646.21(a) STUDENT SUPPORT SERVICES NEED FOR THE PROJECT

Introduction

The University of Maine at Presque Isle (UMPI) is situated 37 miles south and 11 miles west of Canada in the small city of Presque Isle (population 10,500) in rural and remote Aroostook County, a county larger than Connecticut and Rhode Island combined with a population of just 72,000. Chartered as a teacher's college in 1903, UMPI was designated in 1968 as a regional baccalaureate institution in the University of Maine System (UM-System). As one of seven campuses of the UM-System, UMPI has its own faculty and administration but shares governance through a Board of Trustees and Chancellor, a centralized accounting system, and a distance education system.   UMPI offers bachelor degrees in teacher education, career and professional fields, health and human services, arts and sciences, and environmental studies, and a small number of associate degrees.

1. **A high number or percentage, or both, of students enrolled or accepted for enrollment at the applicant institution who meet the eligibility requirements**

To meet Student Support Services (SSS) eligibility requirements, one must be a citizen or national of the United States or meet residency requirements, must be enrolled or accepted for enrollment, and must be a first-generation and/or low-income student and/or student with a disability. Table 1 summarizes and clearly indicates that UMPI has a high number and percentage of students who qualify under these guidelines (71%) for assistance through the Student Support Services Program.

Table 1: SSS Eligible Students Enrolled Fall of 2008		
Total US Citizen or National degree-seeking (FTE)students =1081		
Total SSS Eligible Students= 767 (71%)		
	Number	Percentage of

		eligible
Low Income	391	51%
First Generation	490	64%
Disability	78	10%
Both Disability and Low Income	49	6.3%
Source: UMPI Institutional Research		

In fact, many students meet more than one of these eligibility requirements. With TRIO Student

Support Services funding, we are able to provide 180 eligible students with intensive and

targeted services geared toward successful college completion. Even with the SSS program,

UMPI cannot provide adequate academic and support services to <u>all</u> students at the institution

who qualify under federal guidelines. Since 1998, the percentage of students eligible but not

served has remained high, averaging 74%.

Low income

A low-income student is "an individual from a family whose taxable income for the preceding

year did not exceed 150% of an amount equal to the poverty level determined by using criteria of

poverty established by the Bureau of Census." UMPI clearly has a high percentage of low-

income students (Table 1). In fall of 2008, 391 or 51% of eligible students qualified for Student

Support Services because of low-income status. Moreover, in the 2008-2009 academic year,

Student Support Services could only serve 119 or 30% of those 391meaning that 70% of eligible,

low-income students could not be served by SSS. Additionally, Table 2 (p.3) shows that a

significant number of students receive financial aid and this aid is roughly half of their costs of

attendance. In these tough financial times, aid is shrinking and creative financial solutions are

crucial. Student Support Services are clearly needed on this campus to ensure that students

receive sufficient financial aid and counseling to meet college costs, manage debt, and achieve

academic success.

Table 2: UMS Financial Report 2008	
	AY 08-09
Percentage receiving any financial aid	67%
Average Total Amount of Aid	$8,749
Total Cost of Attendance(on campus, in-state tuition)	$16,826
Total Amount of Aid as Percentage of Total Cost	52%

First Generation

First generation is defined as "an individual both of whose parents did not complete a
baccalaureate degree."   UMPI has a high proportion of students whose parents have not attained
a college degree or attended college at all. As shown in Table 1(p.1), a full 490, or 45%, of
UMPI's student body are first-generation, a sharp contrast to the 35% of college students
nationally who had parents who did not attend college themselves (U.S. Census Bureau, 2009).
This means that 64% of the 767 eligible students meet the first generation criteria. In the 2008
academic school year, UMPI could serve only 41 of these eligible students leaving 499 students
in the first-generation category who did not receive SSS services in overcoming barriers due to
family background. First generation students face unique challenges which include unfamiliarity
with the college environment, confusion regarding financial aid, lack of support systems, and
high anxiety regarding school performance. These students need the additional supports of an
SSS program to assist them in balancing the academic, financial, and personal aspects of a
college education.

 Students with Disabilities

An individual with a disability is one "who has a diagnosed physical or mental impairment that
substantially limits that person's ability to participate in the educational experience and
opportunities offered by the grantee institution."   It can be difficult to identify students with
disabilities as UMPI relies on self-identification, and many students with disabilities are reluctant

to identify themselves due to past experiences or perceived social stigmas. In fall of 2008, of the 767 eligible students, 78 (10%) self-identified as having a disability according to federal criteria outlined in the SSS program regulations (Table 1). Of those, 20 students qualified under the disability criteria alone. This number demonstrates a need for support. Disabilities reported by UMPI students in 2008 included ADD and ADHD, autism spectrum disorders, visual impairment, deafness, medical and learning disabilities, psychiatric disorders, and traumatic brain injury. Without the comprehensive array of academic and other interventions that SSS can provide, these students with diagnosed disabilities would be severely hindered in the pursuit of a college degree.

Low-income and Disability Status

Of the 78 students who are eligible for the program under the disability criteria, there were 49 students (63%) who qualified under the combined low-income and disability criteria (Table 1). During the 2008-2009 year, SSS provided assistance to 29 of those 49 students who are doubly disadvantaged in their pursuit of baccalaureate degrees, leaving many without program services. It is clear from these figures that UMPI has a high number and percentage of students who have a disability and are also low-income and can, therefore, meet the percentage requirement of those who qualify under this dual criterion.

Need for academic support

In addition to meeting the requirements of being a first generation, low income, and/or student with a disability, each student must also demonstrate a need for academic support to meet eligibility requirements. A student with academic need meets one or more of the following criteria: low high school grades, low admission test scores, predictive indicators (i.e. high school

GPA, standardized tests, etc.), diagnostic testing, low college grades, high school equivalency, failing grades, out of the pipeline for 5 or more years, limited English proficiency, lack of educational or career goals, lack of academic preparedness for college level course work, and a need for academic support to raise grades in required course and/or academic major. One of the strongest indicators of academic need is shown by past academic performance. In Fall of 2008, 226, or nearly one-third of otherwise-eligible students, had a poor academic record based on D, F, or Incomplete grades with a grade point average below 2.0 in the previous semester (PeopleSoft). The high number of students with prior unsatisfactory grades shows that 29 % of UMPI students are academically at-risk and need intensive academic support.   Academic Need is better elucidated in the "academic and other problems" of eligible students are shown below.

