	Academic Standing, Graduation/transfer	Dir. and staff
Intensive academic advising and assistance in post-secondary course selection	Retention, Graduation/transfer	TRIO Advisors
Personal Advising	All	TRIO Advisors MCC Personal Counselors
Career Development	Retention, Graduation/transfer	TRIO Advisors MCC Career Counselors
Transfer counseling to assist in applying and obtaining financial assistance for transfer to four-year institutions	Graduation/transfer	TRIO Advisors MCC Transfer Advisors
Information on full range of federal and state financial aid, including grants and loans;	Retention, graduation/transfer	Director TRIO Advisors

resources for completing public and private scholarships; financial aid counseling and assistance completing the FAFSA and financial aid appeals		MCC Financial Aid staff
Education and counseling on financial and economic literacy, including financial planning for postsecondary education	Retention, graduation/transfer	Director TRIO Advisors, Financial Aid staff
Leadership development and engagement	Retention	Director TRIO Advisors
Cultural Event Field Trips	Retention	Director TRIO Advisors
College Campus Visitations	Graduation/transfer	Director TRIO Advisors
Interactions with administration, faculty and staff	Retention, academic standing	All staff
Student Recognition Events	Retention	All staff

SSS will offer a comprehensive and coordinated body of specialized services to foster academic achievement, retention, three-year graduation, and three-year transfer. All of the services and activities designed to meet project goals and objectives are described below:

Case Management/Advising: This includes: (1) assisting students in identifying and gaining access to additional support services that may be needed; (2) consulting with faculty and students on ways of addressing specific problems affecting the students; (3) advocating for students, as needed, with faculty and staff and teaching self-advocacy skills; (4) linking students with tutors, as well as academic, career, transfer, and financial aid counselors; (5) making appropriate referrals both within and outside of the College; (6) monitoring academic progress; and (7) serving as academic advisor to assigned caseload of SSS participants. A regular review of the CSP with the student is done a minimum of three times each year. All case management/advising services take place in the SSS offices that are located on the Lowell and Bedford campuses. Referrals may be made for short-term personal counseling to MCC counseling services and/or outside counseling where appropriate for long-term counseling. Other referrals may be made to

other community agencies, including those with expertise in addressing health, housing, transportation, legal, and family issues.

Summer Bridge Programs: SSS facilitates incoming and returning students participating in several different Bridge programs offered by MCC academic departments, the MCC Stem Starter Academy, and MCC pre-collegiate TRIO and GEAR-UP programs. The Bridge programs reinforce the vital math, English and study skills required for success. First year students who are accepted into SSS after enrolling in their fall courses are provided additional support throughout the summer. SSS also provides additional services for incoming program participants, such as administering a learning styles inventory that supports development of the CSP.

New and Returning Students Annual Orientation: SSS offers Orientation Month activities dedicated to all new and returning TRIO SSS students. These activities are offered at various times to accommodate many different school and work schedules. Orientation focuses on three specific areas: (1) Utilization of College Resources; (2) SSS services, and (3) making connections in college. The Orientation provides students with an opportunity to meet one another, begin to make friends, and become acquainted with SSS staff. It features an overview of the many TRIO SSS services offered through the program and offers students the opportunity to sign-up for cultural trips and four-year college visits. Since the subjects covered during the Orientation Month programs are of such importance, the topics are also offered on an individual basis and are reinforced throughout the year. The Director and SSS staff follow up on the orientation program by continuing to facilitate student connections to a variety of campus services, depending upon individual needs.

Early Awareness/Academic Intervention Program: This program begins to monitor academic progress early in the semester and continues throughout the term. Within four weeks of the start

of each semester, academic progress reports are distributed to faculty of all SSS participants to be returned to the SSS staff. For TRIO SSS students, any academic alerts or indicated interventions are handled by the TRIO staff who are the primary advisors for SSS students. This assignment sends a clear message to the college community about the intensive and dedicated nature of TRIO services. The information provided by faculty is used to customize service offerings for the students to assist them in meeting academic requirements. For example, students may be connected to Academic Centers for Enrichment for content-area tutoring (Accounting, Advanced Science, Economics, etc.).

Academic Tutoring: The SSS Tutor Coordinator provides individualized tutoring in English and writing skills. The Coordinator also oversees tutoring provided by trained SSS and workstudy peer tutors and also refers students to the MCC Academic Centers for Enrichment which offer additional discipline-specific tutoring for many other subjects. Additionally, each staff member is crossed trained to offer assistance to students having difficulty in any subject area.

STEM Supplemental Instruction: To the extent possible given the student's personal scheduling requirements, SSS places students taking STEM courses into those course sections that include MCC Supplemental Instruction (SI) integrated into the course. Additional SI trained peer-led facilitated study group sessions are offered as a part of each course. These sessions include review and instruction in course content and study skills, as well as assistance in preparing for exams and assignments. The College provides priority registration for SSS students in Supplemental Instruction STEM classes.

Non-Cognitive, Academic, Study and Skills Workshops: SSS offers a minimum of eight workshops a semester, and staff encourage students to participate. Workshops that focus on strengthening the non-cognitive skill sets that contribute to developing the academic mindsets

and behaviors that contribute to college success include: Transitioning to College, Self-Advocacy, Self-Efficacy, Identifying and Achieving Personal Goals, Connecting College Studies to Career Success, Stress Management, and Balancing Life, Work, and College Challenges. Academic and study skills workshops include: Using Library Services and Online Resources, Study Skills, Research Techniques, Note-taking, Time Management, Understanding Financial Aid, and Transferring to Four-Year Colleges. During the case management/advising process and monitoring of the CSP, staff work with the student to determine which workshops would be most beneficial. The student is advised of the dates; a sign-up sheet is located in the SSS offices. There is also the opportunity for students to meet individually with SSS staff on any of the workshop topics.

Professional Life Coaching: SSS staff provide professional life coaching to participants. The ongoing partnerships between coach and student are designed to set and clarify the student's personal, academic and professional goals; remove barriers; and develop action plans with built-in accountability. The life coaching contributes to the student's development of non-cognitive skills and related academic mindsets that lead to academic, personal and professional success.

Peer mentoring/coaching: Incoming students are matched with successful returning students who have been trained by SSS staff to be mentors. The new students and peer mentors participate jointly in activities facilitated by SSS staff members. Activities include the Franklin Covey Seven Habits of Highly Effective College Students Program, True Colors Personality Type Indicator Program, and community service projects. Students also attend campus programs with their mentors. New students, known as "Rising Stars," may become mentors/coaches in subsequent years.

Access to and Use of Technology, Writing and Math Computer Labs: SSS computers, printers, and copy/fax machines are available for student use in the SSS main office and the SSS Academic Resource Center. Students have Internet and email access. In the MCC Writing and Math Computer Labs, access is readily available to SSS students, who can utilize tutorial software to reinforce classroom assignments and to complete course work. SSS staff assists students in using the technology and software.

Intensive Advising and Assistance in Post-Secondary Course Selection: As part of case management responsibilities, SSS staff serve as the student's official academic advisor and work closely with staff from Admissions, the Registrar's Office, Disabilities Support Services, and the Advising Center to assist them in following an academic program that will lead to graduation and transfer. This includes early alert interventions discussed previously. Some career majors require students to be advised by faculty; in those cases, SSS staff work closely with the subject-specific faculty advisors to ensure students are on track to meet graduation and transfer requirements.

Personal Advising: SSS staff advise students who are dealing with personal issues that may impact their academic achievement. Students in need of therapeutic assistance are referred to MCC Counseling Services.

Career Development: SSS staff provide career counseling individually and through the use of software and other materials, including *Myers-Briggs Type Indicator*, *True Colors*, and *Focus 2 Career Advising* system. SSS staff work closely with students in researching careers, taking career inventories and making decisions about how career choices align with academic program choices in order to identify career goals and develop a plan for achieving these. This includes facilitating SSS students working with the MCC Career Services Department. Representatives

from the business and professional community are invited to discuss career opportunities with students.

Transfer Counseling: SSS staff take a very proactive role in facilitating transfer of SSS students. They begin discussing the transfer process when students enter the program. They have developed an open line of communication with the College Academic Advising Center staff, as well as transfer admissions counselors at both public and private four-year institutions to ensure that students are enrolled in appropriate course work for transfer. In addition, the staff proactively develop relationships with four-year institutions that are committed to meeting the financial needs of the low-income, first generation and disabled TRIO students who they accept. SSS staff help the student to become focused in his/her college search through their regularly scheduled meetings, which occur a minimum of three times a semester. SSS staff and the student together research colleges through on-line databases. The student is able to provide a personal profile, review an alphabetical list of colleges, search for colleges based on a wide range of criteria, obtain dates and locations of regional and national college fairs, and review financial aid information. The student selects colleges to visit and to apply to. In addition to the transfer advising provided by SSS staff, students are encouraged to attend transfer college fairs at MCC, and transportation is provided for college visits.

Staff accompany the students on college visits, and individual meetings are set up for students with Admissions Offices at selected four-year colleges. The comprehensive transfer assistance also includes assistance in completing the admission applications, college essay, FAFSA, and other scholarship and financial aid applications. *Staff work closely with each four-year college to obtain application and deposit waivers.* Staff work diligently with students to

encourage transfer to competitive four-year schools and also work with admission's offices to advocate for students.

Financial Aid Counseling: SSS staff offer financial aid advising to ensure that each student secures the maximum amount of federal and state financial aid for which the student is eligible, and which minimizes loans. Financial Aid workshops are held and individual assistance is given in completing financial aid forms, as well as developing an organization system so that the student does not lose papers, forms and correspondence. In addition, SSS staff advocate for students in jeopardy of losing financial aid due to academic probation and assist students in writing appeal letters. Finally, staff assist students in applying for scholarships offered by community organizations and corporations and the MCC Foundation, which has designated an annual scholarship for a TRIO student. SSS staff are provided a monthly report regarding students with outstanding financial concerns in order to provide assistance and counseling.

Financial and Economic Literacy: SSS staff provide education and counseling services designed to improve the economic and financial literacy of students, including financial planning for postsecondary education. Services include individual sessions with participants, workshops conducted in collaboration with the MCC Financial Aid Department and community partners including local banks and state agencies, online financial/economic literacy training (such as such as Money Smarts), and presentations by community financial experts. Topics include but are not limited to: creating a budget, avoiding and managing credit card debt, financial goal setting, understanding credit scores, choosing bank accounts, debt reduction strategies, avoiding identity theft, and understanding financial aid packages offered by four year institutions. In addition to information provided by workshop presenters, students use the online financial literacy course developed by Decision Partners, *Financial Literacy 101*. This is an interactive

multimedia course with built in assessment and personalized recommendations for each student. Students create a financial plan and monthly budget and upon completion of the course take a comprehensive exam, set personal long- and short-term goals, develop a personal budget, and complete a credit card payment exercise based on their debt level. SSS staff work with the students as they complete the online course.

Leadership Development and Engagement: SSS offers a variety of leadership opportunities, including Franklin Covey training in the “The Seven Habits of Highly Effective College Students,” which provides a foundation for further leadership development. In addition, SSS staff work closely with students to connect them to the wide range of opportunities available at MCC through the Center for Student Leadership and Engagement. These include co-curricular clubs and organizations, leadership development programs, Student Government, serving as student representatives on College Committees, wellness activities as well as civic and service-learning opportunities. Additionally staff support and encourage SSS students who are interested in becoming Commencement Speakers and International Fellowship participants.

Field Trips to Cultural Events and College Campus Visitations: These include experiences that are not typically available to low-income and first generation students. Activities may include trips to live theater, museums, and historical tours. Discussions with students regarding the activity take place before and after the trip and evaluations are conducted. These include pre- and post-assessments of student knowledge and student input on the quality of the activity. College visitations include campus tours, meetings with admissions and financial aid counselors, and discussions about admittance requirements. In addition, MCC faculty/professional staff are invited to accompany SSS staff and students on these trips to foster further student engagement in the campus community.

Interaction with Administration, Faculty and Staff: SSS staff also work collaboratively with college administrators, faculty and staff to promote an institutional climate that supports the success of eligible students and fosters their full integration into the college community. The Director and SSS staff conduct regular meetings and presentations with individual Academic Divisions, Academic Resources, Admissions, and the College’s Senior Management Team. Once a year, an Open House is held to introduce new faculty and staff to the program. In addition, SSS annually presents “Community Partner Awards” to those faculty and staff who have provided extensive support to the students and program. Recipients are nominated by program participants and SSS staff. All of these activities promote collaboration and communication related to program initiatives and helps to establish a supportive institutional climate.

Student Recognition Events: Each year, SSS hosts two student recognition events to which administrators, faculty, staff, and families are invited. Students are recognized for academic achievement; contributions to the college, TRIO and to the community; and for graduation and transfer. SSS also recommends students for a variety of college wide awards and recognition, such as Outstanding Student Awards and Commencement Speaker.

