Unit Report
Student Support Services
Northwest Mississippi Community College
January 2006
STUDENT SUPPORT SERVICES

I. Unit Mission

UNIT PURPOSE STATEMENT:
The purpose of Student Support Services is to provide eligible disadvantaged students the support services needed to be successful in their college careers and persist in their enrollment to earn a baccalaureate degree.

II. Unit Goals

The goals of Student Support Services are to:
1. Increase the retention and graduation rates of eligible students;
2. Increase the transfer rates of eligible students from 2 year to 4 year institutions; and
3. Foster an institutional climate supportive to the success of low-income and first generation college students and individuals with disabilities.

RELATIONSHIP TO NWCC PURPOSE AND COLLEGE WIDE STRATEGIC GOALS: The Student Support Services unit purpose statement supports the Northwest goal of maintaining quality educational support services.

III. Evaluations of the Unit and Use of Results Forms

Evaluations of the unit for the last 3 years include the following: Program Evaluation, Student Evaluation of Tutor, Pre & Post tests from workshops and cultural trips, and the Spring 2005 NWCC Services Survey of SSS. A summary of the evaluations is included at the end of this report.

IV. Annual Plan to Improve

The annual assessment reports for the unit’s Plan to Improve for the last two years are included at the end of this report.

V. Analysis of Unit Strengths, Weaknesses, Opportunities, Threats

Unit Strengths:
Strengths for SSS unit are as follows: the recruitment, identification and selection of the 160 eligible participants; the counseling, tutoring, mentoring and academic advising that helps participants obtain the goal of earning 12 or more credit hours each semester; the retention rate: 74% of the participants were retained and persisted toward the completion of their academic program from one year to the next; the goal of meeting all administrative requirements of the program in a timely manner; and a supportive Institutional Climate from SSS and NWCC according to student evaluations.
Unit Weaknesses:
One weakness of the SSS unit is participants’ ability to maintain a Grade Point Average that reflects Good Academic Standing (2.00 or better). To help improve GPAs, study skills will become an area of concentration by offering workshops on the topic at the beginning of each semester. Individual sessions will also be available for students. Mid-term letters will be sent to those students with a D or lower to encourage participation in the tutoring services. The graduation and/or transfer rate is also an area where specific percentages are not being met. In order to increase this number, SSS will no longer accept part-time or Vocational/Technical majors (non-transferable) into the program.

Unit Opportunities:
An opportunity for the unit arises from the construction of the David M. Haraway Center. With the transfer of the NWCC cafeteria to this new building, space has become available in the Union Building and the SSS program has been looking for opportunities to expand its physical facilities.

Unit Threats:
No threats have currently been recognized by the unit.
VI. SACS Principles Compliance Survey

SACS PRINCIPLES COMPLIANCE SURVEY FOR SERVICE UNITS

Institutional Effectiveness:
1. Are research-based evaluation processes used for assessing the service unit?
   
   YES ____ NO ____

   If yes, list all survey instruments and other processes used by the unit for evaluating effectiveness.
   Program Evaluation, Student Evaluation of Tutor, Spring 2005 NWCC Services Survey, and beginning in 04-05, Pre & Post test of workshops and cultural trips

2. Do the use of evaluation processes result in continuing improvement in the unit?
   
   YES X ____ NO ____

   If yes, describe some of the recent improvements that have come about in response to needs identified through evaluation processes.
   An additional evaluation process was added, Pre/Post Tests of cultural activities and workshops, to determine if participants are learning from the experience. It is then determined if it is beneficial to continue the activity in the future.

3. Does the unit identify expected outcomes for its services; assess whether it achieves these outcomes; and provide evidence of improvement based on analysis of those results?
   
   YES X ____ NO ____

   Provide copies of the unit’s “Plan to Improve” four column model for the last 4 cycles.

4. If an outcome is not achieved, are documented modifications or improvements made in the unit?
   
   YES X ____ NO ____

Financial Support:
5. Is adequate financial support available to support the scope of services offered through the unit?
   
   YES X ____ NO ____

6. Does the institution operate and maintain physical facilities that are adequate to serve the needs of this unit?
   
   YES ____ NO X ____

7. Are the physical facilities for this unit accessible to disabled students?
   
   YES X ____ NO ____ NA ____

8. Is the budget information accessible on-line to the unit supervisor?
   
   YES X ____ NO ____
Mission:
9. Does the unit have a defined mission statement?

YES X NO

If yes, provide mission statement below.
The mission of Student Support Services is to increase college retention rates, graduation rates, and transfer rates while fostering a supportive institutional climate to maximize students' success.