2. The academic and other problems that eligible students encounter at UMPI

Basic Skills Deficiencies

A strong indicator of academic deficiency among students eligible for SSS is the high number who must take pre-college level courses based on the results of UMPI's College Testing and Placement Policy. In Fall 2008, only 90 (34%) of 265 first-time freshmen students had strong enough academic records to waive placement testing, demonstrating that the vast majority of these UMPI students enrolled with weak backgrounds in reading, writing, math, and/or science. Adding transfer students to the picture, there were 198 students who took some or all placement tests. Another indication of the lack of college preparedness is the fact that a large number of these students, 114 of the 198 testers, were required to take all four placement tests, meaning they had deficiencies in all four subject areas. Of the 107 students who tested into developmental classes, 64% were eligible for SSS. Figure 1 also clearly demonstrates that

students eligible for the SSS were more likely to be underprepared for college coursework and test into developmental courses. Of eligible students tested, 10% were placed in two or more developmental courses.

Figure 1: Eligible and Ineligible Students in Developmental Courses (SSS Survey)
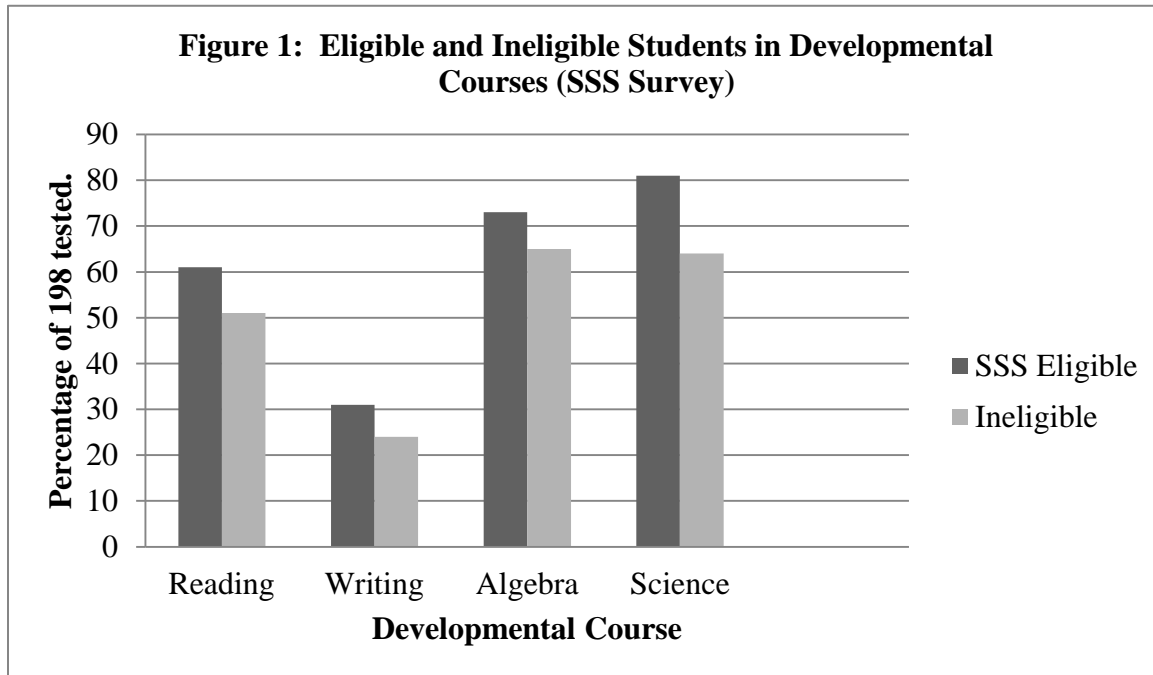
These numbers are a strong indictor of the academic challenges facing large numbers of UMPI students. These students need significant support with the core academic subjects and with study skills in general. This is especially true for those who have the additional challenges shown in the first-generation, low-income, and disability criteria of the program.

Lack of Academic Awareness

In taking the Cooperative Institutional Research Program (CIRP) Survey in the fall of 2008, freshmen indicated a lack of self-awareness regarding their academic preparedness. When asked if they think they "will need tutoring or remedial work in reading, writing, math, or science," very few answered yes (with the exception of math) as illustrated in Figure 2.

Figure 2: Freshmen Had or Will Need Tutoring
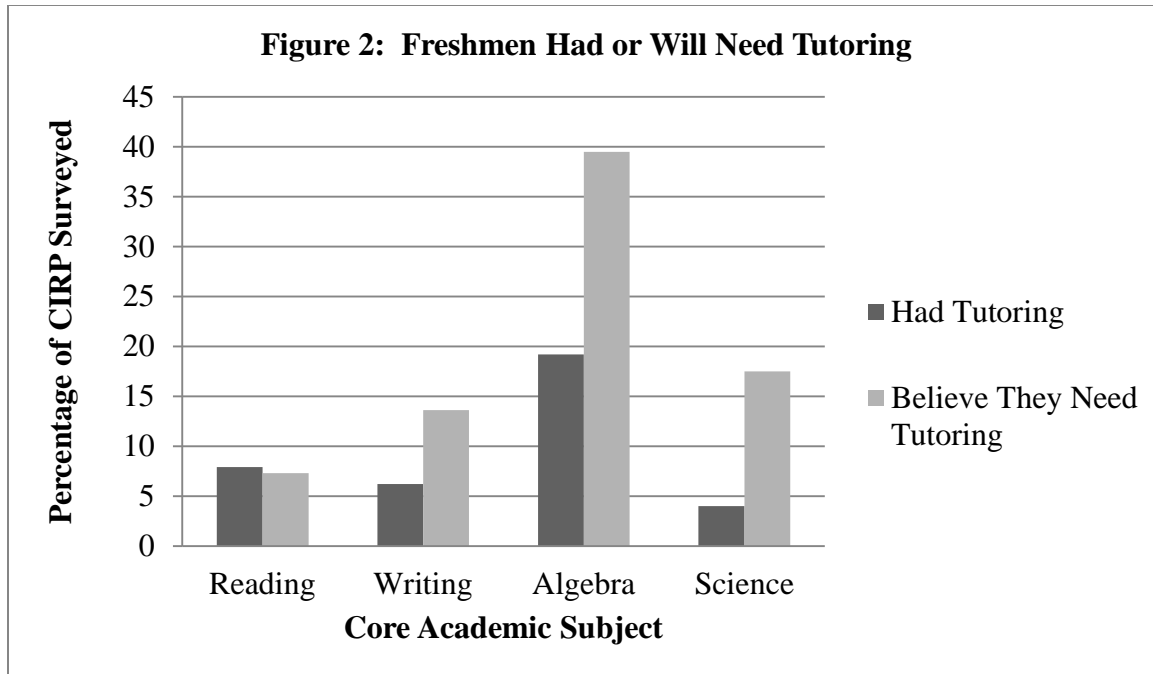
Yet, considering the high number of eligible students who test into remedial courses as shown in Figure 1 (p. 6), too many high school graduates entering UMPI do not have a realistic assessment of their academic abilities, their preparedness for college work, or college academic standards. In fact 32.9 % of first-time students rated their general academic abilities as above average (CIRP).