Need for SSS Services with Strategies to Address these Needs	
Academic and other problems of SSS eligible students	
<ul style="list-style-type: none"> ▪ Inadequate basic skills in reading, writing and math; inadequate preparation for college-level work, ▪ Poorly developed academic and study skills 	Summer Bridge Academic Tutoring STEM Supplemental Instruction Study/Other Skills Workshops Tech, Writing, and Math Labs
Limited proficiency in English (ELL), long duration of coursework to reach college level classes	Academic Tutoring Study/Other Skills Workshops
<ul style="list-style-type: none"> ▪ Poorly developed non-cognitive and resiliency skills ▪ Lack of experience/confidence in approaching faculty/staff ▪ Lack of role models, mentors and advocates 	Case Management/Advising Skills Workshops Life Coaching SSS Collaboration with MCC Faculty/Staff Leadership Development
Lack of experience related to career, academic and	Case Management/Advising

personal planning	Orientation Month Career Development Life Coaching Transfer Counseling
Lack of familiarity with college environment; policies and procedures	Case Management/Advising Orientation Month Skills Workshops Peer mentoring/coaching/
Need for skills to support academic achievement	Summer Bridge Academic Tutoring Skills Workshops Tech, Writing, and Math Labs
Lack of engagement in class and college community	Orientation Month Skills Workshops Leadership Development Peer mentoring/coaching Field Trips Student Recognition Events
<ul style="list-style-type: none"> ▪ Insufficient financial resources and need to work ▪ Lack of economic and financial literacy skills ▪ Students “stop out,” multiple times/semesters 	Case Management/Advising Personal Counseling/Advising Financial Aid Counseling Financial/Economic Literacy
<i>Differences between SSS eligible and comparison groups</i>	
<ul style="list-style-type: none"> ▪ Very low GPA, below 2.0 required for good academic standing, in relation to comparison group ▪ Very low four-year graduation rate in relation to comparison group 	Summer Bridge Case Management/Advising Academic Tutoring Early Alert Intervention
Very low four-year transfer rate (transfer with certificate or degree) in relation to comparison group	Case Management/Advising Career Development Transfer Counseling College Visits

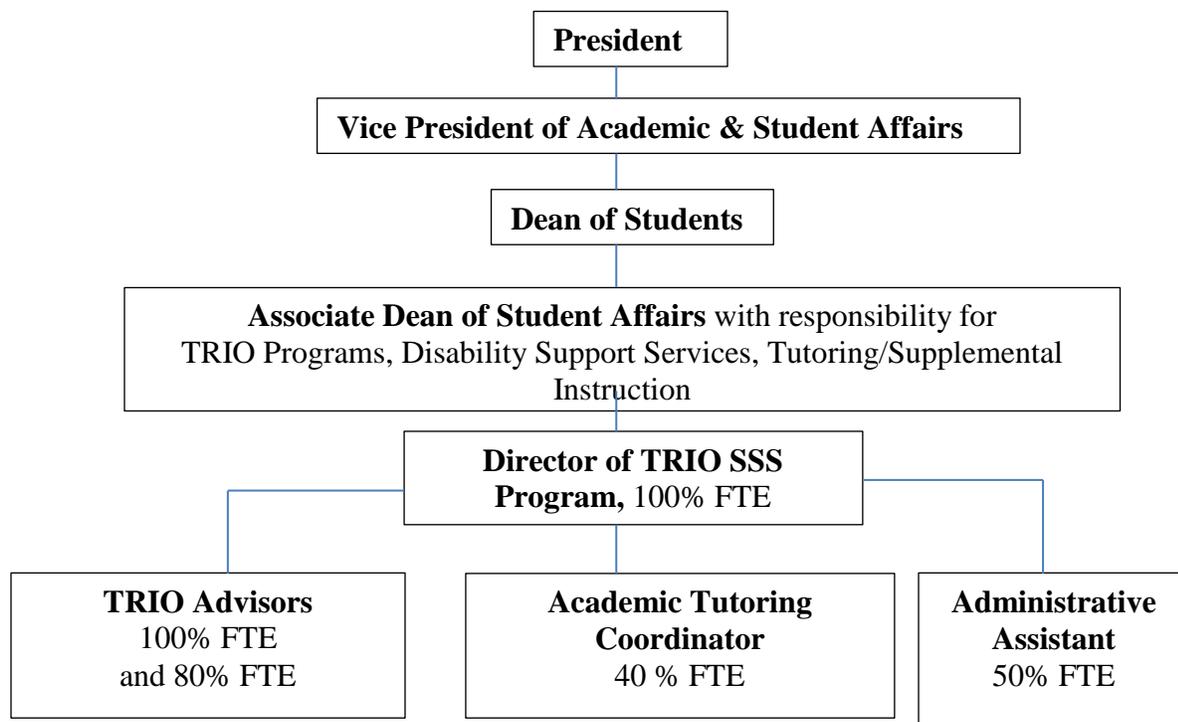
(5) Plan to Ensure Proper and Efficient Administration of the Project

Organizational Placement and Time Commitment of Key Project Staff:

SSS is under the *Division of Academic and Student Affairs*. The Director reports to the *Associate Dean of Student Affairs* who reports to the *Dean of Students* who reports to the *Provost/Vice President of Academic and Student Affairs*, who reports directly to the *President* of the College. The chart shows how SSS fits within the College's organizational structure and time commitment of staff.

The SSS Director is responsible for direct administration of the project and has the authority to carry out appropriate activities to achieve objectives. Operating within the administrative and management procedures of the College, the Director has primary responsibility for overseeing the project’s activities, staff, and financial administration.

Organizational Chart and Time Commitment of Key Project Staff



Plan for Financial Management: To ensure proper accounting of federal SSS funds, and to ensure that these funds do not supplant institutional resources in the conduct of program-related activities, the College's Administrative Services Division has established a restricted account in accordance with accepted fund accounting principles. Individual line-item budgets are established within this account for salaries, fringe benefits, materials, supplies, travel, etc. All expenditures against the account require requisitions and the approval of the Project Director. When authorization for expenditure is given, an encumbrance is recorded against the specific line item. The College scrupulously maintains copies of all orders, invoices, and receipts. A

Senior Grant Budget Manager from the Administration & Finance Office is assigned to work with the Project Director, and they are in contact weekly to review expenditures and monitor budget activities. The Project Director has up-to-the minute access to the College's Banner Financial System which details all expenditures and encumbrances.

Funds are maintained in full accord with accepted accounting procedures, so that auditors examining the College's accounts are able to document the proper management of all program funds. SSS budgets are subject to the College's annual audits reviews. The College and Project Director will assure full compliance with EDGAR 34 CFR, part 75.730. In addition to the Director, the Dean of Students has access to monthly financial reports as part of her divisional purview. The process is evaluated annually, or as needed, and appropriate adjustments made.

Plans for Student Record-Keeping: In accordance with SSS guidelines and EDGAR, a complete file is kept in the program office for each participating student to document eligibility, services and progress toward meeting program's objectives. These files are stored in a locked cabinet. The Director, TRIO Advisors, and Administrative Assistant have access to these secure files. Included in the student's confidential file are: a completed program application; documentation of eligibility (income, citizenship or residency status, first generation, and verification of disability status); basis for determining academic need, including placement test results (skill levels in math, reading and writing); the *Customized Service Plan (CSP)* that offers an analysis of the academic, financial, and personal needs that must be met and services that must be provided; and college transcripts. Additional secure files containing case management reports for all students are maintained separately in the office.

Maintained in the SSS Student Access databases (Heiberg and SARS) are documentation and a brief description of every contact with the student. Contacts recorded may include

tutoring, advising, participation in cultural activities, and referrals, as well as the amount of time for each contact. Staff input this data daily to ensure accurate and timely recording of information. Information on student course selection and enrollment including relevant notes is recorded in MCC's degree audit system, DegreeWorks. The Director determines and approves staff access to various components of these databases.

The materials listed above provide documentation of key student characteristics, services provided, and progress made in achieving the project's objectives. Information on key project variables is also entered into the Heiberg Student Access database, making it possible to get up-to-date reports that can be used to document compliance with program requirements and measure the program's performance and effectiveness in meeting each of the project's objectives. The Director accesses reports to determine number, frequency and type of contact by student or advisor. The College is in full compliance with the Family Education Right to Privacy Act (FERPA) regulations. All employees including student workers are trained in the FERPA regulations and must sign a FERPA agreement.

Plan for Personnel Management: All project staff must have a clear understanding of their respective roles and responsibilities, and they must communicate regularly and effectively with one another and with the relevant academic, student service, and administrative divisions of the College. The SSS Director recruits, hires, supervises and evaluates all project personnel consistent with College policies. All new staff participate in a College Orientation focusing on employee policies and procedures conducted by the Human Resources Office. Confidential personnel records are maintained for all staff. Time sheets are completed weekly, approved by the Project Director and submitted through the online state wide personnel management system.

The Director supervises all personnel and conducts weekly staff meetings to build a strong team, review results from database and other reports and the delivery of services, provide information on new policies or procedures, provide training for staff, monitor progress toward the achievement of objectives, and develop plans for enhancing programs, as required. Meetings provide a forum for sharing and discussing information related to the attainment of program objectives. They also help to create among staff a sense of common purpose and shared goals.

In addition to the ongoing supervision provided within the reporting structure of the program, all project staff undergo annual performance reviews in accordance with College policy. Shortly after being hired, each staff member works with the Director to develop a set of quantifiable performance guidelines, which are reviewed and updated annually and then used as the basis for the year-end performance review. The Director also conducts a performance review after a staff member has completed five months of employment. When required, Performance Improvement Plans are developed. All evaluations are in compliance with College collective bargaining agreements. The Associate Dean of Student Support Services uses a similar procedure to evaluate the Director.

Coordination with Other Programs for Disadvantaged Students: The most obvious coordination that occurs between the SSS and other programs for disadvantaged students is the strong linkage to the College's other TRIO programs. SSS continues to engage SSS-eligible incoming freshmen from *Educational Talent Search* and *Upward Bound*, as well as from *GEAR UP*. In addition, during the recruitment, identification, and selection process, SSS offers SSS-eligible students with disabilities the option to apply to the *Student Support Services – Disability (SSS-D)* program for students with disabilities who test into one or more developmental courses. At the same time, SSS-D refers any students who do not meet eligibility requirements for its program to SSS. SSS

does not overlap with SSS-D, since both projects are serving exclusive populations. The Director also seeks referrals from other programs for disadvantaged students, such as: Latino Connections, a high school In-School Youth Retention Program; the MCC Out-of-School Youth Development Center; and the MCC Adult Basic Education College Transitions Program.

(d) INSTITUTIONAL COMMITMENT

(1) Committed Facilities, Equipment, Supplies, Personnel, and Other Resources

Facilities: The MCC Lowell campus is centrally and conveniently located in downtown Lowell and is comprised of seven (7) buildings. The largest and primary classroom building is the Carole A. Cowan Center in which the SSS program is located on the first floor. All buildings on the Lowell campus are handicap accessible and comply with all ADA architectural access requirements.

The *main program office*, centrally located on the first floor of the Cowan Building, contains space for SSS staff and the administrative assistant, as well as a nearby, smaller office to house the Director. SSS offices are housed in 756 square feet of space. The presence of SSS in the Cowan Building offers participating students convenient access to academic advisors, counselors, and financial aid advisors. A second SSS office is located on the Bedford campus and occupies 147 sq. ft. In both Lowell and Bedford, advocacy on behalf of SSS students is enhanced by the opportunity for daily contact with referring College departments, including: *Admissions, Financial Aid, Academic Advising, Counseling, Career Center, Registrar, Enrollment Services, and Institutional Research.* The excellent location of the SSS offices provides easy access to other departments and facilitates feedback and interaction for staff and students. By making this space available for SSS activities, MCC has demonstrated its strong commitment to the program and its mission.

The SSS *Academic Resource Center* occupies 225 sq. ft. and is located within the *Academic Center for Enrichment (ACE)* on the fourth floor of the Cowan Building. *ACE* provides College tutoring services. The *SSS Academic Resource Center* houses additional computers, the SSS tutors, and the Tutor Coordinator. In the *Academic Resource Center*, students have access to computers and receive one-on-one and group tutoring services, as well as computer assisted instruction from SSS tutors. Integration of the SSS tutoring and academic support initiatives and operations within the *MCC Academic Center for Enrichment* greatly enhances the tutoring component of the program. This tutoring location offers separate office space for SSS tutoring staff and separate computer access to SSS students and staff. At the same time, it affords students convenient access to content-area tutoring offered by MCC staff located in the *Academic Center for Enrichment*.

SSS students on the Bedford campus have access to both the Bedford Academic Center for Enrichment and the Lowell SSS *Academic Resource Center*. The College offers van services between campuses to provide students easy access to all resources. The total space allocated for the SSS program for both campuses is 1,128 sq. ft. The value of office space, which includes desks, phones, utilities, and parking (free in Bedford, paid by the College in Lowell), is valued at \$50/sq.ft. for a total of 1,128 sq.ft. or **\$56,400**.

Equipment and Supplies: MCC makes an extensive amount of equipment and supplies, as well as office furnishing, available to SSS. These include, but are not limited to:

Supplies/Equipment	Available for Staff Use	Available for Student Use
Desks and chairs for staff and students	X	X
File Cabinets	X	
Phones for Staff	X	
Fax Machines	X	X
Photocopiers	X	X
Standard Office Supplies	X	

Postage Costs	X	
Resource tables and chairs	X	X
Computer access to student database	X	
Access to Internet	X	X
Computer Labs and related multimedia software	X	X
SARS, scheduling and tracking software	X	X
Career Planning Software (Focus2)	X	X
Banner MIS	X	
College Information and Transfer Software	X	X

As noted in the above table, MCC provides general office supplies (paper, pens, pencils, etc.) as well as bulk photocopying services for SSS. Photocopying is particularly important in producing flyers and brochures to support a wide variety of project activities, including recruitment, orientation, and workshops. The value of office supplies, photocopying and postage is estimated at **\$4,400**.