10. Is the unit's mission related to the College's Statement of Mission?

YES X NO

What part of the institution's mission does the unit effectively fulfill? (Refer to applicable phrases in the College's mission statement)

One goal of the NWCC mission statement is to maintain quality educational support services. SSS helps to fulfill this goal by offering support through tutoring, guidance, counseling, career information, cultural enrichment activities and transfer assistance.

Staff:
11. Does the unit have qualified staff with the experience, competence, and capacity to fulfill the mission of the unit?

YES X NO N/A

Provide a roster of administrative officers and staff with their qualifications.

Personal Information sheets are included for each staff member.

12. Does the unit have a staff member charged with the responsibility for supervision and coordination of the unit?

YES X NO

Name of the supervisor: Mary Lee Sturgeon

13. Is the number of administrator/staff members employed for the unit adequate to support the unit effectively?

YES X NO

Security:
14. Are administrators and staff members in this unit careful in protecting the security, confidentiality, and integrity of student/staff records?

YES X NO N/A
If yes, provide a brief description of measures taken by the unit to insure the protection of privacy of its customers and the unit's adherence to FERPA guidelines. All applications/forms containing participants' social security numbers are kept locked in the Counselor's office. Any notes involving personal one-on-one counseling sessions are kept separate from individual participants' folders. Also, releases are signed by students prior to staff accessing financial and educational records. The Counselor has each student sign a release of information to protect confidential information. Computers which are networked to the college's 5250 system are not accessible to students and are protected by password entry.

15. Does the institution take reasonable steps to provide a healthy, safe, and secure environment for this service unit?

YES X  NO

SACS PRINCIPLES COMPLIANCE SURVEY

ANY ITEMS ANSWERED WITH A NEGATIVE RESPONSE INDICATE THAT THE INSTITUTION IS OUT OF COMPLIANCE AND MUST BE ACCOMPANIED WITH A WRITTEN PLAN FOR COMPLIANCE ON THE ISSUE.

Provide discussion below for any question that was assigned a “no” answer on the Principles Compliance Survey, and then provide a plan of improvement for each of those questions in the space below. Indicate the question number, your discussion, and the plan of action.

6. Does the institution operate and maintain physical facilities that are adequate to serve the needs of this unit?

The addition of a “mini-computer lab” for student use has been extremely beneficial, but it has also decreased the size of the tutoring lab area. Students are working in a crowded area and have voiced their frustration about the confined space in which they have to study. On busy days, some students seek out other areas in the building to study because of the over crowding, as well as the noise level. Another example of inadequate physical space is the unit’s need for an area to prepare for and clean up after the social functions that are provided to help foster an institutional climate supportive to their success.

The plan to improve this situation is for the SSS unit to incorporate into their use the former meeting room of the Board of Trustees. This room is located adjacent to the current SSS office. It would give the SSS unit an additional study area, as well as an existing kitchenette.
VII. Unit Improvements Resulting from the Planning Process

Based on assessment results from the Program Evaluation, the questions (#5-7) that received the lowest scores (Fair or Poor) were related to quality of contact with SSS staff. In order to determine the specific reasons for these responses, more information needs to be extracted from the participants. Example: bad experience with staff member vs. did not use the services of staff member. An additional line on the survey will be added that reads as follows: “If you answered Fair or Poor to any of the above questions, please explain and/or offer suggestions for improvement”.

In order to improve the quality of tutoring sessions, anonymous and tallied results from the Student Evaluation of Tutor form will be made available to all tutors. This will allow tutors to be aware of participants’ expectations of them and also give them the opportunity to fulfill these expectations.
Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: MaryLee Sturgeon

Unit: Student Support Services  Date: January 9, 2006

Position held: Director

Job Duties: The Director is responsible for administering, directing, and controlling the activities of the project. The Director also ensures that all policies and procedures are in compliance with all grant, federal and college regulations.

1. I have worked at Northwest Mississippi Community College for 15 years.
2. I have worked in my current position at Northwest for 1.5 years.
3. I have a total of 19 years of work experience.
4. List prior positions held with job duties and number of years experience in each.

   - Counselor, SSS, 13.5 yrs.: provided personal, career and academic counseling; assessed students’ needs; developed Individual Action Plans for each participant.
   - Social Worker, Tate Co. Dept of Human Services, 2 yrs.: investigated referrals of child abuse and neglect, managed a caseload of foster care placements.
   - Home Coordinator, Baddour Memorial Center, 2 yrs.: assisted mentally disabled adults in acquiring daily independent living skills.

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree
B. High School Diploma
C. Special certificate or license in _____________________ (field).
D. Bachelor’s degree in ______________________ (field).
E. Master’s degree in Counseling and Educational Psychology (field).
F. Doctorate in ____________________ (field).