Low Aspirations Among Entering Students

UMPI regularly administers the CIRP Survey. On the 2008 CIPR survey, 74.7% of students noted "getting a better job" as a very important factor in deciding to attend college, while 44% indicated preparation for graduate school or professional programs as important, indicating fairly low aspirations for education beyond the bachelor degree level. In addition, self-ratings of academic ability demonstrate a significant lack of self-confidence among UMPI students, factors that contribute to low educational aspirations. For instance, on the 2008 CIRP survey, only 32.9% of UMPI students rated themselves as above average in overall academic ability, and only

34.7% ranked themselves above average in intellectual self-confidence. Student Support Services are needed to assist students in examining their interests and strengths and exploring career avenues and advanced degree possibilities.

Academically High-Risk Students

Regular admission criteria for acceptance at UMPI include: strength of academic curriculum (whether the student took college preparatory courses); high school grade point average; class rank in high school; and academic and personal recommendations. Other factors include information on the sending school itself (size, weighted rank or grades, funding level, etc.) Students whose previous work does not qualify them for regular admission may be asked to interview. Although these students may be admitted to college because they show potential for academic success, they are often not identified in high school as likely to go to college and are thus not informed of college admission requirements such as enrolling in a college preparatory curriculum or taking SAT or ACT tests. These students face serious disadvantages when confronted head-on with the problems of under-preparedness for college. The need for developmental courses often requires one or two semesters to make up academic deficits, also adding to the financial burden of paying for college, both while attending and repayment after graduation. The intrusive and targeted support of SSS services is critical to helping these students persevere and overcome their academic obstacles.

Financial Issues

In recent years, financing a college education has become an increasingly daunting problem for UMPI students, especially for the many from low-income families. In four years, UMPI tuition costs have increased 29%, up from a state resident cost of $4,460 for tuition and mandatory fees

in 2005 to $5,740 in 2008 (UMS Financial Aid Report 2008). For most of our students, obtaining sufficient financial aid is a determining factor in the decision to enter college, since many receive little or no help from families. Almost half of students surveyed in the fall of 2008 expected to receive NO educational expenses from parents, relatives or friends, and only 4% expect to receive $10,000 from family (CIRP). In Fall 2008, 52% of all UMPI full- or part-time students who took six credit hours or more received scholarships and/or financial aid to pay for college.

Compounding the economic and academic problems faced by UMPI students is the fact that a high percentage of them (71.3%) worked for 6 or more hours a week in their senior year of high school and must work half- or full-time jobs to help pay for college(CIRP). These financial stresses cause many of them to take longer than 4 years to graduate, with the added result of prolonged and higher loans. Students, especially first-generation students, require assistance and advice in understanding the complexities of the financial aid process and of managing college debt. SSS is the only mechanism on campus that provides this level of assistance and advice through its holistic approach, especially for those from disadvantaged backgrounds.

Minority Student Issues

UMPI has a small minority population. In 2008, UMPI's minority students numbered 130 (10% of the total students body including part time students). The largest minority group is comprised of Native American from the local Native American communities. Nearly one-third of minority students qualify for the Program under the SSS eligibility criteria, so a need for support clearly exists for these students (PeopleSoft). The small number of minority students at UMPI actually translates into a big challenge for the University in creating a campus climate where diversity is

valued and the academic, financial, or family barriers faced by minority students in the pursuit of higher education are understood. In 2008, SSS was able to serve only 31 eligible minority students (44%) indicating that even with the SSS program, UMPI cannot provide adequate academic and support services to <u>all</u> students at the institution who qualify under federal guidelines.

Female and Non-traditional Students

Women at UMPI, especially single mothers and women entering college later in life, are an under-served group of students who face serious barriers in their pursuit of postsecondary education. Table 3 (p. 11) indicates that 496 (65%) of the 767 students eligible for SSS were women compared to only 271(35%) men. Eligible non-traditional men numbered only 86 compared to 164 women. This group of non-traditional women often needs extensive support for a wide range of personal and academic challenges in order to succeed at college.

In 2008, 33% of all students eligible for SSS were 24 years and over. These non-traditional students, in general, have problems re-entering an academic setting after time away from school, lack confidence in their academic abilities, and need substantial assistance to develop or sharpen skills they may not have used since high school. In addition, 27 % were not prepared to use computing and information technology (CIRP). The multiple expectations of job, family, and college cause personal and financial stresses that hamper their ability to succeed in their courses. The need for services to provide a holistic support mechanism for these students is critical.

Table 3: Eligibility by Gender and Age							
	Total Eligible	Eligible Women			Eligible Men		
		Under 24	24 & over	Number & % of Total eligible	Under 24	24 & over	Number & % of Total eligible
1999	752	327	150	477 (63%)	201	74	275 (37%)

2003	739	304	190	494 (67%)	176	69	245 (33%)
2008	767	332	164	496 (65%)	185	86	271 (35%)
Source: PeopleSoft							

3. Academic Performance of SSS Eligible and Other Students

(3)(i)Retention and Graduation Rates

Academically under-skilled students at UMPI are more likely to become discouraged and drop out, be dismissed, go on academic probation, or take leaves of absence, especially in the first and second years of college. Figure 3, from the UMS Retention Report, shows that the retention rates from the first year to the second for first-time, full-time freshmen served by SSS surpass the rates for eligible-but-not-served freshmen and for freshmen in general, a strong indicator of the value of the support services they receive.