Personnel: Numerous College offices provide support to SSS. These include: Admissions, Enrollment Management and Institutional Research, Financial Aid, Records and Registration, Administration & Finance (grants accounting), Resource Development (grants development), Academic Advising and Development, Academic Resources, Academic Support Services, Health Services, Resource Development, Facilities Management and Information Technology. Key staff providing a minimum of 5% time to the project include: Associate Dean of Student Affairs; Senior Grant Budget Manager; Director of Financial Aid; Information Technology Help Desk Staff; Director of Student Accounts Office; Associate Dean of Academic, Career and Transfer Advising; Academic and Transfer Advisor; Personal Counselor; and Division Achievement Coaches. The in-kind value of personnel time commitments from the above areas is calculated to be **\$44,863**.

Other Resources: In addition to commitment of facilities, space, supplies, equipment and personnel to support the project, MCC offers professional development resources. MCC is highly supportive of professional development for all faculty and staff. All SSS staff participate in the MCC on-campus annual Professional Development Day and annual Assessment Day, as well as other professional development activities, such as the Leadership Management Institute. Staff also have the opportunity and are encouraged to apply for professional development funds to attend additional conferences that will enhance knowledge and capability to provide increased and improved services to support the project's targeted student population. Some topics for additional conferences might include financial aid, counseling strategies, and regional conferences for TRIO and education opportunity professionals working with low-income, first generation and disabled student populations. The value of MCC's professional development support is estimated at a minimum of **\$3,150** annually for the full-time staff at average \$750 stipend and the part-time staff at average \$450 stipend). Staff may take MCC courses at no cost. On average, combined staff enroll in five courses a year valued at **\$2,790**. Finally, MCC covers the cost of membership in the Council for Opportunity in Education (COE), an organization that provides support to TRIO programs at \$794. The following table offers a summary of MCC's extensive institutional commitment of support to SSS.

Overall, MCC will make a **significant total annual institutional commitment** valued at **\$112,397** to SSS in recognition of the importance of this program to providing SSS-eligible students with services contributing to academic achievement, retention, transfer, and graduation

Summary of MCC's Institutional Commitment to the Project	
Type of Commitment	Estimated Value
Space and Facilities	\$56,400
Supplies and Equipment	\$ 4,400
Personnel	\$44, 863
Other (Professional Development)	\$ 5,940
Council on Opportunity in Education (COE) Dues	794
Total Per Year	\$112,397

(2) Administrative and Academic Policies to Enhance Participants' Retention

In addition to the policies and procedures established by SSS, MCC has in place **additional methods to assure retention and graduation among this high-risk population.**

These are outlined as follows:

Academic Assessment Testing and Course Level Placement Policies: The College offers testing for skills in reading, writing and mathematics. This helps to assure students that they are enrolled in courses appropriate for their academic skill levels. The College testing service administers the Accuplacer™ standardized test, as well as other tests designed for English Language Learners (ELL) students. Students can participate in refresher workshops to prepare for taking the test and are also given the opportunity to retake the Accuplacer™ to improve their scores. Students entering degree or certificate programs must be assessed in mathematics, writing and reading before registration. Students who test below the required level of proficiency are placed in developmental classes. SSS staff are able to print test scores for each program participant via the College's Banner student information system. The scores become part of the student's file and are used in developing the CSP.

Priority Registration for all Courses: MCC offers SSS students early priority registration for all courses, ensuring that they are able to enroll in required courses each semester. Students work with their SSS advisor to select and register for courses.

Opportunity to Accelerate Completion of Developmental Courses: Recognizing the importance of assisting students to complete developmental courses as quickly as possible and with academic success, the College offers several sections of accelerated learning programs in English and Math for which SSS students receive priority registration. For the **Accelerated Learning Program (ALP) in English**, students who test into Basic Writing, a developmental course, are co-enrolled in English Composition I, a college-level course. Students are enrolled for six credits (6 hours of instruction), so that they may complete both courses in one semester. The **Accelerative Learning Program in Math** enables students who test into Algebra II (highest developmental math level) the opportunity to enroll in Math Modeling, a three-credit college-level course and a co-requisite one-credit Math Skills Development course, enabling them to earn college credit. Students testing into lower level developmental math courses are enrolled in **RAMP-Up/Preparation for College Math**, a modularized accelerated approach to developmental math whereby students can complete developmental math requirements in one semester.

Grading Policies: MCC grading policies reflect support for students whose academic deficiencies require them to take developmental courses. Faculty may give an “Incomplete” grade to a student who is judged to be making good progress toward course completion, but has not been able to complete the course work during the 15-week semester. The student enters into a contract for course completion with the instructor. When the course work has been satisfactorily completed, a letter grade is assigned. If the student fails to complete the course work within the extended time limit, a failing grade is assigned.

Early Warning Policies: At mid-semester all students who are in danger of failing a course receive a deficiency letter from the *Registrar's Office*. The SSS Director is provided with

a deficiency report that includes the names of SSS students receiving deficiencies, the professor's name, and estimated grade. As a follow-up to the Registrar's letter to students, SSS staff contact each student and request that he/she come in for a meeting to identify steps that can be taken to improve grades. Students are directed by both the *Registrar's Office* and the assigned SSS staff to get academic assistance. SSS staff facilitate access to supports needed to raise failing grades.

Academic Warning, Probation and Suspension Policies: In fall 2011, MCC introduced a new academic progress policy that, rather than being punitive, front loads supportive interventions when a student's GPA falls below 2.0 and s/he is put on academic warning or probation, depending upon number of credits attempted. These interventions, designed to promote student growth, self-awareness, and success, focus on the end goal of transfer, completion, and graduation. Students on academic warning must complete an online Academic Warning Workshop which helps them learn more about college policies impacting student success. Students on probation who are eligible to enroll in English Composition I are required to successfully complete the three-credit, transferable Psychology of Success course. A one-credit General Education Seminar designed for developmental students and linked to a three-credit general education course is required for students on academic probation who are not eligible to enroll in English Composition. A student who does not raise his/her GPA to over 2.0 after being on probation for two semesters is suspended from the College for one semester. Students are notified in writing and may appeal their suspension to the Provost. Students are required to provide a letter that expresses their desire to return and includes information regarding any extenuating circumstances that affected their academic performance, as well as changes they have made or plan to make to insure future academic success. The SSS staff member assigned as

the student's advisor assists the student with an appeal letter when appropriate. Unusual circumstances are taken into account and offer a SSS staff an opportunity to advocate for a student with extenuating circumstances.

Fresh Start: Middlesex's commitment to helping students meet their academic, career and personal goals is further evidenced by the Fresh Start policy that is available to students who have attended the College in the past and were not academically successful, but have demonstrated success upon return to MCC. In these situations, a student may petition to have his/her previous academic record excluded from GPA calculation if certain criteria are met. All credit hours and grades will remain on the transcript. A notation of the MCC Fresh Start will also appear on the transcript.

Academic Advising Policies: SSS students majoring in specialized career programs (i.e., Health Careers and Engineering) are assigned a faculty academic advisor from these departments and an SSS advisor, who maintain close communication with the student. Remaining SSS students are assigned to an SSS staff member as their official academic advisor. Each semester, students must have a pre-registration meeting with their advisor to discuss and plan course selections for their academic program. These advisory meetings are a requirement of MCC. The role of the academic advisor is to assist students with postsecondary course selection and to help them gain a better understanding of the College's requirements, policies and procedures.

College Payments: The Student Accounts Office provides SSS staff with a list of SSS students in danger of being dropped for non-payment so that staff may work with students to set up payment plans or resolve financial aid issues

Transfer Policies: All SSS students have access to additional transfer assistance through the College's Academic Planning Centers. Specific transfer-related policies and services include:

(1) MassTransfer: This program enables a MCC student to transfer into eligible state college and university programs with minimal loss of associate degree credit. A MCC student is eligible for MassTransfer status when s/he has completed an associate degree with a minimum of 60 credit hours exclusive of developmental course work; achieved a cumulative GPA of not less than 2.0; and completed a minimum general education core, exclusive of developmental course work. (2) MCC has more than **100 transfer articulation** agreements with state and private colleges and universities locally and nationally. These agreements are designed to ease the transfer process, allowing a student to plan specifically a curriculum that will fit a chosen program at a selected four-year college or university.

(3) Demonstrated 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

MCC is committed to fostering retention and graduation among all students and is particularly sensitive to the financial obstacles encountered by the students, especially low-income students. The MCC Financial Aid Office has made a commitment to work closely with the staff and students of SSS to provide financial aid packages that reduce, to the greatest extent possible, dependency on student loans. The MCC *Financial Aid Office* fulfills that commitment by: (1) working exhaustively with SSS staff to ensure that all students receive 100% of the federal and state financial aid grants for which they are eligible; (2) minimizing dependence on loans; (3) assisting students with completing financial aid applications; and (4) providing financial aid counseling to students and their families. Students must complete the *Free Application for Federal Student Aid (FAFSA)* as the primary application for eligibility determination and also complete a supplementary MCC financial aid application.

MCC participates in federal and state financial aid programs available to public post-secondary institutions. The *Financial Aid Office* takes all necessary steps to assist needy students to obtain financial aid through one or more of the following programs: Federal – *Pell Grant, Supplemental Educational Opportunity Grant, Academic Achievement Grant, and Work Study*; State – *Massachusetts MassGrant, Massachusetts Part-time Grant Program, Massachusetts Tuition Waiver Program, Community College Access Grant, Completion Incentive Grant, High Demand Scholarship, Foster & Adopted Child Grant, Gear Up Grant, John and Abigail Adams Scholarship and Categorical Tuition Waiver programs such as that provided to students who are clients of Massachusetts Rehabilitation Commission*. If a student’s financial need cannot be met through grants, the *Financial Aid Office* assists students in securing federal and state loans and institutional funds, if available. SSS staff also assist students in completing applications for scholarships awarded by the MCC Foundation and other sources. Specific MCC funds that can be accessed by SSS students are the MCC Safety Net Scholarships which reduce student loans by meeting direct expenses (tuition, fees, books and supplies). The MCC Foundation has also designated a minimum of one annual scholarship for a qualified SSS student.

(4) Full Cooperation and Support of the Admissions, Student Aid, Registrar, and Data Collection and Analysis Components of the Institution

SSS has received firm *commitments* from 16 departments, including, but not limited to, the *Office of the President, Vice President for Administration and Finance, Admissions, Student Aid, Registrar, and data collection and analysis components of the institution*. The following chart outlines the commitments of each department.

Institutional Support and Cooperation from College Divisions and Departments	
Office of the President	<ul style="list-style-type: none"> Dedicates total cash-equivalent personnel and non-personnel resources worth \$112,397 to sustain and support the project

	<ul style="list-style-type: none"> • Provides cabinet level assurances of full institutional support • Agrees to grant tuition waivers to students with documented disabilities who are clients of the Mass. Rehabilitation Commission • Arranges to have at least one Senior Manager attend SSS events
Office of Vice President for Administration and Finance	<ul style="list-style-type: none"> • Assigns Senior Grants Budget Manager to work with Director in administering budget • Supports SSS staff in meeting all administrative and federal budget requirements
Office of Provost and Vice President for Academic and Student Affairs	<ul style="list-style-type: none"> • Reviews periodic updates on SSS activities and provides recommendations for enhancement • Ensures all academic and student affairs offices support SSS • Provides opportunities for SSS staff to advocate for students, including those on probation
Office of Vice President of Enrollment Management and Institutional Research (Data Collection and Analysis Components)	<ul style="list-style-type: none"> • Establishes tight tracking and intervention mechanisms that interface smoothly with the College's Banner Student Information System MIS • Provides SSS staff with complete access to College student records • Permanently codes all SSS participants in College's Banner database • Provides ongoing assistance to SSS on gathering federally mandated baseline data collection • Provides assistance to SSS staff in developing assessment tools • Provides data on comparison groups for evaluation
Office of Admissions	<ul style="list-style-type: none"> • Provides SSS with the names of accepted/enrolled students potentially eligible for participation in the program (application contains check off for first-generation status) • Provides TRIO information to MCC students and parents through individual meetings, open house programs, and college fairs; includes SSS offices on all college tours for enrolled students
Office of Enrollment Services (Includes Registrar)	<ul style="list-style-type: none"> • Provides SSS with data on newly registered MCC students for recruitment purposes • Provides information on students' academic progress, particularly those SSS students receiving deficiencies • Assists Enrollment Management and Institutional Research with the permanent coding of SSS participants • Provides other data reports based on information in Banner System
Office of Financial Aid	<ul style="list-style-type: none"> • Provides SSS with the names of all financial aid recipients • Ensures that SSS students' direct cost needs are met with minimization of dependency on student loans to the greatest extent possible • Provides financial aid data on all SSS students for Annual Performance Report • Offers financial aid workshops for SSS students and families • Assists students in completing financial aid applications for MCC and 4-year colleges • Collaborates with SSS staff in offering trainings on financial literacy, student loans, debt/credit, budgeting

MCC Foundation	<ul style="list-style-type: none"> • Provides at least one Foundation Scholarship specifically for SSS students • Provides historic homes rentals at no cost for special SSS events • Offers complimentary tickets to MCC Foundation community events, including Celebrity Forum, Speaker Series and sports events
Office of Dean of Students /Senior Student Affairs Officer	<ul style="list-style-type: none"> • Ensures that at least one appointee to the Dean's Advisory Council (provides input on MCC issues and policies) is a SSS student • Hosts an annual forum involving SSS students and staff and the Dean of Students and her staff to ensure continuous improvement of the institutional climate for low income, first generation students and students with disabilities.
Office of the Bursar	<ul style="list-style-type: none"> • Provides SSS staff with a list of SSS students in danger of being dropped for non-payment so that staff may work with students to set up payment plans or resolve financial aid issues
Academic Center for Enrichment	<ul style="list-style-type: none"> • Provides tutor training to all SSS specialized tutors • Provides tutoring to SSS students • Provides data on SSS students accessing tutoring
Disabilities Support Services	<ul style="list-style-type: none"> • Refers students who may be eligible for SSS; provides information about SSS to incoming MCC students with disabilities • Facilitates students obtaining documentation of disabilities to receive additional services (adaptive technology, metacognitive tutoring) in addition to required accommodations • Provides subject specific tutoring for SSS disabled students
Human Resources and Diversity Affairs	<ul style="list-style-type: none"> • Provides staff orientations • Coordinates job search activities when vacancies exist • Provides trainings to SSS staff on creating an inclusive environment • Supports Director with employment issues
Publications	<ul style="list-style-type: none"> • Designs professional publicity materials including brochures, poster booklets for SSS and prints those within the department's capacity
Office of Professional and Resource Development	<ul style="list-style-type: none"> • Reserves at least one space in professional development trainings for a SSS Staff • Provides an opportunity for staff to apply for funds to attend outside trainings, conferences, etc. up to \$750/per staff person each year.
Information Technology	<ul style="list-style-type: none"> • Provides technical support for all SSS hardware and software • Assists SSS students with computer and software issues • Provides network access and data storage, backup of data, security for all SSS networked information

The many significant types of services made available to SSS and its students by numerous MCC offices underscore the strong commitment of the College to the program.