Accomplishments:
Completed training workshops in various topics such as Strategies for TRIO Counselors, Technology in TRIO Programs, Strategies for Retention, Legislative and Regulatory Requirements, Student Financial Aid, and Reporting Student & Project Management.

Civic Interests/Professional Affiliations
MAEOPP Mississippi Association of Educational Opportunity Program Personnel
SAEOPP Southeastern Association of Educational Opportunity Program Personnel

NWCC Committee Assignments:
Math Lab committee

Mary Lee Sturgeon___________ January 9, 2006
Signature of Employee      Date
PERSONAL INFORMATION SHEET

Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: Wendy Ward

Unit: Student Support Services Date: January 9, 2006

Position held: Counselor

Job Duties: The Counselor provides personal, career, and academic counseling on an individual basis; administers and evaluates tests/surveys to assess student needs; develops the Individual Action Plan for each participant; and monitors student progress through data collection and analysis.

5. I have worked at Northwest Mississippi Community College for 5 months years.
6. I have worked in my current position at Northwest for 5 months years.
7. I have a total of 4 years of work experience.
8. List prior positions held with job duties and number of years experience in each.
   Adolescent Therapist, Parkwood Hospital, 1.5 yrs
   Partial Program Coordinator/Intensive Outpatient Therapist, Parkwood Hospital, 1.5 yrs
   Residential Treatment Center, Graduate Intern, Parkwood Hospital, 8 months
   Adult Alcohol & Drug Therapist, Graduate Intern, Grace House of Memphis, 8 months

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree
B. High School Diploma
C. Special certificate or license in _____________________ (field).
D. Bachelor’s degree in ______________________ (field).
E. Master’s degree in Social Work (field).
F. Doctorate in ______________________ (field).

Accomplishments:
Completed a training workshop in Legislative and Regulatory Requirements

Civic Interests/Professional Affiliations
   National Association of Social Workers
   MAEOPP Mississippi Association of Educational Opportunity Program Personnel
   SAEOPP Southeastern Association of Educational Opportunity Program Personnel

NWCC Committee Assignments:
none at present

Wendy Ward ___________________ January 9, 2006 __________
Signature of Employee Date
PERSONAL INFORMATION SHEET

Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: Sandra Slocum

Unit: Student Support Services  Date: January 9, 2006

Position held: Transfer Specialist

Job Duties:
The Transfer Specialist assists participants in transferring from NWCC to four year colleges; arranges visits, appointments and other contacts between transfer-ready participants and representatives of 4 year colleges.

9. I have worked at Northwest Mississippi Community College for ___11___ years.
10. I have worked in my current position at Northwest for ____2.5____ years.
11. I have a total of ___21___ years of work experience.
12. List prior positions held with job duties and number of years experience in each.
   Administrative Assistant, Student Support Services, 2.5 years
   Administrative Assistant, Academic Dean’s Office, 8.5 years
   Hotel Database Coordinator, Holiday Inns, Inc., 10 years

Highest degree held: I currently hold: (choose one of the following)
   A. No formal degree ________
   B. High School Diploma __________
   C. Special certificate or license in __________________ (field).
   D. Bachelor’s degree in __Business________ (field).
   E. Master’s degree in _____________ (field).
   F. Doctorate in _________________ (field).

Accomplishments:
Presenter at the 2005 National COE Conference in Washington, DC
Completed training workshops in Budget Management and Student Financial Aid

Civic Interests/Professional Affiliations
MAEOPP: Mississippi Association of Educational Opportunity Program Personnel
SAEOPP: Southeastern Association of Educational Opportunity Program Personnel

NWCC Committee Assignments:
None at present

Sandra Slocum  January 9, 2006
Signature of Employee  Date
PERSONAL INFORMATION SHEET

Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: Jane Baker  
Unit: Student Support Services  
Date: January 18, 2006

Position held: Tutor Coordinator

Job Duties:  
The Tutor Coordinator trains, assigns and supervises tutors who work with participants; provides tutors and participants with relevant instructional aids; and consults with faculty concerning participants’ progress.

13. I have worked at Northwest Mississippi Community College for _28_ years.
14. I have worked in my current position at Northwest for _18_ years.
15. I have a total of __32_ years of work experience.

16. List prior positions held with job duties and number of years experience in each.  
Developmental English Instructor full –time, NWCC, 9 years  
Adult Basic Education Instructor/History Instructor, Charleston & Batesville, MS, 2 years  
Receptionist, Secretary & Payroll Clerk, Minter City Mill, 1 year  
Receptionist, Secretary & Payroll Clerk, Robinson Brothers Packing Co., 3 years

______________________________

Highest degree held: I currently hold: (choose one of the following)

A. No formal degree __________
B. High School Diploma __________
C. Special certificate or license in_________________________ (field).
D. Bachelor’s degree in __________________________ (field).
E. Master’s degree in Social Science (field).
F. Doctorate in __________________________ (field).