Figure 3: Freshmen Retention Rates 2008-2009

All Freshmen 66%
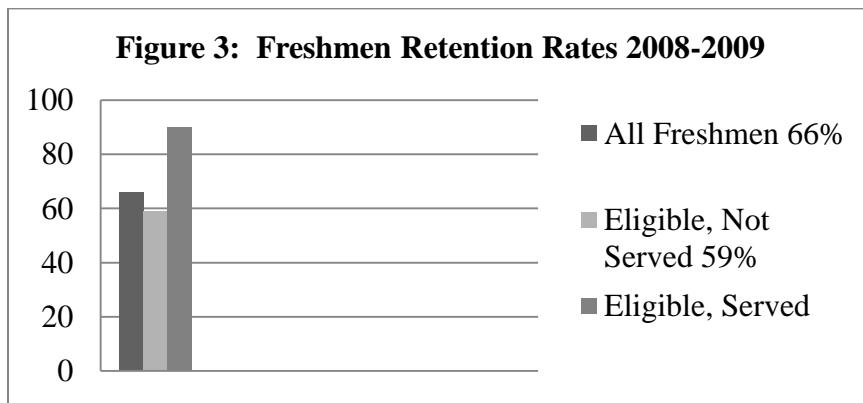
Eligible, Not Served 59%

Eligible, Served

Table 4 compares the graduation rates of the total enrollment of the first-time students entering in fall of 2002 with eligible students and those not served (PeopleSoft). Although 59% of SSS eligible un-served, first-time first-year students persist to the second year (Figure 3), 18% are able to continue to graduation within 6 years (Table 4). These numbers are a result of challenges faced by UMPI's eligible students such as weaknesses in basic skills and study habits, lack of support systems, lack of financial knowledge, and unfamiliarity with college environments.

Table 4: Graduation Rates for First-Year, First-Time Students Entering Fall 2002				
	Students enrolled	Graduate in 4 years	Graduate in 6 years	Total
Total enrollment	286	32 (11%)	62(22%)	33%
Eligible for SSS	197			
Eligible Served	71	10 (14%)	13 (18%)	32%
Eligible Not Served	126	8 (6%)	18 (14%)	21%
Not Eligible	89	9 (10%)	23 (26%)	36%

Two caveats to retention and graduation should be noted. A significant number of traditional-aged students begin postsecondary education close to home at UMPI, but having built confidence and achieved good academic records, they often transfer, often to another branch of the UM-System. However, students eligible for SSS are less likely to transfer since their low-income status will not permit room and board fees, or they are non-traditional students who are place-bound with family responsibilities. Also, it should be noted that UMPI tracks retention and graduation over a six-year period in order to account for enrollment variables like stop-out patterns (withdrawals, leaves of absence, dismissals, drop-outs followed by readmission-sometimes years later), and transfers - all of which are common among UMPI students who face great obstacles (financial, personal, and academic) in finishing college.

Grade Point Averages

Fall 2008 GPAs for all freshmen are illustrated in Figure 4. The data shows that students who are eligible under federal guidelines but are not provided program services have lower GPAs than those who are not eligible and than those who are eligible and do receive services. This data clearly indicates the need for services in achieving academic success and presents a significant correlation between services and academic success.

Figure 4: First-Year, First-Time Freshmen Fall 2008 GPA's (PeopleSoft)
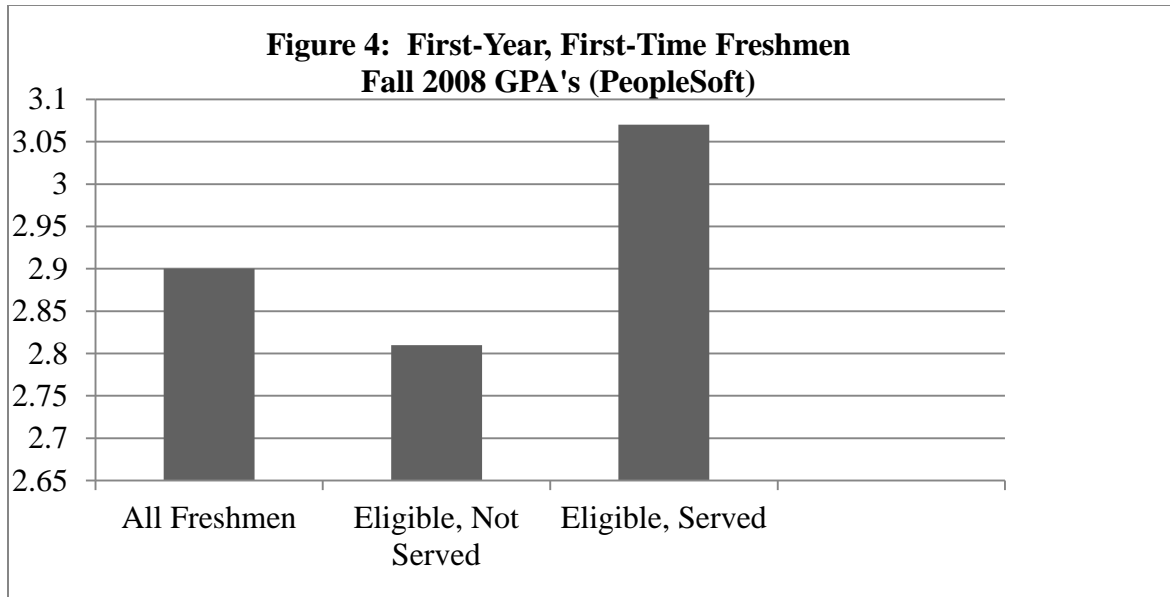
Graduate and professional school enrollment rates

The Career Services Office in conjunction with the Alumni Office conducts two annual surveys of all UMPI graduating seniors to gather information on post-graduate activity. A "Graduation Survey" occurs during Spring Commencement and a follow-up Alumni Survey is given nine months later. In the 2008-2009 year, 115 surveys were collected. Table 5 summarizes the survey results.

Table 5: Comparison of Advanced Degree Enrollment			
Graduate Programs	Not SSS Eligible	Eligible, Served	Eligible, Not Served
Professional Cert. Programs	2	2	2
Masters Degree Programs	5	8	3
Doctoral Degree Programs	0	1	0

Of the 115 graduation surveys returned, 23 students reported enrollment in graduate or professional student programs. Significantly, of those 23 respondents, there were more students

who had been eligible for SSS (16) than the more advantaged, ineligible students (7). That the majority of students in advanced degree programs had been eligible for SSS shows that despite the educational disadvantages they faced, they had the potential to persist and complete a baccalaureate degree and go on to pursue a higher graduate degree.

Summary of Need

The preceding pages indicate a significant need for SSS support among students eligible under federal guidelines. The number of students who meet the first-generation, low-income, and/or disability designation and the severity and extent of the disadvantages and obstacles they encounter are strong evidence of the need for support services. Given limited institutional resources, UMPI is unable to provide the depth and range of programming necessary to help its large number of students disadvantaged by low income, family background, or disability. The SSS Program is critically needed to fill this resource gap.

646.21(b) STUDENT SUPPORT SERVICES PROJECT OBJECTIVES

UMPI's Student Support Services program will continue to foster an institutional climate which

supports first-generation and low-income students and students with disabilities to increase

retention and graduation rates through a structured program of activities designed to meet the

Project Objectives.