(e) QUALITY OF PERSONNEL

Following is a description of qualifications and experience required for key SSS staff.

(1) Qualifications Required of the Project Director

Title – Project Director
<p>Minimum Education Qualifications:</p> <ul style="list-style-type: none"> • Master’s Degree in Education, Counseling, Student Services, or related field • Design, administration and implementation of federally funded programs targeting school and college populations
<p>Key Skills Required:</p> <ul style="list-style-type: none"> • Familiarity with policies and issues affecting low-income, first generation college students and students with disabilities • Program management, including developing program policies and procedures • Experience working with diverse low-income, first generation, and disabled college students • Ability to build interpersonal relationships that permit effective collaboration with college students, faculty, and administration
<p>Minimum Work-Related Experience: <i>Candidate will have, at a minimum, five years of related experience in the following areas which link to the responsibilities required to carry out activities and meet project objectives:</i></p> <ul style="list-style-type: none"> • Program management, i.e managing day-to-day operations; recruiting staff and students; designing services; managing and evaluating staff; providing professional development; overseeing direct service activities; providing case management and advising; maintaining an accurate record-keeping system • Budget management, including developing and monitoring a budget • Collaborating with internal and external offices and constituencies, including faculty and staff from other units and divisions and representatives from the Department of Education and regional TRIO programs • Advocating on behalf of SSS students for services • Working with diverse student populations in higher education

(2.) Qualifications of Other Personnel

Title: TRIO Advisors
<p>Minimum Education Qualifications:</p> <ul style="list-style-type: none"> • Master’s Degree in Education, Counseling, Student Services or closely related field • Training in outreach and intervention services and strategies that address the needs of college students from low-income and first generation to college backgrounds.

<p>Key Skills Required:</p> <ul style="list-style-type: none"> • Familiarity with policies and issues affecting low-income, first generation college students and students with disabilities • Experience working with diverse low-income, first generation, and disabled college students • Ability to build interpersonal relationships that permit effective collaboration with college students, faculty, and administration
<p>Minimum Work-Related Experience: <i>Candidate will have, at a minimum, three years of related experience in the following areas which link to the responsibilities required to carry out activities and meet project objectives:</i></p> <ul style="list-style-type: none"> • Recruiting, outreaching, screening, selecting, assessing and monitoring students • Providing ongoing case management and support service interventions with students • Advocating on behalf of SSS students for services

<p>Title: Tutoring Coordinator</p>
<p>Minimum Education Qualifications:</p> <ul style="list-style-type: none"> • Bachelor’s Degree in Education or related field; Master’s Degree in discipline-specific preferred • Training in building interpersonal relationships that permit effective collaboration and communication with college students, faculty, and administration
<p>Key Skills Required:</p> <ul style="list-style-type: none"> • Experience in higher education setting designing tutorial services, including but not limited to: one-to-one and group tutoring, supplemental instruction, workshop planning • Familiarity with policies and issues affecting low-income, first generation college students
<p>Minimum Work-Related Experience: <i>Candidate will have, at a minimum, three years of related experience in the following areas which link to the responsibilities required to carry out activities and meet project objectives:</i></p> <ul style="list-style-type: none"> • Experience working with and sensitivity to low-income, multicultural, and first generation to college students and students with disabilities • Effectively collaborating and communicating with college faculty and staff • Advocating on behalf of SSS students for services

<p>Title: Administrative Assistant</p>
<p>Minimum Qualifications Required:</p> <ul style="list-style-type: none"> • Associate’s Degree preferred • Training in organizational, computer, database, and financial management skills
<p>Key Skills Required:</p> <ul style="list-style-type: none"> • Familiarity with policies and issues affecting low-income, first generation college students
<p>Minimum Work-Related Experience</p>

Candidate will have, at a minimum, three years of related experience in the following areas which link to the responsibilities required to carry out activities and meet project objectives:

- Experience working with diverse populations
- Providing general office support (phones, mail/email correspondence, reports, etc.)
- General purchasing oversight, accounting and record keeping
- Maintaining a database, such as Heiberg Student Access database maintenance

(3.) Plan to Employ Personnel Who Have Succeeded in Overcoming Barriers Similar to those Confronting the Project’s Target Population

Working with MCC’s Human Resources Office and following College affirmative action/equal opportunity hiring practices, SSS makes every effort to recruit and hire staff who have overcome barriers similar to those faced by the project’s population (low-income, first generation, and disabled) through utilizing the following strategies:

Strategy	Description
1. Advertising and Internal Postings	In all internal postings and employment ads, SSS overtly emphasizes its interest in hiring candidates who match the TRIO profile. The MCC Human Resources Office assists us in this effort.
2. Recruitment from Regional TRIO Programs and TRIO Alumni	All job postings for position openings in SSS are distributed to staff in regional TRIO counterpart programs
3. MCC Career Services	Career counselors will receive copies of all SSS job postings. They are sensitive to the type of staff we wish to recruit and will refer alumni who fit specific job criteria and mirror our student targeted population.
5. MCC Special Programs	Several other MCC partnership programs (e.g. Lowell Connections, GEAR UP) often advertise for job openings. Program directors make referrals of outstanding applicants, who fit the TRIO profile, to SSS.
6. MCC connections to Professional Organizations that Support Equity in Hiring	MCC is a member of the New England Higher Education Recruitment Consortium (http://www.hercjobs.org/new_england/), a non-profit consortium of over 600 colleges, universities, hospitals, research labs, government agencies, and related non- and for-profit organizations. Consortium members share a commitment to hiring the most diverse and talented faculty, staff, and

When positions open, the College and SSS staff undertake all of the above efforts to ensure as comprehensive a search as possible for recruiting and hiring staff that mirror the target population. In keeping with College hiring policies, a search committee is formed that includes representation from across the College and is usually led by the SSS Director. All members are required to be trained in resume review and interviewing techniques that reflect the College's policy for ensuring affirmative action hiring practices and a diverse workforce. After completing the interviews, the committee recommends a finalist who is interviewed and approved by the Director who makes the final hiring decision in consultation with the Dean of Students. Once hired, a staff member participates in the College's employee orientation programs.

(f) BUDGET

Budget is Reasonable, Cost Effective and Adequate to support the project

Developed with program goals and objectives in mind, our budget is adequate, reasonable, and cost-effective. The vast majority of direct costs are embedded in personnel expenditures to support the SSS staff who are critical for conducting a successful program. The total request for the first year of the program is **\$311,328** to support the participation of 200 students. Below is a detailed narrative describing each of our proposed line item costs. (Note: When required, calculations are rounded off either to the next highest or lowest dollar figure.)

Detailed Narrative Description

STUDENT SUPPORT SERVICES	Year One
Student Success Program- Budget and Narrative	
1. Personnel- Full time Staff	
*TRIO Director- SSS (100% time - 37.5 hours/wk – 12 months)	80,083
*TRIO Advisor (100% time- 37.5 hours/wk – 12 months)	60,004
Administrative Assistant (50% time-37.5 hours/wk - 12 months)	28,238
<i>Subtotal- Full time Personnel</i>	168,325

Personnel- Part-Time Staff	
*TRIO Advisor (30 hrs/wk. x 43 wks. @\$27.31/hour) (12 months)	35,230
*TRIO Tutor Coordinator (12 hrs/wk x 32wks @ \$27.31/hour) (10 months)	10,487
Peer Tutors (Business, Math, Writing) (15hrs/wk total x 30 wks @ \$12.50/hr (9 months)	5,625
*TRIO Advisor (Bedford) (5hrs/wk x 32 weeks @ 27.31/hr)	4,370
Subtotal- Part time Personnel	55,712
Subtotal Personnel	224,037
2. Fringe Benefits	
Full fringe for full-time positions @ 30% (Director, FT Advisor, Admin Asst)	50,498
Medicare @ 2% for all part-time staff	1,114
Health and Welfare Trust estimated @ \$750 per Full-time employee (2.5)	1,875
Subtotal Fringe	53,487

Our **Plan of Operation** and **Quality of Personnel** sections offer complete explanations of the roles, responsibilities, and time committed to the project by each of the staff listed in the budget. The *Project Director* is fully funded from the SSS budget. The *Administrative Assistant's* 18.75-hour per week commitment is essential with primary duties including managing the daily operations of the office, assisting SSS program participants and interested students, and processing Director-approved budget requests. A full-time employee of the College, she also provides administrative support for other academic programs when not working for SSS. Finally, our efficient utilization of other staff (*TRIO Advisors, TRIO Tutor Coordinator, Professional Tutor, and Peer Tutors*) provides a cost-effective way to support the needs of SSS participants.

Our personnel salary budget is justified by the following factors: (1) the higher cost of living in eastern Massachusetts, one of the most expensive in the country, requires higher salaries in order to recruit staff; (2) the salaries are comparable to those allocated for individuals holding similar roles and responsibilities throughout the College, and they are comparable to salaries

offered at other institutions in the Massachusetts state community college system; (3) salaries of the TRIO Advisors, Tutor Coordinator, and Administrative Assistant are governed by collective bargaining agreements; (4) the Director is a non-unit professional whose salary is governed by the MCC salary schedule; (5) the level of intensity of services is necessary to adequately support the broad range of services required by the program design; and (6) the fringe benefit rate and Medicare Tax line are required by the Commonwealth of Massachusetts. Full fringe at 30% is calculated slightly above the College's approved FY15 current rate of 28.86% to take into consideration an anticipated FY16 increase. It covers group insurance and retirement. The Health and Welfare Trust covers dental plan coverage.

3. Travel	
<i>Staff Travel</i>	
Attendance of Director at one national conference or regional conference or one professional development training (Director and one designee)	
Registration Fee	515
Airfare @ \$400 to attend national conference or one training;	400
Hotel for national conference/training @ approx. \$175/night x 4 nights;	700
Per Diem @ \$40 x 4 days	160
Mileage to attend conferences and trainings @ \$.575/mile	287
Student Travel	
*Transportation to regional colleges (3 per year at approximately \$400/each)	1200
*Transportation to cultural events (2 per year at approximately \$400 each)	800
Hotel at \$150/night x 1 night for 10 students and 2 staff (8 rooms)	1200
Subtotal Travel	5,262

Attendance at TRIO conferences and trainings will allow staff to participate in programs that relate to providing TRIO students with services that impact retention, transfer, and graduation and will contribute to continuous improvement of program. Student travel will allow students to visit college campuses and experience a variety of cultural programming that they might not otherwise have the opportunity to do so. Students also take an overnight trip to a major city to

visit at least one college in a large urban setting and experience cultural activities not available locally.

4. Equipment – Not Applicable	
5. Supplies	
Consumable office supplies (printer cartridges, general office supplies) not available through the college	781
Student Materials (needs assessments, interest inventories, educational materials, college resource guides, Seven Habits Guidebooks, True Colors assessments)	750
Meeting supplies, refreshments and related expenses (including program orientation, and program workshops and events)	500
Supplies for graduation, transfer and recognition events (certificates, refreshments, decorations, incentives)	500
Subtotal Supplies	2,531

Consumable supplies, which will supplement those provided by the College, and student materials are required to support project activities. The meeting and recognition supplies and refreshments are required to sponsor activities that motivate and support students, who previously may never have been recognized in a formal way.