Accomplishments:

________________________________________________________________________

Civic Interests/Professional Affiliations

________________________________________________________________________

NWCC Committee Assignments:  
Developmental English Committee

______________________________

Signature of Employee      Date
PERSONAL INFORMATION SHEET

Please complete this form in order to certify preparation for the upcoming Service Review. This information sheet will be filed with the Unit’s Service Report.

Name: __ Sharon Medlin

Unit: Student Support Services __________________________ Date: __ January 18, 2005

Position held: __ Administrative Assistant

Job Duties:
The Administrative Assistant provides word processing and related services to staff members; acquires instructional materials, supplies, and aids; collects, enters, and maintains tracking data and generates reports from data; and operates and maintains office equipment and computer workstations.

17. I have worked at Northwest Mississippi Community College for _4.5_ years.
18. I have worked in my current position at Northwest for _2_ years.
19. I have a total of _19.5_ years of work experience.
20. List prior positions held with job duties and number of years experience in each
   Secretary / NWCC Transportation Dept. 2 years
   Bank Teller, Peoples Bank, Senatobia Bank, Bank of Mississippi, 8 years
   New Service Clerk, MS Valley Gas, 7 years

Highest degree held: I currently hold: (choose one of the following)
A. No formal degree __________
B. High School Diploma _ Yes __________
C. Special certificate or license in ________________ (field).
D. Bachelor’s degree in ________________ (field).
E. Master’s degree in ________________ (field).
F. Doctorate in ________________ (field).

Accomplishments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Civic Interests/Professional Affiliations
________________________________________________________________________
________________________________________________________________________

NWCC Committee Assignments:
________________________________________________________________________
________________________________________________________________________

____ Sharon Medlin _______ January 18, 2006
Signature of Employee ___________________________ Date ___________________________
## IX. Budget Summaries

<table>
<thead>
<tr>
<th>Category in 2005-2006 Budget</th>
<th>Amount budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutoring/Peer Mentoring</td>
<td>9400</td>
</tr>
<tr>
<td>Grant Aid Scholarship</td>
<td>10200</td>
</tr>
<tr>
<td>Transfer Specialist Travel</td>
<td>900</td>
</tr>
<tr>
<td>Student Cultural Travel</td>
<td>900</td>
</tr>
<tr>
<td>Other materials/supplies (food)</td>
<td>600</td>
</tr>
<tr>
<td>Rentals</td>
<td>1600</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>900</td>
</tr>
<tr>
<td>Staff Travel</td>
<td>7000</td>
</tr>
<tr>
<td>Office Supplies</td>
<td>2000</td>
</tr>
<tr>
<td>Furniture &amp; Equipment</td>
<td>300</td>
</tr>
<tr>
<td>Postage</td>
<td>200</td>
</tr>
<tr>
<td>Printing</td>
<td>300</td>
</tr>
<tr>
<td>Telephone</td>
<td>400</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>34700</strong></td>
</tr>
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</table>
Please rate our program below using the scale provided.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) General impression of our program (Satisfaction with the services provided)</td>
<td>90</td>
<td>30</td>
<td>9</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2) NWCC promotes/encourages the success of students who qualify for the SSS program</td>
<td>99</td>
<td>29</td>
<td>7</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>3) The staff’s concern, support, and understanding</td>
<td>111</td>
<td>29</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4) Ability of staff to make you feel welcome in Student Support Services &amp; to encourage involvement in activities</td>
<td>115</td>
<td>17</td>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5) Quality of Counselor contact with you</td>
<td>87</td>
<td>38</td>
<td>11</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>6) Quality of Tutor Coordinator contact with you</td>
<td>97</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>7) Quality of Transition Specialist contact with you</td>
<td>78</td>
<td>22</td>
<td>15</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>8) Quality of Mentor contact with you (if assigned one)</td>
<td>65</td>
<td>28</td>
<td>14</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>9) Ability of the staff in explaining the program</td>
<td>92</td>
<td>41</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>10) Ability of making students aware of the program</td>
<td>104</td>
<td>33</td>
<td>7</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>11) The possibility of your involvement in the program next school year (2003–2004)</td>
<td>109</td>
<td>20</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