Objective 1: Persistence Rate **75% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year during the academic year.**	
Addresses Need	Although 59% of SSS eligible un-served, first-time first-year students persist to the second year, 18% are able to continue to graduation within 6 years. These numbers are a result of challenges faced by UMPI's eligible students such as weaknesses in basic skills and study habits, lack of support systems, lack of financial knowledge, unfamiliarity with college environments, etc(Needs Section, Figure 3, Table 4)
Objective is attainable due to activities detailed in the Plan of Operation	This objective is attainable because of the individualized attention given to each participant through the Student Support Services system of supports listed in the Plan of Operation (p. 17) : Needs assessment Academic counseling Required contact sessions for participants with SSS staff Review of early warning, mid-term, and semester grades Review of financial need and financial literacy Personal growth through social and cultural activities and personal counseling, monitoring of academic progress and services through biweekly staff meeting and peer-staff review meetings Computer Literacy assistance Disability Advocacy Grant Aid
Objective is Ambitious	At present, it is important to note that UMPI experiences high drop-out rates and complicated stop-out patterns for students in general and eligible students in particular. The overall rate of retention for freshmen at the University of Maine at Presque Isle is 61% and the rate for those who are eligible but not served is 59%. A 75% retention rate from one year to the next is, therefore, ambitious for eligible students.
Objective 2: Good Academic Standing Rate **80% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution**	
Addresses Need	Good academic standing includes meeting prescribed grade point

	averages <u>and</u> making satisfactory academic progress. While many students have acceptable GPA's, this is often due to repetitive withdrawals from classes rather than accepting failing grades; this elevates the GPA while triggering concern over failure to make academic progress toward degree completion. The number of ineligibles in good standing at UMPI is 81%. Currently, the percentage of students in good standing who are eligible but not served is 75% (Academic Support, p. 5). There is an obvious need for SSS support.
Objective is attainable due to activities detailed in the Plan of Operation	Individual Academic Plans and services are based on early and continuing assessment of needs and ongoing monitoring of participant progress as indicated in the Plan of Operation (p.17) and below. Services, staff, resources, and facilities are sufficient to address participant needs so that 80% of participants will meet and remain in good standing at UMPI. Services include: Academic counseling and advising Intense and well-structured one-on-one and group peer tutoring in all subjects and professional instruction/tutoring services in Reading, Writing, Math, and Science. Personal counseling and support opportunities Review of early warning, mid-term, and semester grades Disability Advocacy
Objective is Ambitious	A 80% rate of eligible students in good academic standing is ambitious when compared to the percentage of eligible students who are not served (75%).
Objective 3: Graduation Rate (4-year institution) **30% of new participants served each year will graduate within six (6) years.**	
Addresses Need	The graduation rate for eligible students who are not served is 21%. The rate for those who are not eligible is 36%. There is clearly a need for SSS support.
Objective is attainable due to activities detailed in the Plan of Operation	Graduation is a result of successful identification, continuing services and assessment, and ongoing monitoring of eligible students. Ongoing conversation and measures of progress in conjunction with a structured and targeted system of supports make a 30% rate of graduation attainable. Services include: Academic counseling and advising Professional and peer tutoring Financial Literacy Counseling Career and/or Graduate School Counseling Disability Advocacy Grant Aid
Objective is Ambitious	The rate of graduation for ineligible students is 36% in 6 years and the rate for those who are eligible but not served is 21%. A graduation rate of 30% for eligible participants is, therefore, ambitious.

646.21(c) STUDENT SUPPORT SERVICES PLAN OF OPERATION

Student Support Services at the University of Maine at Presque Isle (UMPI) has a Plan of
Operation which addresses the goals and objectives of the program.

**1. Plan to inform the institutional community of the goals, objectives, services, and student
eligibility requirements.**

Student Support Services uses the following methods to inform the campus community of its
eligible populations, services, and mandates:

Plan to Inform Students

Students learn about the Student Support Services Program's (SSS) services and mandates
through SSS staff presentations at orientation sessions, open houses, and other perspective-
student days which all include tours of the SSS service areas and distribution of SSS
informational pamphlets.   SSS staff also meets with matriculating students from UMPI's
Upward Bound Program during their 6-week summer Bridge program. The Admissions Office
includes an SSS pre-eligibility questionnaire in each acceptance packet along with a description
of the program's services.   Additionally, the Director and Assistant Director are part of a
committee that interviews incoming students who are flagged as possibly underprepared for
college; information regarding SSS is provided during these interviews. First Year Seminar, a
required course for freshmen, provides information, as do the Student Handbook and Course
Catalogue and the campus website, campus newspaper, campus-wide e-mails, and electronic
bulletin board which are available to the entire community.   Our two part-time Math and
Science specialists also act as conduits for information between SSS and students. Professors
include blurbs about SSS services on their syllabi, and SSS sponsors a Facebook page which

informs students of the goals, objectives, and activities pertaining to the program. Finally,

Resident Assistants, as part of their training, receive SSS information so that they might explain

the program to their students.

Plan to Inform Faculty and Staff

Faculty and staff, including new full-time and part-time faculty and adjuncts during orientation,

are informed personally and again by e-mail of the SSS program guidelines and services by the

Director or Assistant Director. Throughout the year, all campus community members are

reminded of ongoing SSS services, activities, and accomplishments through e-mail, the SSS

informational pamphlet, and the campus newspaper, website, and electronic bulletin board. SSS

is prominently displayed in the UMPI catalogue and the Student and Faculty Handbooks.

Activities and accomplishments are also advertised through local media. The two SSS part-time

academic specialists act as conduits for information between SSS and the faculty, and the SSS

staff is in regular contact with Department Chairs and individual faculty members, Admissions,

Advising, Athletics, the Business Office, Career Services, Counseling Office, Financial Aid,

Residential Life, and Upward Bound to inform about SSS and to coordinate services for students.