6. Contractual and 7. Construction – Not Applicable	
8. Other	
Copy Machine Lease and Maintenance agreement	1,400
Technical Support Agreement for Heiberg Student Access database	350
Printing/Advertising	250
Admission fees for cultural events, student conferences)	250
Decision Partners Financial Literacy Program annual site license	500
Evaluation – supplies and materials for peer review	200
Subtotal Other	2,950
9. Total Direct Costs	288,267
10. Indirect Costs at 8%	23,061
11. Training Stipends	
12. Total Costs	311,328

Items funded in the “Other” category include a copy machine lease for general office copying. technical support agreement for the Heiberg database is important in order to ensure that we have accurate reporting data and to complete the annual performance report. Printing costs are included to cover brochures that may need to be produced by a professional printer. An advertising cost is not included in the budget because if advertising for employment positions is required, the College’s Human Resources Office will post the position announcement on online job search data bases, in addition to the contacts that will be made with other referral services listed on page 53.

Evaluation costs include resources required for the mock site visit, such as covering travels costs for other TRIO evaluators and meeting expenses for the evaluation team. Funding also covers the purchase of Council for Advancement of Standards in Higher Education evaluation materials. The total request is **\$311,328** to support the participation of 200 students.

This budget reflects our tireless efforts to achieve efficient integration of existing College resources and services with those available to the SSS. MCC has committed significant office space and office resources, as well as departmental services, including those from Academic Support Services, to complement services provided by SSS. Thus, our budget can focus on the additional personnel required to provide intensive services to our targeted population. The budget is adequate to support the objectives and activities of the project based on the College’s extensive experience in providing services to low-income, first generation and disabled students. MCC is providing substantial in-kind contributions in both personnel and non- personnel areas totaling **\$112,397**. (See Institutional Commitment section (pages 39-43). Our institution's high

level of commitment to the project will continue to bolster our efforts undertaken with funding secured from the federal government.

(g) EVALUATION PLAN

(1) Applicant's Methods for Evaluation

(i) Appropriate to Project and Include Quantitative and Qualitative Evaluation Measures

MCC will use a four-part process to evaluate SSS in order to determine the effectiveness of SSS service delivery, document that objectives are being met, and obtain information that will help program staff to make improvements to the program. The SSS Director will oversee evaluation with the assistance of staff. Each of the four elements of evaluation will include planning, data collection, analysis and reporting of findings, and recommended plans for continuous improvement. This multi-stage approach will ensure that a formative and summative evaluation process is conducted that includes the collection and analysis of both qualitative and quantitative data and elicits strategies for ongoing program improvement.

Compliance with Government Performance and Results Act (GPRA) of 1993: The SSS evaluation plan, outlined in detail below, clearly indicates the various methodologies and approaches to be used and what type of data will be collected, including that related to required GPRA indicators regarding postsecondary persistence and completion rates of SSS participants. SSS Annual Performance Reports will be submitted to the Department of Education, which will use them to aggregate data from all grantees to determine accomplishment levels related to its goal of ensuring access to postsecondary education and lifelong learning and the objective that “postsecondary students receive the financial aid and support services they need to enroll in postsecondary education and complete their education program.”

Stage I: Formative Review - Includes collection of baseline data and quarterly review

The Program Director will establish baseline data reflecting project objectives and individual student goals, needs, and academic achievement to date. The data collection process will incorporate quantitative and qualitative reporting provided by all line staff including monthly reports that indicate enrollment levels, student participation rates in project activities, student attendance at all program sponsored events, number of contact hours by staff, and student academic achievement. On a quarterly basis, the Director will compile statistical information necessary for evaluating the program in terms of progress toward meeting its objectives.

Additionally, the Director will compare actual activity reports with the Plan of Operation timelines. Surveys will be administered to students, faculty and staff and program participants each year, and focus groups will also be conducted. Results of focus groups and surveys will also be compiled. Staff meetings, held every two weeks, will be used to discuss evaluation measures and to develop plans for program improvement and modifications.

Stage II: Summative Review - Includes Annual Internal Review and Annual Performance

Report - Each year, the Director will review the compilation of data on retention, persistence, graduation, grade point averages, financial aid, and other individual activity assessments (e.g. student knowledge gained through participation in workshops) as well as information obtained through surveys, focus groups and interviews. The Annual Performance Report that will serve as an annual baseline indicator of the program's accomplishments. Additionally, data from SSS-eligible students served will be compared annually to SSS-eligible students not served. To ensure continuous improvement, enhancements will be made based upon findings as well as from a mock site visit. In addition, all student files will be reviewed for compliance.

Stage III: MCC College-wide Assessment Process: MCC conducts a year-long assessment process for all parts of the College that culminates in a campus-wide Assessment Day when faculty and staff review one or more of their individual program outcomes to determine the level of student success and program effectiveness that has been demonstrated. Recommendations for improving and enhancing student success and program effectiveness, based on this review, are identified. SSS staff participate in the full assessment process and use all of the findings to ensure the continuous improvement of the program.

Stage IV: MCC Program Review: With the assistance of the College's Dean of Assessment, SSS will participate in a comprehensive program review. This program review, undertaken every five years, will identify program strengths and weaknesses, provide recommendations based on findings, offer plans for improvement with clear timelines, and result in a report to key stakeholders including College senior administrators. The Council for Advancement of Standards in Higher Education TRIO Standards Guidelines will be one of the tools used for the review.

The implementation of the above four-stage evaluation process will ensure assessment of activities and a comprehensive evaluation process that will foster continuous program improvement in meeting objectives.

(ii) Evaluation examines in measurable ways, using appropriate baseline data, the success in improving academic achievement, retention and graduation of participants:

The following charts detail our plan to use appropriate baseline data to examine in specific and measurable ways the project's success in improving academic achievement, retention, graduation, and four-year transfer of SSS participants.

<p>Objective One: 70% of all participants served in the reporting year by the SSS project will persist from one academic year to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution and/or transfer from a 2-year to 4-year institution by the fall term of the next academic year.</p>	
<p>Benchmarks: Mid-year data indicates a minimum of 75% of students in good academic standing</p>	
<p>Formative Evaluation</p>	
<p><i>Types of Data and Timeline</i></p>	<p>Quantitative: OIR Banner reports on individual student academic performance; lists of students who are listed on Early Awareness Intervention Reports (EAIR) reports, receive OIR deficiency warning, and/or fail/withdraw from courses; SSS log to determine student participation in services (tutoring, supplemental instruction) and other issues affecting student performance, such as loss of housing, child care – Each semester</p> <p>Qualitative: Secure student files (both electronic and hard-copy) will capture interventions and anecdotal information; faculty and student surveys – Repeated times during each semester</p>
<p><i>Methods Used</i></p>	<p>Review of EAIR records, Heiberg database, DegreeWorks, and case management activities will document student progress</p>
<p><i>Instruments Used</i></p>	<p>SSS Heiberg Student Access Database, OIR Banner Student MIS, Student Folders, Faculty, (EAIR), Student/Faculty Surveys</p>
<p><i>Analysis and Reports</i></p>	<p>Review student progress with advisors to determine if additional services were suggested and provided to student; determine student participation in services; determine additional interventions to be undertaken with students not meeting academic requirements. Report prepared each semester with recommendations for each student.</p>
<p>Summative evaluation</p>	
<p><i>Types of Data and Timeline</i></p>	<p>Quantitative and Qualitative: Student transcripts from OIR Banner System; SSS student files on DegreeWorks; Survey Reports - Annually</p>
<p><i>Methods Used</i></p>	<p>Review of transcripts indicate 70% of students are retained from one academic year to the next or graduate and/or transfer</p>
<p><i>Instruments Used</i></p>	<p>SSS Heiberg Student Access Database, OIR Banner Student Information System, Student files/DegreeWorks, Faculty Early Awareness Intervention Reports (EAIR), Student/Faculty Surveys</p>
<p><i>Analysis and Reports</i></p>	<p>Student transcripts analyzed to ensure project meeting objective; student SSS files, exit interviews and student survey results analyzed for those not persisting, transferring, or graduating to determine causes and to make appropriate changes; comparison of retention rates of SSS participants to SSS-eligible not served to determine effectiveness of project. Comparison of baseline first-year to subsequent years. Report prepared with recommendations – Annually including APR</p>
<p>How evaluation information will be used: Ongoing, semester and annual review of the information and student progress will inform individual student interventions as well as the development of new program strategies</p>	

Objective Two: 75% of all enrolled SSS participants will meet the performance level required to stay in good academic standing at Middlesex Community College	
Benchmarks: For each semester, review of cumulative GPA indicates percent of students in good academic standing	
Formative Evaluation	
<i>Types of Data and Timeline</i>	Quantitative: GPA reports obtained from OIR for all students, as well as percentage of students in good academic standing; Faculty Progress Report information; SSS case management data on SSS and other academic services recommended and used by students – Each semester Qualitative: Students whose GPA falls below 2.0 will be interviewed by staff as part of case management and early alert intervention – During each semester
<i>Methods Used</i>	Quantitative: Review of Early Alert Intervention, OIR Banner Student Record report on GPA; Qualitative: Review of case management and interviews indicated by Early Alert; DegreeWorks notes
<i>Instruments Used</i>	SSS Heiberg Student Access Database, OIR Banner Student MIS, Student Folders and DegreeWorks, Faculty Early Awareness Intervention Reports (EAIR), Student/Faculty Surveys
<i>Analysis and Reports</i>	Quantitative: Analyze data results; review student follow-through on recommended interventions. Prepare report to inform further services to be provided to individual students. Qualitative: Factors identified that may have impacted performance; notes in DegreeWorks indicating issues and interventions
Summative evaluation	
<i>Types of Data and Timeline</i>	Quantitative and Qualitative: Student transcripts from OIR Banner; SSS student files; Survey Reports - Annually
<i>Methods Used</i>	Review of transcripts indicate 75% of students have GPAs of 2.0 or greater and therefore are in good academic standing
<i>Instruments Used</i>	SSS Heiberg Student Access Database, OIR Banner Student MIS, Student files/DegreeWorks, Faculty Early Awareness Intervention Reports (EAIR)
<i>Analysis and Reports</i>	Comparison of the percentage in good standing to the total number of participants and to a cohort of students SSS-eligible but not served; determination of trends and factors impacting individual student achievement; comparison of annual data to first-year baseline date. Report with recommendations for project enhancements and APR
How evaluation information will be used: Ongoing, semester and annual review of individual academic progress and GPA, DegreeWork notes on student interventions will be analyzed for effectiveness for individuals as well as for the development of new program strategies	

<p>Objective Three: 1.) 35% of new participants served each year will graduate with an associate's degree or certificate within four (4) years and 2.) 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.</p>	
<p>Benchmarks: For each entering cohort, by the end of the fourth semester, 40% are within 20 credits of graduating; each year students intending to transfer have received transfer assistance</p>	
<p>Formative Evaluation</p>	
<p><i>Types of Data and Timeline</i></p>	<p>Quantitative: Graduation and transfer data reports; student transcripts indicating number of courses completed towards a degree or certificate; case management interventions, including information on transfer counseling - Each semester</p> <p>Qualitative: Interview students who are falling behind to obtain input on factors impeding their progress towards graduation; students who had transfer as their goal, but do not do so, will also be interviewed by staff – Repeated times during each semester</p>
<p><i>Methods Used</i></p>	<p>Quantitative: Review of transcripts indicate that 35% of students graduate and 20% of students transfer with an associate's degree or certificate within four (4) years.</p> <p>Qualitative: Review related to case management and interviews identifying barriers to student success and recommended interventions</p>
<p><i>Instruments Used</i></p>	<p>SSS Heiberg Student Access Database, OIR Banner Student Information System, degree audit information, case management records and data</p>
<p><i>Analysis and Reports</i></p>	<p>Quantitative: Analyze data results; review student follow-through on recommended interventions. Prepare report to inform further services to be provided to individual students.</p> <p>Qualitative: Factors identified that may have impacted performance; DegreeWorks information indicating issues and interventions</p>
<p>Summative evaluation</p>	
<p><i>Types of Data and Timeline</i></p>	<p>Quantitative and Qualitative: OIR Banner Student MIS and Heiberg Student Access Database; notes from transfer counseling and case management as to barriers to goals and remediation - Annually</p>
<p><i>Methods Used</i></p>	<p>Obtain OIR update of graduation and transfer information at the conclusion of each year; review case management reports</p>
<p><i>Instruments Used</i></p>	<p>SSS Heiberg Student Access Database, OIR Banner Student Information System, Student files/DegreeWorks, Student/Faculty Surveys</p>
<p><i>Analysis and Reports</i></p>	<p>Compare graduation and transfer rate of SSS participants to baseline data and to SSS-eligible, but not served; review all case management interview reports to determine key factors impacting individual achievement related to graduation and transfer. Prepare report with recommendations for enhancement or changes in services - Annually</p>
<p>How evaluation information will be used: Ongoing, semester and annual review of individual graduation and transfer outcomes, DegreeWork notes on student interventions will be analyzed for effectiveness for individuals as well as for the development of new program strategies</p>	

(g) (2) Intention to use the results of an evaluation to make programmatic changes

The program's ongoing formative and summative evaluation procedures, both quantitative and qualitative, provide diverse information related to enrollment, persistence and retention efforts, students' academic achievement levels, and three-year graduation and transfer outcomes, all of which will form the basis for ongoing improvement. In addition, data reviewed throughout the assessment process and related recommendations, along with the results of the Program Review, provide unbiased information on which to base programmatic improvements.