(The above information is the result of tabulating all the completed surveys.)
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<thead>
<tr>
<th>Question</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) General impression of our program (Satisfaction with the services provided)</td>
<td>99</td>
<td>45</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2) NWCC promotes/encourages the success of students who qualify for the SSS program</td>
<td>99</td>
<td>43</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3) The staff’s concern, support, and understanding</td>
<td>101</td>
<td>37</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>4) Ability of staff to make you feel welcome in Student Support Services &amp; to encourage involvement in activities</td>
<td>106</td>
<td>35</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>5) Quality of Counselor contact with you</td>
<td>94</td>
<td>44</td>
<td>6</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>6) Quality of Tutor Coordinator contact with you</td>
<td>76</td>
<td>39</td>
<td>11</td>
<td>7</td>
<td>13</td>
</tr>
<tr>
<td>7) Quality of Transition Specialist contact with you</td>
<td>77</td>
<td>48</td>
<td>7</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>8) Quality of Mentor contact with you (if assigned one)</td>
<td>64</td>
<td>32</td>
<td>10</td>
<td>0</td>
<td>39</td>
</tr>
<tr>
<td>9) Ability of the staff in explaining the program</td>
<td>98</td>
<td>41</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>10) Ability of making students aware of the program</td>
<td>95</td>
<td>40</td>
<td>8</td>
<td>0</td>
<td>4</td>
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<tr>
<td>11) The possibility of your involvement in the program next school year (2004–2005)</td>
<td>94</td>
<td>34</td>
<td>8</td>
<td>2</td>
<td>9</td>
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</tbody>
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(The above information is the result of tabulating all the completed surveys.)
### STUDENT SUPPORT SERVICES PROGRAM

#### Program Evaluation

#### 2004-2005

Please rate our program below using the scale provided.

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) General impression of our program</td>
<td>114</td>
<td>27</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>(Satisfaction with the services provided)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) NWCC promotes/encourages the success of students who qualify for the SSS program</td>
<td>101</td>
<td>39</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3) The staff’s concern, support, and understanding</td>
<td>106</td>
<td>31</td>
<td>7</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4) Ability of staff to make you feel welcome in Student Support Services &amp; to encourage involvement in activities</td>
<td>116</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>5) Quality of Counselor contact with you</td>
<td>101</td>
<td>25</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>6) Quality of Transition Specialist contact with you</td>
<td>90</td>
<td>36</td>
<td>5</td>
<td>1</td>
<td>9</td>
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<tr>
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<td>65</td>
<td>36</td>
<td>3</td>
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<td>38</td>
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<tr>
<td>(if assigned one)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8) Ability of the staff in explaining the program</td>
<td>108</td>
<td>32</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9) Ability of making students aware of the program</td>
<td>102</td>
<td>35</td>
<td>5</td>
<td>1</td>
<td>0</td>
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<tr>
<td>10) The possibility of your involvement in the program next school year (2005–2006)</td>
<td>110</td>
<td>25</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
</tbody>
</table>

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STUDENT SUPPORT SERVICES PROGRAM
Student Evaluation of Tutor 2002-2003

Each student must fill out an evaluation on each tutor used.
This evaluation will remain confidential.

Student’s Name: ____________________________ Subject 1:
Tutor’s Name: ______________________________ Subject 2:

Please rate your tutor as “Excellent”, “Good”, “Fair”, or “Poor” for each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Prompt for tutoring sessions</td>
<td>63</td>
<td>24</td>
<td>13</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2) Understood the subject material.</td>
<td>74</td>
<td>20</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3) Encouraged you to comment or question material</td>
<td>65</td>
<td>23</td>
<td>12</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>4) Simplified difficult material</td>
<td>59</td>
<td>30</td>
<td>9</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>5) Helped me understand the material</td>
<td>61</td>
<td>27</td>
<td>13</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6) Friendly and easy to talk with</td>
<td>76</td>
<td>19</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7) Encouraged me to try to do the work myself</td>
<td>73</td>
<td>7</td>
<td>11</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

1) What grade do you expect for the course in which you were tutored?  A = 23
B = 42  C = 34  D = 1  F = 4

2) Would you ask this tutor for help in the future?  □ Yes = 80  □ No = 10

3) How would you rate the value of your tutoring experience?

   Very useful = 55  Useful = 25  Somewhat useful = 18  Waste of time = 1

(The above information is the result of tabulating all the completed surveys.)
STUDENT SUPPORT SERVICES PROGRAM

Student Evaluation of Tutor
2003-2004

Each student must fill out an evaluation on each tutor used.
This evaluation will remain confidential.