2. Plan to identify, select, and retain project participants with academic need

The process for identification, verification, and selection provides equal access and treatment for

eligible students regardless of gender, race, color, age, national origin, or disability (GEPA,

section 427)

Plan to Identify

All students are informed of the goals, objectives, services, and eligibility requirements of SSS

as described above in the "Plan to Inform Students" and are encouraged to apply. Students can

self-refer at any time, and faculty, staff, TRIO staff, and outside agencies can refer as well. The process to identify low income, first generation, and/or students with disabilities at UMPI who have academic need from these applicants is coordinated among SSS, Admissions, Advising, Disability, and Financial Aid Offices. The Admissions Application, FAFSA, SSS Application, and disability documentation may all be used to identify those students who are enrolled or accepted for enrollment at UMPI who are US Citizens, Nationals, or those who meet residency requirements and who are first generation or low income students or students with disabilities. The SSS application asks for name, citizenship status, race, gender, major, educational level of parents, possible disability, family income, and past participation in other TRIO programs. The college application essays, GPA and rank in high school, GPA and academic standing in college if applicable, SAT scores, self-identification of a disability, referrals from an educator, advisor, agency, parent, or self-referral, and/ or a student's placement in developmental reading, writing, math, or science, and any other available documents may all be tools to identify those who are otherwise qualified who also show a need for academic support. Once a student is determined to be eligible, applicants will schedule appointments for individual interviews with SSS staff. This SSS individual advisement interview is crucial to determining if the individual has the potential and motivation to persist within his or her program of study through to graduation.

Plan to select

UMPI has a much larger program-eligible population that can be served; therefore, an efficient plan for selection is in place. Selection begins immediately in the semester allowing for early and frequent support of the participant. Academic need includes the following criteria:

Table 6: Academic Need Indicators	
Academic Need	Information source

Low High School Grades	Transcript
Low admissions test scores	PeopleSoft data system
Diagnostic Testing	Disability documentation, learning styles inventory
Low college grades	Transcripts
High school equivalency	Transcripts, admissions application
Failing grades	Transcripts, early and mid-term warnings
Out of the pipeline for 5 or more years	Transcripts, SSS interview
Limited English proficiency	SSS interview, referrals
Lack of educational and/or career goals	Undeclared major, application, SSS interview
Lack of academic preparedness	PeopleSoft: placement test scores
Need for academic support to raise grades	Tutoring request or referral

The SSS individual advisement interview is crucial in discussing the student's needs, goals, barriers, and motivation; eligible students with academic need who also have high potential and the motivation to pursue their educational goals and all eligible students with disabilities and need for academic support are a high priority for selection. A team consisting of the SSS Director and staff, with input encouraged from campus faculty and staff, will review the finalists for the program and make the final determination for selection. A selected student becomes a participant when that student has participated in an intake interview to the program and has participated in both an early-warning and mid-term assessment with SSS staff. The entire SSS program serves 180 students, and enough "new" participants are chosen each year to complete the roster of 180 and comply with the population percentages of low income, first generation, and students with disabilities as dictated by the grant. A list of eligible applicants with need is maintained to replace students who leave the program for any reason, and those applicants who do not meet the eligibility or academic need criteria are referred to other support programs.

Plan to retain

As the SSS eligible population is the most likely to leave college, SSS staff will have frequent and targeted communications with participants. The SSS Director, the Assistant Director, and

faculty and peer tutors will work with participants in accessing SSS services based on each selected student's identified academic and social needs including goals, strengths, weaknesses, responsibilities, scheduling, tutoring, instruction, counseling, and/or other support activities. As UMPI is a small campus in a small community, SSS staff work easily and cooperatively with First Year Seminar, the UMPI Writing Center, the UMPI Counseling Center, UMPI faculty and staff, other campus services, and outside agencies to further assist students academically and with financial and social issues. Additionally, the SSS Director will work directly with the newly hired Director of Student Success and Innovative Education in cooperative efforts to increase SSS Program student academic success and retention at UMPI.   The specific services provided to retain students are explained in detail in the Plan to Provide Services (p. 23).

3. Plan to Assess each individual participant's need for specific services and monitoring his or her academic progress at UMPI to ensure satisfactory academic progress.

Plan to Assess

The SSS assessment plan ascertains each participant's academic promise and need for academic and other support. New participants meet with SSS staff biweekly for the first semester; new and returning participants meet with the Director or Assistant Director at the beginning and midpoint of each semester. To assess a participant's need for specific services, SSS staff collects data from many sources including: the SSS advising interview, the admissions application, high school transcripts, high school class rank, time out of the educational pipeline, current academic standing, referrals, disability documentation if applicable, standardized test scores, First Year Seminar surveys, and the FAFSA. From this assessment, an Individual Academic Plan (IAP) is

prepared. Ongoing review of data and IAP's ensures appropriate services are available. Other measures available to help students and the SSS staff assess needs include:

UMPI Placement Test Scores in Reading, Writing, Math, and Science, scores used by a student's advisor as criteria in course registration. A student whose test scores mandate two or more developmental courses is academically at risk.

Barsch Learning Style Inventory, a tool which identifies visual, auditory, and tactile learning preferences.

Financial Life Skills Inventory, a tool which examines a student's ability to manage money

Choices, a computerized program designed to help students, especially undeclared majors, identify and/or support their chosen occupational and educational goals

Kiersey Temperament, a useful tool for analyzing academic, personal support needs, and exploring career options

Plan to Monitor

To monitor academic and social successes and struggles, SSS staff uses the following tools:

Table 7: Plan to Monitor	
Tools	Frequency
Advisor meetings (may include academic, personal, disability, and/or financial counseling)	Twice a semester for returning participants, biweekly for new participants, and as needed
Early warning notification and resulting interactions	4th week of each semester
Mid-term warnings and resulting interactions	Each semester
Tutor coordinator discussions with tutors	Ongoing
SSS staff logs	Ongoing
Professional Tutor (developmental course	Ongoing

instructors) reports	
Tracking of satisfactory academic progress and academic standing	Each semester
SSS Professional Staff meetings	Biweekly
Faculty, faculty advisor, and UMPI staff referrals and interactions with SSS staff	Ongoing
Residential Life Referrals	Ongoing
Independent Academic Plan Progress	Reviewed at least once each semester
Requests for tutoring, counseling, or other services	Ongoing

The University will also collect data on students eligible for the program but not served and students who are not eligible for the program as a comparison group to participants.

4. The plan to provide services that address the goals and objectives of the project

All UMPI SSS project services are designed to fulfill the three program objectives targeting persistence, good standing, and graduation rates. The comprehensive assessment process mentioned in the Plan to Assess (p. 21) results in a plan of recommended or required services. Two basic types of SSS services fill a gap left by the institution's ability to meet the needs of its population of disadvantaged students: academic services and personal and support services**.**

Professional Tutors for Math and Science (Objectives 1, 2, and 3)

Since academically high-risk students require more intensive support, their needs are addressed by professionals in math and science who offer more intensive, targeted instruction for individuals or small groups. These academic specialists are housed in the SSS area so are easily accessible to students. Using current texts provided by the program, professional instruction and tutoring sessions supplement the work done in the regular classroom through skill-building and task-specific problems. Academic specialists, who are also faculty members on campus, consult regularly with other UMPI faculty regarding specific assignments and individual needs.