The comprehensive and ongoing nature of the evaluation process creates ideal circumstances for continuous quality improvement. Since data will be obtained each semester, the Director and staff will be kept abreast of emerging trends. There will be strong quantitative and qualitative indicators of changes and/or developments which may affect the quality of program services and the program's ability to meet the needs of students. When evaluative activities identify deficiencies, unanticipated results, or new trends indicative of the need for programmatic change, the SSS program will take all steps necessary for improving and strengthening the project.

SSS Program Profile Form

Instructions: All applicants must complete this form. The completed form must be attached to the Other Attachments Form in the application package in Grants.gov (as a .pdf document). **DO NOT MODIFY OR AMEND THE CONTENTS OR LANGUAGE CONTAINED ON THIS FORM.**

1. Applicants currently funded under the Student Support Services Program (FY 2010-2015) must provide their current grant award number. This can be found in Block 5 of the Grant Award Notification.

New applicants should leave this item blank.

PR/Award Number (Current Grantees Only): P042A100538

2. Institution: Middlesex Community College

3. All applicants must indicate the address where this project will be physically located.

Project Address: 33 Kearney Square, Lowell, MA 01852
Street Address, City, State, Zip Code

4. Applicants that propose to serve multiple campuses under a single grant award must provide the names and locations of all campuses/locations that will be involved in this project. Please list each service area site:

Campuses/Locations:

#1

Name Middlesex Community College

Lowell, Middlesex County, MA 01852-1901

City, County, State and Zip Code +4

#2

Name Middlesex Community College

Bedford, Middlesex County, MA 01730-1120

City, County, State and Zip Code +4

#3

Name _____

City, County, State and Zip Code +4

5. All applicants must indicate the type of project they are proposing to conduct. Check only one. There can be no combinations of project types.

Regular

Disabled Only

English as a Second Language (ESL)

Science, Technology, Engineering and Math (STEM), including Health Science

Teacher Preparation K-12

Veterans

(See below for a description of the types of projects that may be applied for under the SSS Program.)

SSS Project Types

These project types are provided to inform the needs of eligible applicants serving regular, disabled and “different populations”⁷ under a separate and distinct application for specialized services. The types of specialized services may include: (1) English as a Second Language (ESL), (2) Science, Technology, Engineering and Math (STEM), including Health Sciences (3) Teacher Preparation K-12, and (4) Veterans. As noted above, you may only check one

⁷ *Different population* means a group of individuals that an eligible entity desires to serve through an application for a grant under the Student Support Services program and that—

(1) Is separate and distinct from any other population that the entity has applied for a grant to serve; or
(2) While sharing some of the same needs as another population that the eligible entity has applied for a grant to serve, has distinct needs for specialized services.

line for a single project type to be served for each grant application.

Regular SSS Program: projects provide services to low-income, first-generation and/or disabled students, which may include students from the different populations of students (see footnote ¹⁴ below).

Disabled Only SSS Program: projects provide services only to students with disabilities, one third of whom must also be low-income students.

English as a Second Language “ESL” SSS Program: projects provide services only to low-income, first-generation students or individuals with disabilities for whom English is a second language and/or who are of limited English proficiency.

Science, Technology, Engineering and Math (STEM) and Health Science SSS Program: projects provide services only to low-income, first-generation students or individuals with disabilities pursuing disciplines in the following areas as well as other related fields including: physical sciences, engineering, life sciences, math (e.g., number properties and operations, measurement, geometry, data analysis and probability, and algebra), and technology, including technology literacy, hands on workshops, technological innovations, scientific research, biotechnology, electronics, health sciences, communications and health research.

Teacher Preparation K-12 SSS Program: projects provide services only to low-income, first-generation students or individuals with disabilities pursuing disciplines in the following areas as well as other related fields:

Test preparation to meet the teaching credential for certification and license; internships to learn effective teaching practices; mentoring to experience on-the-job training; technology to enable integration of technology into classroom instruction; diversity training to meet the needs of students (e.g. students who lack proficiency in English and culturally diverse students); methodology to increase the level of implementation of student performance assessment techniques and implementing state and district curriculum and performance standards; and teaching practices to affect special behavior problems.

Veterans Program: projects provide services to low-income, first-generation and disabled veterans/students only.

6. Grant Aid to Students. There is no separate funding for grant aid to students. Providing grant aid to students is not a program requirement for submitting an application under the SSS Program competition. However, successful applicants may use up to 20% of the total budget to cover the cost of grant aid. Applicants that plan to offer grant aid must provide the amount of funds they propose to use for grant aid to students (consistent with the information provided on the proposed grant aid funding and methods for its distribution as discussed in the selection criteria under the Plan of Operation).

Note: Once an applicant has elected to participate in grant aid to students, the Department

will expect continued participation for the duration of the grant award cycle at the rate established at the time of initial funding.

Grant Aid to Students: \$ 0

Institutional Match (33% - if required): \$ _____ Not Applicable

If you are not required to match the grant aid to students, please indicate the reason:

Eligible, at the time of the submission date of this application, to receive funds under --

Title III-Part A--Strengthening Institutions Program

Title III-Part B--Strengthening Historically Black Colleges and Universities

Title V—Strengthening Hispanic-serving Institutions

7. All applicants must provide the number of students they

propose to serve each year. Total number of proposed student

participants to be served per year: 200 /

Breakdown of the number of students to be served in each category out of the proposed total number of participants:

A. 150 Low-Income and First-Generation

B. 16 Low-Income

C. 16 First-Generation

D. 12 Disabled

E. 6 Low-Income and Disabled

(Note: Two-thirds of the participants served in a special focus SSS project must also be low-income, first-generation or disabled students, of whom 1/3 must also be low-income.)

8. Program Objectives:

Please fill in the proposed percent for each objective.

Each applicant must enter targets for each of the standard project objectives listed below based on the institution's sector. Please note that the standard program objectives for the SSS program are different for two-year and four-year institutions. Therefore, please review the guidance below regarding how you should designate the sector of your institution for the SSS grant and then complete the appropriate section.

These same objectives should be referenced in the Part III Project Narrative section of your application and should not be revised in your narrative discussion of the proposed objectives or proposed evaluation. In addition, the Department reserves the right to request modified measurement objectives for those projects that serve “different populations” to measure the progress of the specific subgroup designated in the project application after the grant award.

Sector of Grantee Institution: (Check applicable option)

Please note that the applicant’s sector designation for the purposes of completing the SSS Program Profile sheet may differ from the designation contained in the Department’s National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS). If you do not know your institution’s designation, please see “**How to determine your institution’s sector**” below.

2-year public 2-year private 4-year public 4-year private

How to Determine Your Institution’s Sector

Even though IPEDS may have your institution designated as a 4-year institution, your institution may qualify as a 2- year institution (for the purposes of the SSS Program) if your institution predominantly awards associate’s degrees or certificates. To determine your institution’s sector do the following:

- Click on the link <http://nces.ed.gov/collegenavigator/>.
- Under “**Name of School**” enter your institution’s name and click on the button “Show Results.”
- On the right hand side, click on your institution’s name.
- If in the **General Information** section under “**Type**” the words “*primarily associate’s*” appear, your institution predominantly awards associate’s degrees or certificates; therefore, your institution primarily enrolls students in 2-year programs or less.
- If you are still not certain how to designate your institution’s sector, follow steps 1, 2, and 3 above.
- Scroll down and select “**Programs/Majors.**”
- If the **Bachelor’s Degree** column (if applicable) represents less than 10 percent of all undergraduate awards including certificates, your institution predominantly awards associate’s degrees or certificates.

Please be advised that your sector designation on this profile sheet will be used to calculate your Prior Experience (PE) points for the persistence and graduation/transfer objectives for the FY 2015 funding cycle; therefore, you need to choose between 2-year and 4-year based upon the types of academic programs (e.g., 2-year versus 4-year) students at your institution are pursuing.

Project Objectives for applicants designated as 2-year institutions

A. **Persistence Rate** (2-year institution): **70%** of all participants served⁸ in the reporting year by the SSS project will persist from one academic year⁹ to the beginning of the next academic year or earn an associate's degree or certificate at the grantee institution and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

B. **Good Academic Standing Rate** (2-year institution): **75%** of all enrolled¹⁰ SSS participants served will meet the performance level required to stay in good academic standing at the grantee institution.

C. **Graduation and Transfer Rates** (2-year institutions only):

1. **35%** of new participants¹¹ served each year will graduate from the grantee institution with an associate's degree or certificate within four (4) years;

AND

2. **20%** of new participants served each year will receive an associate's degree or certificate from the grantee institution and transfer to a four-year institution within four (4) years.

Note: In setting the achievement rates for the graduation and transfer objectives, it is important to understand which SSS participants are counted and the four-year point of measurement. For example, new participants (e.g., those first served by SSS during the 2010-11 academic year) constitute the denominator for the graduation and transfer objectives. The numerator for the graduation only objective (i.e., number "1" above) includes those new participants in 2010-11 that received an associate's degree or certificate from the grantee institutions within four years (by the end of the 2013-14 academic year). The numerator for the graduation and transfer objective (i.e., number "2" above) includes those new participants that received an associate's degree or certificate from the grantee institutions by the end of the 2013-14 academic year and transferred to a four-year institution by the fall term of 2014.

Project Objectives for applicants designated as 4-year institutions

⁸ For the persistence and good academic standing objectives, the Department defines participants served as those students that received project services during the reporting year.

⁹ **Academic year means** the 12-month academic year of the grantee institution; it is not the budget period. For example, the 2015-16 academic year is roughly August/September 2015 through August 2016 while the budget/project year for most SSS grants is September 1, 2015, through August 31, 2016.

¹⁰ **Enrolled** means a student who has met the minimum standards to matriculate at an institution on either a full-time or part-time basis. However, it does not include new summer participants served during the summer preceding the participant's first academic year who did not earn college credits during the period (i.e., summer session) in which they were served.

¹¹ A **new participant** is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(c) of the SSS program regulations.

A. **Persistence Rate** (4-year institution): ___% of all participants served¹² by the SSS project will persist from one academic year¹³ to the beginning of the next academic year or will have earned a bachelor's degree at the grantee institution during the academic year.

B. **Good Academic Standing Rate** (4-year institution): % of all enrolled¹⁴ SSS participants being served will meet the performance level required to stay in good academic standing at the grantee institution.

C. **Graduation Rate** (4-year institutions only):
___ % of new participants¹⁵ served each year will graduate from the grantee institution with a bachelor's degree or equivalent within six (6) years.

Note: Please indicate if you will address the competitive preference priorities. Be advised, as stated in the Notice, the maximum competitive preference priority points an application can receive under this competition is 6.

Competitive Preference Priority 1(a): Influencing the Development of Non-Cognitive Factors (up to 1 additional point). The Department is using this competitive preference priority to focus on postsecondary persistence and completion rates among high-need students.

Competitive Preference Priority 1(b): Non-Cognitive Factors Supported by Moderate Evidence of Effectiveness (up to 2 additional points). In recent years, the Department has placed an increasing emphasis on promoting evidence-based practices through our grant competitions. We believe that encouraging applicants to focus on proven strategies can only enhance the quality of our competitions. Accordingly, within the competitive priority for non-cognitive factors (competitive preference priority 1(a)), we give additional competitive preference to applications that submit moderate evidence of effectiveness that supports their proposed strategy for addressing non-

¹² For the persistence and good academic standing objectives, the Department defines participants served as those students that received project services during the reporting year.

¹³ *Academic year means* the 12-month academic year of the grantee institution; it is not the budget period. For example, the 2015-16 academic year is roughly August/September 2015 through August 2016.

¹⁴ *Enrolled* means a student who has met the minimum standards to matriculate at an institution on either a full-time or part-time basis. However, it does not include new summer participants served during the summer preceding the participant's first academic year who did not earn college credits during the period (i.e., summer session) in which they were served.

¹⁵ A *new participant* is an individual who was served by the SSS project for the **first time** in the project year under consideration and who meets the definition of a participant as specified in 34 CFR 646.7(c) of the SSS program regulations.

cognitive factors. Relevant studies will be reviewed to determine if they meet the What Works Clearinghouse (WWC)¹⁶ Evidence Standards.

Please insert appropriate citation: Stephens, N. M., Hamedani, M. G., & Destin, M. 2014. *Closing the Social Class Achievement Gap: A Difference-Education Intervention Improves First Generation Students' Academic Performance and All Students*. *College Transition*. Association for Psychological Science; Sage Publishing. <http://psychology.northwestern.edu/documents/destin-achievement.pdf>

X Competitive Preference Priority 2(a): Providing Individualized Counseling for Personal, Career, and Academic Matters (up to 1 additional point). The Department is using this competitive preference priority to focus on improved individualized counseling to students. The Department believes that SSS projects can play a strong role in improving postsecondary outcomes by placing a greater emphasis on strategies that could include proactive coaching or other strategies designed to increase student success.

X Competitive Preference Priority 2(b): Individual Counseling Activities Based on Moderate Evidence of Effectiveness (up to 2 additional points). This competitive preference priority invites applicants to propose ways to improve the effectiveness of counseling using evidence-based practices, which could include coaching or other strategies. Accordingly, within the competitive priority for individualized counseling we give additional competitive preference to applications that submit moderate evidence of effectiveness that supports their proposed strategies for providing individualized counseling.

Please insert appropriate citation: Bettinger, E. P., & Baker, R. (2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring*. https://cepa.stanford.edu/sites/default/files/bettinger_baker_03_0711.pdf.