Student’s Name: ______________________________________  Subject 1:
Tutor’s Name: ______________________________________  Subject 2:

Please rate your tutor as “Excellent”, “Good”, “Fair”, or “Poor” for each statement below.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Prompt for tutoring sessions</td>
<td>59</td>
<td>25</td>
<td>4</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2) Understood the subject material.</td>
<td>53</td>
<td>28</td>
<td>10</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3) Admitted when he/she didn’t understand the material</td>
<td>59</td>
<td>26</td>
<td>4</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4) Simplified difficult material</td>
<td>47</td>
<td>30</td>
<td>11</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5) Helped me understand the material</td>
<td>55</td>
<td>25</td>
<td>7</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6) Friendly and easy to talk with</td>
<td>69</td>
<td>18</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7) Encouraged me to try to do the work myself</td>
<td>62</td>
<td>22</td>
<td>6</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

1) What grade do you expect for the course in which you were tutored? A = 14  B = 33
   C = 31   D = 7   F = 3
2) Would you ask this tutor for help in the future?  Yes = 84  No = 7
3) How would you rate the value of your tutoring experience?
   Very useful = 46  Useful = 34  Somewhat Useful = 10  Waste of time = 2

(The above information is the result of tabulating all the completed surveys.)
STUDENT SUPPORT SERVICES  “Wonders Exhibit: Masters of Florence” 9-30-04
Pre/Post Test

If you don’t know the answer, please don’t guess. Circle “E”, I don’t know.

1.) What country did this Wonders Exhibit originate from?
   A  France
   B  Spain
   C  Italy
   D  England
   E  I don’t know

2.) What is the name of the family who commissioned the artwork and exhibits on display?
   A  Della Robbi
   B  Medici
   C  Donatello
   D  Ghiberti
   E  I don’t know

3.) Who was the founding father of this family dynasty?
   A  Paolo Uccello
   B  Cosimo the Elder
   C  Fra Angelico
   D  Giovanni di Bicci
   E  I don’t know

4.) Who is the legendary painter whose most famous masterpiece is the Mona Lisa?
   A  Michelangelo Buonarroti
   B  Leonardo Da Vinci
   C  Raphael Sanzio
   D  Pablo Picasso
   E  I don’t know

5.) Who was the great granddaughter of Lorenzo the Magnificent who became Queen of France, gave birth to 10 children and had 3 sons to become a king?
   A  Caterina
   B  Maria
   C  Francesco
   D  Anna Maria
   E  I don’t know

Results of Wonder Exhibit: Masters of Florence Pre & Post Test

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre Test = 8</th>
<th>Post Test = 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Correct</td>
<td>Incorrect</td>
</tr>
<tr>
<td># 1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td># 2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td># 3</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td># 4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td># 5</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>7</td>
<td>33</td>
</tr>
</tbody>
</table>
1. What is the difference between an Associate of Arts degree and an Associate of Applied Science degree?

2. Do you need either of the above degrees to transfer to a university?

3. How many hours are required to transfer to a university?

4. Name some of the typical courses a student should have taken before beginning the transfer process.

5. What GPA do most universities require that you have in order to transfer?

6. Will a grade of “D” transfer to most universities?

### Results of Transfer Workshop Pre & Post Test

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre-Test = 18</th>
<th>Post-Test = 18</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Correct: 2</td>
<td>Correct: 16</td>
</tr>
<tr>
<td># 2</td>
<td>Correct: 8</td>
<td>Correct: 17</td>
</tr>
<tr>
<td># 3</td>
<td>Correct: 1</td>
<td>Correct: 17</td>
</tr>
<tr>
<td># 4</td>
<td>Correct: 13</td>
<td>Correct: 18</td>
</tr>
<tr>
<td># 5</td>
<td>Correct: 12</td>
<td>Correct: 17</td>
</tr>
<tr>
<td># 6</td>
<td>Correct: 14</td>
<td>Correct: 16</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT SERVICES “Career Development” Workshop 3-30-05

Pre/Post Test

If you don’t know the answer, please don’t guess. Circle “E”, I don’t know.

1.) Choosing a career………?
   A  should be easy
   B  is a process
   C  should be left to Advisor’s suggestion
   D  is a decision we can’t change
   E  I don’t know

2.) Which is not a step in choosing a career?
   A  get a job
   B  investigate career choices
   C  self assessment
   D  find a career match
   E  I don’t know

3.) Which of the following is not a source for more info about career choices?
   A  Occupational Outlook Handbook
   B  NW Career Development Center
   C  the internet
   D  the Help Desk
   E  I don’t know

4.) Which of the following demographic groups is most likely to report being lonely?
   A  Senior Citizens
   B  Married Couples
   C  Singles
   D  College Freshmen
   E  I don’t know