Whenever possible, the Vice President of Academic Affairs and relevant department chair assign the professional tutors to teach the developmental courses in their areas of expertise; thus, many students have their regular developmental-course professors as their tutors in that subject. While participants are encouraged to begin tutoring immediately in the semester, students may request and professors and staff can refer students to tutoring at any time during the semester.

Peer Tutors for All Courses (Objectives 1,2, and 3)

SSS provides individual or group peer tutoring for any campus course for participants whose assessments for specific services indicate academic deficiencies, and SSS recommends that participants request tutoring as soon as the need arises and before struggle occurs. Tutor sessions are one-hour long, begin in the second week of the semester, and last for the entire semester. The Assistant Director assigns peer tutors for this intervention strategy, and SSS supplies applicable books for each session. Peer tutors report directly to the Assistant Director, are recommended as tutors by faculty in the subject area, show academic excellence (2.5+ overall GPA and an A in the tutored course), and communicate effectively; many are current or past participants. Peer tutor training focuses on effective planning, strategies, and evaluation methods and assures SSS staff of tutor knowledge and confidence. Additional tutoring in writing may be required by professors and provided to participants by tutors in the English Department's Writing Center; these tutors may consult with the SSS Director and/or other SSS staff regarding strategies for success. Again, while participants are encouraged to begin tutoring immediately in the semester, students may request and professors and staff can refer students to tutoring at any time during the semester.

Textbook Library (Objective 2)

SSS students, particularly new participants, often are not able to purchase the increasingly expensive textbooks required for their courses. SSS maintains an extensive reference library of textbooks for current and past classes. Tutors and students have access to these books in the tutoring area. Earlier additions of texts for current classes may be borrowed through the Assistant Director's office. The campus library maintains a collection for use, and there is a Textbook Library fund managed by the Dean of Students.

Academic Counseling (Objectives 1, 2, and 3)

New participants must meet with SSS staff every two weeks for the first semester for academic counseling. New and returning participants meet with the SSS Director or Assistant Director at the beginning and mid-point of each semester for academic planning; subsequent meetings between SSS staff and participants during the semester address the effectiveness of the plan and dictate changes if necessary. Each academic discussion addresses the number of credit hours already completed, the number of credits to be taken during the current semester, advice and assistance in postsecondary course selection in the number and type of courses to be taken and how they fulfill major requirements and meet prerequisites, accommodations needed by students with disabilities, the need for tutoring, and an agreement to meet regularly with SSS staff. Staff may facilitate discussions between faculty and students as part of this academic discussion. Students are encouraged to speak with SSS staff at any time to discuss academic and personal concerns, for advocacy and support. The Director will meet with those participants in poor academic standing at the beginning of the semester to discuss strategies for success.

Study Skills Strategies (Objectives 1, 2, and 3)

Assisted by the SSS tutoring staff, the SSS Director and Assistant Director conduct individual

and/or small group learning sessions designed to develop strategies for dealing with learning problems. These sessions follow up on assessment instruments completed by the students, including the Barsch Learning Style Inventory and the Kiersey Temperament described in the "Plan to Assess" (p. 22). Students will learn important skills such as time management, organization, SQRRR, test taking strategies, note taking, avoiding distractions, and working to one's areas of strengths (i.e. visual learning, tactile learning). If additional assistance is needed, tutors are available to reinforce study skills strategies.

Writing Assistance (Objectives 1, 2, and 3)

SSS provides writing assistance to participants requiring a better understanding of the process of writing and particularly in responding appropriately to prompts in a college setting. Peer tutors are trained by the English department and work individually with students to improve writing structure and mechanics. Peer tutors are trained in the different formats required by each individual field of study (i.e. MLA, APA)

Computer Literacy (Objectives 1, 2, and 3)

Many students, particularly non-traditional students, need assistance with navigating the computer skills necessary for college success. SSS, along with Computer Services, will offer individual and small-group support in using e-mail, Blackboard, word processing, and spreadsheet programs for students. Other instruction groups or individual sessions may be implemented dependant on student need.

Peer Accommodator for Disability Services (Objectives 1, 2, and 3)

In order to more thoroughly assist students with disabilities to overcome academic barriers in accessing and equitable education, a peer accommodator works with the Director and Assistant

Director to provide additional services related to accommodations. The Peer Accommodator processes accommodated testing requests for the SSS program, coordinating the arrival, monitoring, and return delivery of tests with professors. In addition, the Peer Accommodator along with the Assistant Director arranges for quiet testing locations for those who receive this accommodation and ensures that additional time requirements are fulfilled.

Individualized Academic Plan (IAP) (Objectives1, 2, and 3)

Together, SSS staff and each participant develop an IAP, including a transcript analysis of requirements for a chosen degree. By working with academic advisors and the registrar and using the IAP (which is reviewed at least twice a year), participants take courses in their proper sequence. SSS staff advocate, intercede, or register participants early to ensure that they progress efficiently through their programs of study. Careful monitoring of high-risk students at various points in the semester is essential for determining whether or not his or her course load should be adjusted; this is a particularly significant issue for those with disabilities needing to take three rather than four or more courses as a "full" load.   If an adjustment is needed, SSS staff consult with regular advisors and assist the students with the add/drop or withdrawal process.

Personal Counseling (Objectives 1, 2, and 3)

The SSS Director and Assistant Director provide individual or small-group counseling, advocacy, and liaison for participants experiencing problems that affect academic progress or retention at UMPI. SSS staff members pay particular attention to those students experiencing difficulty with acclimation to UMPI and those with social interaction issues for targeted counseling.   For those experiencing intensive or long-term problems, the Director refers participants to the UMPI Director of Counseling, a trained clinical counselor and certified drug

and alcohol counselor. This referral will be documented. The Director of Counseling is housed adjacent to the SSS area and is easily accessible to students.

Peer Mentoring (Objectives 1 and 3)

Mentors act as personal student contacts for underclassmen participants, particularly for new students who are having difficulties adjusting to college life. Mentors report directly to the Director, are recommended as tutors by faculty in the subject area, show academic excellence (2.5+ overall GPA and an A in the tutored course), and communicate effectively. Mentors are selected, trained, and managed by the Director. Peer mentor training focuses on ways to answer questions and listen for and to difficulties of participants and refer them to services relevant to their concerns. Peer mentors who are successful upperclassmen are selected, trained, and managed by the SSS Director.   All applications being equal preference in mentor selection is given to current or prior participants.