¹⁶ The goal of the What Works Clearinghouse is to be a resource for informed education decision making. To reach this goal, the WWC identifies studies that provide credible and reliable evidence of the effectiveness of a given practice, program, or policy (referred to as “interventions”), and disseminates summary information and reports on the WWC website. With over 700 publications available and more than 10,500 reviewed studies in the online searchable database, the WWC aims to inform researchers, educators, and policymakers as they work toward improving education for students.

Middlesex Community College
Student Support Services – Student Success Program
GEPA Statement

The Middlesex Community College TRIO Student Success Program (SSP) recruits, selects and enrolls SSS-eligible students without regard to race, gender, color, national origin, or age. To do so, SSP distributes program information and conducts staff outreach to students through the MCC Adult Education Center, MCC Out-of-School Youth Center, Disabilities Support Department, and programs sponsored by the Office of Admissions. Staff conduct presentations, provide program materials, and meet individually with students to encourage their enrollment. In addition, the staff works with faculty and staff from MCC to ensure that the College offers a supportive climate and barrier-free environment.

The program has been very successful in recruiting a diverse population of low income and first generation students. Currently, the program is 71% female and 29% male, and 78% are ethnic minorities. Our staff mirror our student population and serve as role models.

In order to assure that our students do not allow barriers and educational challenges to impede their progress, our staff conducts extensive outreach. For example, through the Early Alert System, many students will be identified as in need of interventions. However, some of these students may be reluctant to access support services, such as those offered by our office, the tutoring centers, disability support office, or career services. Our case managers will proactively reach out to the students through phone calls, emails and letters to meet with them regularly, facilitate their use of the services, and provide follow-up consultation.

SSP also honors fully the College's commitment to pluralism and non-discriminatory practices, as described in the *Middlesex Community College Statement on Diversity and Pluralism*. In the event that service slots become oversubscribed, a waiting list will be

established and regularly monitored, with students admitted on a first-come, first-serve basis, within the program's and College's guidelines to ensure non-discriminatory practices.

Equal access and treatment are a major element of all SSP program activities. To ensure that this message will be clearly communicated, all staff will inform all involved collaborators in the support network that equal access and opportunity to receive services are central features of the program. Clear statements to this effect will be incorporated into all program materials. The Director will take responsibility for monitoring the participant identification and selection process to ensure nondiscriminatory and equal access to all individuals and groups, including traditionally underrepresented groups.

The *Dean of the MCC Lowell Campus* and the *Assistant Dean of Human Resources*, who has responsibility for diversity and equity affairs, review all programs periodically to ensure that these non-discriminatory standards are met, and investigate thoroughly all complaints and other indicators of non-compliance with these standards. If in any instance it is determined that equal access or treatment has been denied to any individual, a recommendation for timely corrective action will be made to the *Dean of Students*.

CPP, 1a: Influencing the Development of Non-Cognitive Factors

Middlesex Community College’s (MCC) SSS program will offer a variety of activities to enable students to develop the non-cognitive skills that are essential to the academic mindset and behaviors required to engage effectively in learning. Non-cognitive skills that support academic achievement may include motivation, effort, self-regulated learning, self-efficacy, academic self-concept, pro-social behavior, coping and resilience¹ or from another perspective, relatively broad non-academic mechanisms that can be thought of as creating social relationships, clarifying aspirations and enhancing commitment, developing college know-how, and making college-life feasible.²

Many educators acknowledge the role these factors play in persistence, especially for vulnerable student groups.³ Using Rosen, et al’s framework and the concepts outlined by Karp the SSS activities at MCC that will facilitate the building if non-cognitive skills are:

Defined Student Need	Associated Non-cognitive Factor	SSS Strategy and Service
Poorly developed study skills, time management, organization	Effort (extent to which students are active in learning), Self-regulated learning	Case management, Counseling/advising, Skills Workshops
Lack of experience approaching faculty/staff	Self-efficacy, Academic self-concept	Counseling/advising, Skills Workshops, Leadership development
Lack of role models, mentors and advocates	Motivation (desire to be successful in education), academic self-concept, Coping and resilience	Counseling/advising, Peer Mentoring, Skills Workshops, Leadership development

¹ Rosen, J. A., Glennie, E. J., Dalton B. W., Lennon, J. M., and Bozick, R. N. (2010). *Noncognitive Skills in the Classroom: New Perspectives on Educational Research*. RTI Press publication No. BK-0004-1009. Research Triangle Park, NC: RTI International. Retrieved [date] from <http://www.rti.org/rtipress>.

² Karp, M. M. (2011) *Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College*. Community College Research Center, Teachers College, Columbia University.

<http://ccrc.tc.columbia.edu/media/k2/attachments/new-understanding-non-academic-support.pdf>

³ Ibid

Lack of experience related to career, academic, and personal planning	Motivation, Clarifying aspirations	Case management, Counseling/advising, Career planning, Life Coaching
Lack of familiarity with college environment	Academic self-concept, developing college know-how	Case management, Counseling/advising
Lack of engagement in class and college community; Unformed identity as a college student	Academic self-concept, Pro-social behavior/creating social relationships, Coping and resilience (responses to challenge)	Case management, Counseling/advising, Skills Workshops, Leadership development, Co-curricular activities, TRIO identity/affiliation

- **Case Management:** Each student will sign a contract that outlines his/her responsibilities as an SSS participant. The TRIO Advisor and student will discuss this contract, which sets the foundation for identifying the behaviors that contribute to success as well as helping to develop a strong academic self-concept. This will be followed by intensive case management during the entire time the student is with the program, which will enable SSS staff to provide ongoing assistance, support, and encouragement to the student. The contract and case management will help to clarify aspirations and enhance commitment for SSS students. Furthermore the contract and ongoing case management help the student to develop self-regulated learning skills such as time management, organization and follow through.
- **Skills Workshops:** Each semester, SSS will offer a variety of workshops both in small groups and individually. **Non-cognitive workshops** that will contribute to developing the academic mindsets that contribute to college success include: Transitioning to College, Self-Advocacy, Self-Efficacy, Strategies for Identifying and Achieving Personal Goals, Connecting College Studies to Career Success, Stress Management, Self-Regulating, and Balancing Life, Work, and College Challenges. **Academic and study skills workshops** that also contribute to the development of non-cognitive skills such as the student’s involvement in his/her learning

(effort) and self-regulated learning will include: Using Library Services and Online Resources, Study Skills, Organizational Skills, Research Techniques, Note-taking, and Time Management.

▪ **Student Leadership Development Programs and Student Activities:** National studies have shown that students who are engaged in leadership development and student activities are not only more likely to be retained and graduate, but also demonstrate notable increases in many areas including, but not limited to, a sense of belonging and the creation of social networks, self-confidence, pro-social skills (cooperation and encouragement), and self-efficacy. SSS staff will work closely with staff from the MCC Center for Leadership and Engagement to ensure that SSS students are connected to all of the opportunities available through the Center. These include year-long leadership development programs; leadership opportunities, such as serving as an orientation leader, peer tutor, SSS peer mentor; Student Government representative, club leader, or civic engagement project coordinator. In addition, TRIO staff will help students to identify their special interests and connect them to those club or activities that match these interests. SSS students will also be assisted in establishing new activities, which will provide them with additional experiences that contribute to developing such pro-social non-cognitive skills as collaboration, advocacy and a sense of self-efficacy.

▪ **Peer Mentoring:** Similar to involvement in the Leadership Development Programs, the positive social relationships and development of a peer network through mentoring can be an important means by which SSS participants form a strong academic self-concept and develop college know-how. By learning from peers, SSS participants develop pro-social skills and attitudes as well as learn important strategies for being successful in the college environment and create social relationships.

- **Professional Life Coaching:** TRIO Director and advisors will provide professional coaching, which differs from advising in several ways and is designed to help the student set and clarify personal, academic and professional goals/aspirations; remove barriers; improve coping and resiliency and develop action plans with built-in accountability. One of the most significant ways in which professional coaching differs from advising is that it helps the student to think through an action from many different perspectives, to make his/her own decisions, to reflect on the impact of those decisions, and then determine how to be accountable.
- **Personal Counseling:** SSS staff provide personal counseling or, when needed, refer students to therapeutic services outside the college. This resource supports students in developing motivation (involvement in their learning), college know how, and also help SSS students to develop coping mechanisms and resiliency. Often these strategies are linked to other more concrete skills such as financial literacy, and referral to appropriate resources that make college feasible.
- **Field trips, Cultural events and Student Recognition and TRIO affiliation:** Because many TRIO students are first generation college students creating social relationships is a critical component of their transition to college. The experiences and relationships they have through these activities will help them to acquire the social/cultural capital and social networks that are a valuable part of the college experience and are not easily available to first-generation to college, low-income or students with disabilities.

CPP, 1b: Strategies to Influence the Development of Non-Cognitive Factors Supported by Moderate Evidence of Effectiveness

Middlesex Community College's SSS strategies for developing the skills to address the non-cognitive factors of motivation, effort, self-regulated learning, self-efficacy, academic self-concept, pro-social behavior, coping and resilience are substantiated by multiple studies at least one of which meets the What Works Clearinghouse (WWC) standard for moderate evidence of effectiveness. Stephens, N. M., Hamedani, M. G., & Destin, M. (2014)⁴ is a recognized study that meets this standard through the use of a randomized controlled trial on the effects of a difference-education intervention using a demographically diverse group of incoming college students, including non-traditional first generation to college students. The results of their work are primarily related to the psychosocial aspects of students' transition and adjustment to college. Specifically it is based on the assumption that first generation to college students need psychological resources at least as much as academic supports and financial aid in order to have a strong college identity, or academic self-concept and thereby to bridge the social-class achievement gap.

A major focus of this study was the framing of differences between students in terms of their socio-economic backgrounds from a strength-based perspective. The intent was for first generation students who might feel excluded or undeserving to be in college to be able to see the difference in their background as an asset and strength rather than primarily as a barrier to postsecondary education. The researchers pose their intervention as a contrast to conventional program models for first generations students that offer academic and study supports but don't

⁴ Stephens, N. M., Hamedani, M. G., & Destin, M. 2014. *Closing the Social Class Achievement Gap: A Difference-Education Intervention Improves First Generation Students' Academic Performance and All Students. College Transition*. Association for Psychological Science; Sage Publishing. <http://psychology.northwestern.edu/documents/destin-achievement.pdf>

acknowledge the nature of the difference between their backgrounds and those of “continuing generation” college students.

Stephens, et al further make the point that in addition to establishing a sense of belonging (strong college identity) first generation students need to understand “the rules of the game” or develop what Karp (2011)⁵ describes as “college know-how”, that is, what resources are available and how to access them. Learning about resources such as tutoring, skill workshops, course selection and scheduling, and counseling/advising as well as more program specific ones such as internship opportunities and how to comfortably take advantage of them can be a major difference in academic performance and success. Accessing these important resources and also the pro-active (mandatory) case management and advising in MCC’s model assure that TRIO SSS participants understand the availability and “how-to” of these resources.

Also by using an intergroup dialogue as the strategy for the intervention, Stephens et al created a situation that helped to build engagement among the students as well as the pro-social skills of intergroup collaboration and empathy that, in turn, encouraged the creation of social networks. MCC’s SSS program will use similar approaches to strength the college-going identities and academic self-concept of its participants. As pointed out above these approaches include integration into larger college activities such as the Student Leadership Development Programs that MCC provides all of its students. Involvement in leadership activities and opportunities are powerful ways in which TRIO students can work closely with many different groups of peers and cultivate the development of social networks.

Stephens, et al point out that indeed students’ first generation status does matter – and in a good way. Furthermore these researchers point out that first generation students must use

⁵ Karp, M. M. 2011.

strategies that take the differences in their background into account while also being mindful of the obstacles that can be created by their backgrounds. It is the linking of students' backgrounds to the nature of the college experiences they have that can help first generation students gain a fuller understanding of how to draw on the strengths as well as prepare for the obstacles of being first generation to college students. This again is contrasted to many conventional programs for non-traditional students that provide many resources but never frame access to these resources in a helpful context that could help non-traditional students be more aware of their innate strengths or feel more fully included in the college environment.

What is important to note is that the fostering of these non-cognitive attributes - self-efficacy, academic self-concept, pro-social behavior, coping and resilience – by a strengths based focus has noticeable effect on academic performance although not directly providing any academic supports. The effect that is connected to eliminating the achievement gap is the improved or greater use of resources to improve academic performance.

Although Middlesex's SSS program does not explicitly use difference education as Stephen's did in the cited intervention there are many similarities in terms of the approaches to students' self-concept and the development of non-cognitive skills. Case management and ongoing advising in MCC's program support acknowledgement of the student's life circumstances (including first generation status) in conjunction with the development of coping strategies and building resiliency. With the guidance of TRIO advisors as well as peer mentors SSS students at MCC have access to resources and learn the "rules of the game" from trusted advocates and supporters, or as Karp says the importance of agents that encourage student success by providing an interpersonal connection as well as offering advice and information.

Somewhat less powerful evidence that supports Stephens' findings is Rendon (1994)⁶ who worked with a non-randomized study of 132 first year students. Her study focuses on students who are non-traditional although more through the lens of minority status rather than primarily first generation to college identification. Her findings reinforce that involvement in college may not be easy for non-traditional students and these students were more likely to express doubts about their ability to succeed in college. Many may need active interventions from trusted agents and for those students who need these interventions, interpersonal validation was an important aspect of the support. The non-traditional students in her study describe their lack of preparedness and expectation of failing which they felt were reinforced by the conventions of the academic culture that invalidated them. Although Rendon's work discusses the importance of the feelings of belonging for non-traditional students, both in-class and out-of-class, she further explores the possible role that other, supportive agents, can help these students to feel validated in the college environment. This validation resulted in the necessary non-cognitive skills – especially a strong academic self-concept and effort (or involvement in their learning) – that students need to be academically successful.