5.) If you wanted to complete a 4 yr. college degree in 8 semesters, how many credits would you have to complete each semester?
   A  10
   B  12
   C  15
   D  19
   E  I don’t know

Results of Career Development Workshop

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre Test =20</th>
<th>Post Test = 19</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td>Correct 13</td>
<td>Incorrect 7</td>
</tr>
<tr>
<td># 2</td>
<td>Correct 11</td>
<td>Incorrect 9</td>
</tr>
<tr>
<td># 3</td>
<td>Correct 12</td>
<td>Incorrect 8</td>
</tr>
<tr>
<td># 4</td>
<td>Correct 0</td>
<td>Incorrect 20</td>
</tr>
<tr>
<td># 5</td>
<td>Correct 5</td>
<td>Incorrect 15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41</td>
<td>59</td>
</tr>
</tbody>
</table>
Student Support Services “Faculty Development” Presentation September 2005

Pre/Post Test

If you don’t know the answer, please don’t guess. Circle “E”, I don’t know.

1.) What year did SSS start on the NW campus?
   A  1968
   B  1970
   C  1981
   D  1988
   E  I don’t know

2.) SSS does not offer students which of the following services?
   A  job placement
   B  personal & career counseling
   C  scholarships
   D  exposure to cultural events
   E  I don’t know

3.) SSS is funded to serve how many students each year?
   A  147
   B  156
   C  160
   D  181
   E  I don’t know

4.) How does a student qualify to be in SSS?
   A  be a student who wants to succeed
   B  be a first generation, low income or disabled student
   C  be a student seeking work after graduation from NWCC
   D  be a “D” or below average student
   E  I don’t know

5.) What are ways a student can accumulate points for the Grant Aid Scholarship?
   A  visit a 4-yr college w/Transfer Specialist
   B  visit my Mentor
   C  attend an SSS workshop
   D  all of the above
   E  I don’t know

Results of Faculty Development Presentation September 2005

<table>
<thead>
<tr>
<th>Question</th>
<th>Pre Test = 51</th>
<th>Correct</th>
<th>Incorrect</th>
<th>Post Test = 41</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td># 1</td>
<td></td>
<td>6</td>
<td>45</td>
<td></td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td># 2</td>
<td></td>
<td>21</td>
<td>30</td>
<td></td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td># 3</td>
<td></td>
<td>9</td>
<td>42</td>
<td></td>
<td>38</td>
<td>3</td>
</tr>
<tr>
<td># 4</td>
<td></td>
<td>26</td>
<td>25</td>
<td></td>
<td>40</td>
<td>1</td>
</tr>
<tr>
<td># 5</td>
<td></td>
<td>18</td>
<td>33</td>
<td></td>
<td>35</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>80</td>
<td>175</td>
<td></td>
<td>178</td>
<td>27</td>
</tr>
</tbody>
</table>
Evaluation Follow-up Form

The following form is to be completed and signed by the appropriate service unit supervisor after reviewing the results of the unit’s evaluation and after a discussion with co-workers on needed changes identified in the evaluation process. The completion of this form is meant to stimulate reflection about the purpose of the unit and to encourage the best use of results of these evaluations. A copy of this form will be sent to the appropriate Vice-President and filed with the unit’s Service Review forms.

Service Unit: Student Support Services

Date of Review of Evaluations: January 30, 2006

The unit’s strong points as identified by the evaluation are:
Five out of seven of the unit’s objectives were met for the 2004-2005 year. Based on results from Program Evaluations, participants rated the staff’s concern, support and understanding as excellent and good. This is also evident from participant comments on the NWCC Services Survey of SSS. SSS is providing an excellent supportive environment for its participants.

Opportunities for improvement identified by the evaluation are:
Communication between the SSS unit and participants needs to be improved. Comments made by students on the NWCC Services Survey of SSS show a lack of knowledge about what the program can/cannot offer, as well as reasons behind some of the guidelines in existence. Examples of student comments include “the desire for more cultural trips”, “more scholarships”, and “freshmen allowed on university trips”. These complaints could easily be addressed if students were more aware of specific guidelines, expectations and services.

Goals for growth or specific activities to be undertaken and/or completed before the next evaluation are:
The specific activity to be completed in order to help alleviate the communication problem is to develop a “Time-Line Handout”. This Time-Line will simplify and inform participants of specific activities offered throughout the semester. This handout will also identify specific staff to meet with during the semester. By increasing awareness and contact with staff, clear communication between students and staff will increase.

Having met together and discussed this Evaluation Follow-up, we feel that the identified goals and specific activities adequately address opportunities for improvement and constitute evidence of attempted growth.