Overall the important non-cognitive attitudes and behaviors TRIO eligible students need to be successful in college are thoughtfully integrated into the model proposed by MCC. These include the development of a strong self-concept related to college studies, an understanding of and access to important resources, and the validating nature of social relationships and the ability to create a positive, social network.

⁶ Rendon, L. 1994. *Validating Culturally Diverse Students: Toward a new Model of Learning and Student Development*. Innovative Higher Education, Vol. 19, No. 1, Fall 1994.
[http://www.csun.edu/sites/default/files/Rendon-\(1994\)-Validating-Culturally-Diverse-Students-Toward-a-New-Model-of-Learning-and-Student-Development](http://www.csun.edu/sites/default/files/Rendon-(1994)-Validating-Culturally-Diverse-Students-Toward-a-New-Model-of-Learning-and-Student-Development)

CPP, 2a: Providing Individualized Counseling for Personal, Career, Academic Matters

Middlesex Community College's (MCC) SSS program will provide counseling as an essential part of its SSS services. Counseling in various forms, sometimes discussed as advising or coaching, can address different dimensions of the college experience for TRIO SSS students. Bettinger & Baker (2011) point out the benefits of counseling generally in helping students who may lack key information or fail to act on the information they have related to college, especially non-traditional students, and its positive results in terms of retention and graduation.¹

Bettinger (2011) notes that counseling may come in different forms and that each form suggests a different emphasis. Mentoring more often focuses on information gathering and social integration and/or relationships while counseling and advising may be connected to academic, study or social needs.² These different aspects are critical for low-income, first generation non-traditional SSS students and are addressed in the variety of services MCC's program offers.

- **Case management/advising:** Case management hinges on goal-setting that is clearly defined in the creation of a contract and the development of a Customized Service Plan (CSP) that students and advisors formulate together. The CSP clarifies goals, barriers and resources for the student. Together the advisor and student monitor progress on an ongoing basis through case management and advising based on the CSP with the contract clarifying the student's commitment. An important element of this approach is that it is relatively intensive and ongoing, compared to the type of counseling and advising normally provided to community

¹ Bettinger, E. P., & Baker, R. (2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring*.
https://cepa.stanford.edu/sites/default/files/bettinger_baker_03_0711.pdf.

² Ibid. Pp. 4, 6.

college students that is frequently fragmented and inconsistent.³ Case management, and especially sustained interactions through advising, have been shown to have great benefit to high risk and non-traditional students and are another means by which SSS students can form an important relationship while cultivating critical skills for decision-making, follow-through, and coping. An important element of the case management advising will be the contact, support and assistance in addressing factors related to the Early Awareness Intervention Reports (EAIR) for those students at risk of academic failure. These prompts will enable SSS staff to proactively work with students when they need it most.

- **Professional Life Coaching:** The Director, who is nationally certified as a Life Coach, and the TRIO Advisor will provide regular Life Coaching to SSS participants. The ongoing partnerships between coach and student are designed to set and clarify the student's personal, academic and professional goals; remove barriers; and develop action plans with built-in accountability. This approach and the aspects that are addressed are consistent with Bettinger's (2011) model. The coaching (InsideTrack) Bettinger discusses focuses largely on life outside of school and the link that these factors have on persistence and completion. Given that 30% of MCC's student body reported working more than 30 hours/week and 23% reported devoting more than 30 hours/week caring for dependents (with many additional students reporting less time but still significant commitments to work and family), increasing SSS participants' ability to balance these life issues with the setting and meeting of personal goals is an important means to increase college persistence and completion.

³ Karp, M.M., and Stacey, G.W. (2013) *Designing a System for Strategic Advising*. Community College Research Center, Teachers College, Columbia University.
<http://ccrc.tc.columbia.edu/media/k2/attachments/designing-a-system-for-strategic-advising.pdf>

- **Peer Mentoring:** Incoming students are matched with successful returning students who have been trained by SSS staff to be mentors. The new students and peer mentors participate jointly in activities facilitated by SSS staff members. The connection with peers, their knowledge of the college environment and their ability to convey valuable information will provide SSS students with both important concrete information as well as help them to build a social network. Personal connection can be especially important for non-traditional students who may not feel validated in a postsecondary setting⁴ and also helps those who are first generation to college gain college “know-how” from a trusted source.

- **Intensive Advising and Assistance in Postsecondary Course Selection:** As part of case management responsibilities, SSS staff serve as the student’s official academic advisor to assist SSS students in following and completing an academic program. MCC uses DegreeWorks degree audit software for program planning, course selection, scheduling and to follow students’ advancement to a credential. As an SSS student’s official advisor the SSS staff is acknowledged institutionally as the primary person working with the SSS student and thereby can be an effective advocate for these students. Faculty serve as advisors for students who matriculate into certain career programs and in these instances the SSS staff work in unison to the faculty. As Scrivener & Weiss (2009) point out, student outcomes improve over a period of time when students receive regular counseling support, such as discussing progress and resolving issues affecting outcomes.⁵ This regular and ongoing connection to academic planning and participants’

⁴ Rendon, L. I. (1994) *Validating Culturally Diverse Students: Towards a New Model of Learning and Student Development*. Innovative Higher Education, Vol. 19, No. 1, Fall 1994. Human Sciences Press, Inc. [http://www.csun.edu/sites/default/files/Rendon-\(1994\)-Validating-Culturally-Diverse-Students-Toward-a-New-Model-of-Learning-and-Student-Development](http://www.csun.edu/sites/default/files/Rendon-(1994)-Validating-Culturally-Diverse-Students-Toward-a-New-Model-of-Learning-and-Student-Development)

⁵ Scrivener, S. and Weiss, M. (2009) *More Guidance, Better Results?* MDRC (Manpower Demonstration Research Corporation). New York, NY and Oakland CA. http://www.mdrc.org/sites/default/files/full_450.pdf

progress towards goals ensures SSS students receive effective support for the duration of their involvement in SSS. Similarly SSS staff take a very proactive role in facilitating transfer of SSS students and begin discussing the transfer process for the point that students enter the program.

- **Personal Counseling/Advising:** SSS staff are accessible to provide participants personal support on life issues that may be impeding their academic goals. This is done within the context of SSS programming and objectives. Students with other needs are referred to therapeutic or other resources outside of the college. These may include medical or community-based services.
- **Career Development:** SSS staff provide career counseling individually and through the use of software and other materials. SSS staff work closely with students in researching careers, taking career inventories and making decisions about how career choices align with academic program choices in order to identify career goals and develop a plan for achieving these. Linking academic program choices to career decision-making is a more holistic approach that helps students see the larger impact and benefit of persevering in college.
- **Financial Aid Counseling in the context of economic literacy:** SSS staff offer financial aid advising to ensure that each student secures the maximum amount of federal and state financial aid for which the student is eligible, and thereby minimizes dependence on loans. Financial Aid workshops are held and assistance is given in completing financial aid forms, as well as developing an organization system so that the student does not lose papers, forms and correspondence. This Financial Aid counseling and support in completing the process is also framed as a fundamental part of students' economic literacy training. This is particularly important given the pervasiveness of student debt as well as progressive changes in financial aid policy and practice such as changes through the federal Income-Based Repayment (IBR) plan.

CPP, 2b: Individual Counseling Activities Based on Moderate Evidence of Effectiveness

Middlesex Community College's SSS strategies for individualized counseling – in the forms of counseling, advising, and mentoring – are substantiated by multiple studies at least one of which meets the WWC standard for moderate evidence of effectiveness. Bettinger & Baker (2011)⁶ is a USDE recognized study that meets this standard through the use of a randomized experiment on individualized student coaching. Their findings discuss how students who lack basic information for college and academic success or have information but fail to act on it, can be supported through counseling intervention, in this case coaching, to improve persistence and completion. Importantly, most of the students in their experiment were non-traditional students.

Bettinger's study explored coaching as a regular and ongoing intervention to assist students in identifying and clarifying long-term goals, putting those goals of the context of their daily activities, and then in building skills that could help them realize these long-term aspirations. The skill building included time management, self-advocacy and study habits – these are essentially non-cognitive attributes that contribute to student success which are provided and reinforced by different elements of MCC's SSS program. This study found that retention and completion rates were greater for students receiving the intervention for than those who did not over every length of time following enrollment that was measured. These results were 5.3 percentage points higher for coached students after 12 months, 4.3 percentage points higher after 18 months and 3.4 percentage points higher after 24 months.⁷ Another study by Scrinever and Weiss (2009) found that that the benefit to student persistence falls off once the interventions stops although the outcomes of students who received coaching consistently

⁶ Bettinger, E. P., & Baker, R. (2011). *The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring*.
https://cepa.stanford.edu/sites/default/files/bettinger_baker_03_0711.pdf.

⁷ Ibid, p. 3.

exceeded those of the students who did not receive coaching, an important consideration given that MCC's SSS program seeks to maintain a strong relationship with participants through their studies at the college.

In Bettinger's discussion on coaching there are three main approaches or parts – helping students prioritize academics, planning for how to be successful, and identifying and addressing barriers to success.⁸ Relevant to this study is the observation is that college success is dependent on being able to handle the complex tasks that are part of college and academic success. For those who do not have personal role models or knowledge of the environment i.e. first generation students this poses a daunting challenge. In the Bettinger model coaching helps students dissect the complexity of college tasks and provide the tools and motivation to do so. Another important element to coaching, and in fact different types of counseling and advising, is the social support these services provide to students who may not feel integrated into the college environment. Counseling, advising and mentoring are ways to outreach students who may feel marginalized or uncertain in the college environment.

These different aspects are critical for low-income, first generation non-traditional SSS students and are addressed in the variety of counseling/advising and mentoring services that MCC's SSS program offers. Case management, and the advising that accompanies at MCC, helps students with prioritizing their academic lives and building organizational skills. Case management and advising by SSS staff is a rich and ongoing experience that provides diverse tools and also helps the students develop a sense of self-efficacy and proficiency, that is “of being up to the challenge” of college success.

⁸ Ibid, p. 2.

Another element at MCC, life coaching, is directly relevant to planning how to be successful and complements case management by putting academic success into the context of larger life goals. Career counseling also helps students make the connection between their academic choices and long-term goals and aspirations. As mentioned in CPP, 2a peer mentoring provides students with both social connection as well as critical information about college and what is expected.

As part of a compilation of research on non-academic supports Karp's work⁹ with the Community College Research Center (CCRC) provides a useful analysis of many of the same approaches as Bettinger's research including enhanced advising. Enhanced advising is a concept that has emerged as a means to meet the needs of higher risk students. It may mean intrusive (or proactive) advising that uses required meetings as well as counseling or advising sessions that are more frequent or of greater duration. Enhanced advising responds to the fragmented and inconsistent nature of much of the counseling/advising that community college students generally receive.¹⁰ This can be seen in the disparate offices that these services reside in at many, if not most, community colleges and the sporadic contacts students are likely to have with these offices. In Bettinger's research enhanced advising is the coaching provided by Inside Track. This is also embodied in the nature of the SSS counseling services used at MCC – from case management to life coaching and career counseling – that present a unified set of services that engage the SSS participants on different fronts all available and actively provided through one office. In this way students are clarifying their academic goals in light of life issues, planning an academic program that reflects these goals and also receiving support for course

⁹ Karp, M.M., and Stacey, G.W. 2013.

¹⁰ Ibid, P. 2.

registration and scheduling, all with an eye as to how to finance their education and address issues in order to persevere and complete.

Karp (2012)¹¹ expands on enhanced advising as a part of a re-envisioning of student success supports that go beyond traditional habits of institutionally focused systems and misunderstandings of student need. Rather than fragmented services offered by separate parts of an institution Karp identifies the qualities of sustained, intrusive, integrated, and personalized as those that reflect the best evidence and outcomes.¹² Additionally these services must be delivered by relationships that are meaningful and provided by people who re trusted by the student whether they be peers, faculty or staff.¹³ These qualities are truly embodied in the services and structure of MCC's SSS program.

One additional concept delineated by Karp as useful to viewing this service structure is that of cultural capital. This is the accumulation of types of knowledge that are valued and social assets that promote social success i.e. social mobility. In a postsecondary setting this involves the knowledge of the institution, its resources and its people as well as the establishment of social networks for support. The low-income first generation to college student is clearly at a disadvantage in terms of cultural capital when they enter postsecondary education by themselves, unaided by peers or other resources. The array of SSS resources provide these students with the knowledge, skills and a sense of connection to college that together can enable the participants to be successful in this environment.

¹¹ Karp, M. M. (2012). *“Supporting student success: A vision for evidence-based reform.”* Presentation to the California Chief Student Services Officers Association, Spring Institute.

¹² Ibid.

¹³ Karp, M. M. (2011). *Toward a New Understanding of Non-Academic Student Support: Four Mechanisms Encouraging Positive Student Outcomes in the Community College.* Community College Research Center, Teachers College, Columbia University.
<http://ccrc.tc.columbia.edu/media/k2/attachments/new-understanding-non-academic-support.pdf>