Signatures:

Supervisor: MaryLee Sturgeon

Co-workers in unit:
Wendy Ward
Sandra Slocum
Jane Baker
Sharon Medlin
### Unit/Program Intended Outcome

#### Objective

1. **SELECTION OF ELIGIBLE PARTICIPANTS**

   The Northwest Student Support Services Program will serve 160 eligible participants each project year. At least 2/3 of the participants will be low income and first generation or students with disabilities. At least 1/3 of the students with disabilities will also be low income.

2. **SEMESTER CREDIT HOURS EARNED**

   60% of SSS participants will earn 12 or more credit hours each semester. (Fall and Spring)

---

### Strategy/Procedure To Achieve Outcome

#### Activity

1. **SELECTION OF ELIGIBLE PARTICIPANTS**

   The strategy to achieve the objective will be to advertise the program during summer orientation and at the beginning of each semester, collect survey data, evaluate qualifying status, secure documentation of disability and obtain agreement of participant responsibilities.

   - The strategy to achieve the objective will be to provide professional counseling, tutoring, mentoring and academic advising. Mid-term grades will be assessed by SSS staff and participants will be advised of their status.

---

### Assessment/Evaluation

#### Results

- **Data subject to change.**
  - Results as of Feb 1, 2004 based on 143 participants: 64% qualify as Lfg/Disa and 36% qualify as Fg/Li. Of the disabled student, 43% are low income and 57% are high income.

   - **Data subject to change.**
     - For the Fall 2004 semester, 68% of 123 participants earned 12 or more credit hours.

---

### Use of Results

- **Improvement**

   Although there is not a deadline to obtain 160 participants, SSS will recruit more during the fall semester by visiting developmental classes to encourage participation.

   - Continue activities.
# Student Affairs

Planning Unit: Student Affairs/Student Support Services

## Northwest Community College

### 2004 Unit Annual Outcome Objectives

<table>
<thead>
<tr>
<th>Unit/Program Intended Outcome</th>
<th>Strategy/Procedure To Achieve Outcome</th>
<th>Assessment/Evaluation</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective</strong></td>
<td><strong>Activity</strong></td>
<td><strong>Results</strong></td>
<td><strong>Improvement</strong></td>
</tr>
<tr>
<td>3. <strong>GRADE POINT AVERAGES</strong></td>
<td>The strategy to achieve the objective will be to provide individual tutoring, peer counseling and academic support workshops. SSS staff will conduct an ongoing review of participants’ grades, mid-term progress reports and final transcripts.</td>
<td>Data subject to change. As of the Fall 2004 semester, 63% of 123 participants maintained a GPA of 2.00 or better.</td>
<td>Complete data will not be available until May 2005. To improve the fall GPA, study skills workshops will be offered during the fall semester instead of the spring.</td>
</tr>
<tr>
<td>4. <strong>RETENTION</strong></td>
<td>The strategy to achieve the objective will be to help provide sufficient financial aid for the upcoming year, pre-registration for the Fall semester and personal contact, letters and phone calls during the summer.</td>
<td>Data not available until August 2005.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>GRADUATION/TRANSFER RATE</strong></td>
<td>The strategy to achieve the objective will be to mail applications for admission, financial aid, housing and other necessary forms, maintain minimum transfer requirements, and to notify SSS at the four year school.</td>
<td>Data not available until August 2005.</td>
<td></td>
</tr>
</tbody>
</table>
## STUDENT AFFAIRS

Planning Unit:  Student Affairs/Student Support Services

<table>
<thead>
<tr>
<th>Unit/Program Intended Outcome Objective</th>
<th>Strategy/Procedure To Achieve Outcome Activity</th>
<th>Assessment/Evaluation Results</th>
<th>Use of Results Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. PROJECT MANAGEMENT</strong></td>
<td>The strategy to achieve the objective will be to complete daily individual line item transactions, maintain detailed budget records, collect participant data, performance results data and data for Summative reports to reflect overall evaluation, and mail the Performance Reports to Washington, D.C. on time.</td>
<td>100% of administrative requirements of the program are met in a timely fashion in the areas of administrative operations, record keeping, reporting, and financial accountability.</td>
<td>Continue activities.</td>
</tr>
<tr>
<td><strong>7. INSTITUTIONAL CLIMATE</strong></td>
<td>The strategy to achieve the objective will be to review annually the results of a survey asking participants their opinion of the college’s ability to foster a institutional climate supportive of their success.</td>
<td>Based on 91 participants surveyed at the end of Fall 2004, 97% answered Excellent or Good to the statement that NWCC promotes/encourages the success of students who qualify for the SSS program. 3% answered Fair or Not Applicable to this statement.</td>
<td>Continue activities.</td>
</tr>
</tbody>
</table>