Financial and Economic Literacy Counseling (Objectives 1 and 3)

Student Support Services, First Year Seminar, and the Financial Aid Office work cooperatively to present workshops that address the financial concerns of college students. Topics include: making budgets, making economic decisions, maintaining bank accounts, managing educational and other debt, organizing payment plans, and credit counseling. Financial concerns are also discussed during regular participant meetings with SSS staff.

Career and Graduate School Counseling (Objectives 1 and 3)

Students with unclear career goals have difficulty maintaining focus to obtain degrees. SSS, in conjunction with the First Year Seminar and the Director of Career Services, works with

participants individually and in small groups to emphasize career exploration as an ongoing process, particularly for those with undeclared majors. The Choices career exploration program and the Kiersey Temperament mentioned in the "Plan to Assess" on page 22 are available to help students make connections in relation to education and the world of work. The Director of Career Services facilitates a Graduate School Preparation Seminar designed to guide students through a sequential series of learning components, beginning with an overview of graduate school requirements. The Director of Testing assists students to register for the GRE, MAT, or other professional exam. SSS and Career Services assists students with making career plans, writing resumes, searching for jobs, practicing for interviews, choosing graduate schools, and completing applications. Assistance is provided in accessing financial assistance for graduate schools and professional programs.

Financial Aid (Objectives 1 and 3)

Using campus publications and electronic means (i.e. Facebook, e-mail), SSS advises students of upcoming Financial Aid workshops, FAFSA deadlines, available scholarships and grants, and other topics relevant to financing an education. SSS and the Financial Aid Office offer individual and group assistance with completing the FAFSA and scholarship applications. The SSS Director works with the Director of Financial Aid to resolve individual issues, and assists students in preparing for and advocates for students with financial aid appeals. Through a combination of federal and state funds, on-campus and off-campus employment, institutional scholarships, community resources, waivers and deferment, every effort is made to eliminate any financial barriers to the pursuit and completion of college.

Grant Aid Awards (Objective 1 and 3)

Grant Aid is awarded to eligible continuing first-year and second-year SSS Program participants so they can continue their academic degree work and graduate on time. Awards are determined by student need for loan reduction and/or unmet need factors. Along with financial aid package information provided by the Director of Financial Aid, the SSS Director will also access data on GPA and SSS participant engagement in the program to identify those students eligible for grant aid. The Financial Aid Office will assure the SSS Director that grant aid awards do not interfere with students' financial need calculation for other grants and work-study. Because UMPI is eligible to receive funds under Title III, the institution is not required to match the Student Grant Aid funding. Grant Aid awards totaling a minimum of $12,000 are presented each spring to second-semester freshmen and sophomores at the annual President's Student Support Services Reception. Individual awards do not exceed the maximum Pell Grant amount and are not less than the minimum Pell amount. Notice of the awards is provided to the media.

Cultural Activities (Objectives 1 and 3)

Through campus publications and electronic means, SSS and the Activities and Events Office inform students of many opportunities scheduled for intellectual, cultural, and social development. These events include live classical and popular music, theater programs, art exhibitions, visits from writers and politicians, multi-cultural gatherings, a Distinguished Lecture Series, and sporting events. Participants are encouraged to attend, and SSS defrays the costs of attendance at these programs.

5. Plan to ensure the proper and efficient administration of the program, including the organizational placement of the program, the time commitment of key program staff, the plans for financial management, student records management, and personnel management, and the plan for coordination with other programs for disadvantaged students.

Organizational Placement

This program is an integral part of the university community and is well-placed physically and organizationally in the institution under the direct supervision of the Dean of Student. Since the goal of SSS is to increase retention and graduation rates, the program is positioned logically and with high visibility in Student Affairs along with the other student service centers of Admissions, Advising, Athletics, Career Services, Counseling Services, Office of Student Success and Innovative Education, Residential Life, Testing and Health Services, and grant programs including TRIO Upward Bound and New England Research Center for Higher Education's (NERCHE) Project Compass. This division consolidates institutional research and retention and is responsible for analyzing, implementing, and evaluating student program information. In addition, Student Affairs oversees enrollment services to assist newly matriculated students, including SSS participants.   In accordance with Sec.646.32 (d)(2)wherein the Secretary encourages grantees to coordinate project services with other programs for disadvantaged students, the SSS Director also oversees Disability Services at 25% of time; this office also falls under Student Affairs.

The Director has full control to manage SSS program activities, staff, and funds. This control provides sufficient authority to conduct the program properly and efficiently (per Federal Register, 34 CFR Part 646.32). The following detailed description of management practices demonstrates a coordinated, well-integrated plan of program administration.

Time Commitment of Key Project Staff

The following table outlines staff positions and the time commitment for each:

Table 8: Project Staff

Position	Dedicated Period	Time Commitment
Program Director	12 month	75%
Assistant Director/Tutor Coordinator	10 month	100%
Math Specialist	9 months	75%
Science Specialist	9 months	50%
Project Secretary	12 months	50%
Peer Tutors	9 months	Dependent on Need

Plan for financial management, student records, and personnel management

Financial Management

Each year, the SSS Director develops and follows a reasonable budget which is established by the UMPI Grants Officer (the Vice President for Administration and Finance) as a restricted fund in the amount of the negotiated grant award; the budget is reevaluated and submitted to the Vice President of Finance each February. The SSS Director has access to complete fiscal management services in the same manner as other campus department heads and has complete control over managing SSS grant funds within system guidelines. The SSS secretary, under the supervision of the SSS Director, maintains an accounting record that is reconciled monthly with the University's monthly statements, giving a clear picture of project expenses at all times; adjustments are made as needed. A budget is included in the budget section of this proposal (p. 54). All program financial records comply with Educational Department General Administrative Regulations (EDGAR 75.730).

Student Records

SSS staff and the Director of Student Records maintain records in a combination of PeopleSoft, access data bases, and paper files that ensure that activities serve only eligible students, track students' progress for retention and graduation, and gather program evaluation information. In

addition, SSS records include personal, academic, and career counseling contacts, tutoring

contacts, disability discussions, referrals for counseling, financial awards, course schedules, and

grade transcripts for each semester. Any information regarding disabilities is maintained apart

from other records in the Directors' office. All contacts with students are recorded. Separate

from records maintained for all students past and present, SSS data includes: names, codes for

eligibility, need, and ethnicity, credit hours earned, GPA, enrollment status, services provided

and time committed to each service, and any other data for internal and external evaluation.

Personnel Management

Figure 5: UMPI SSS Supervisory Chart
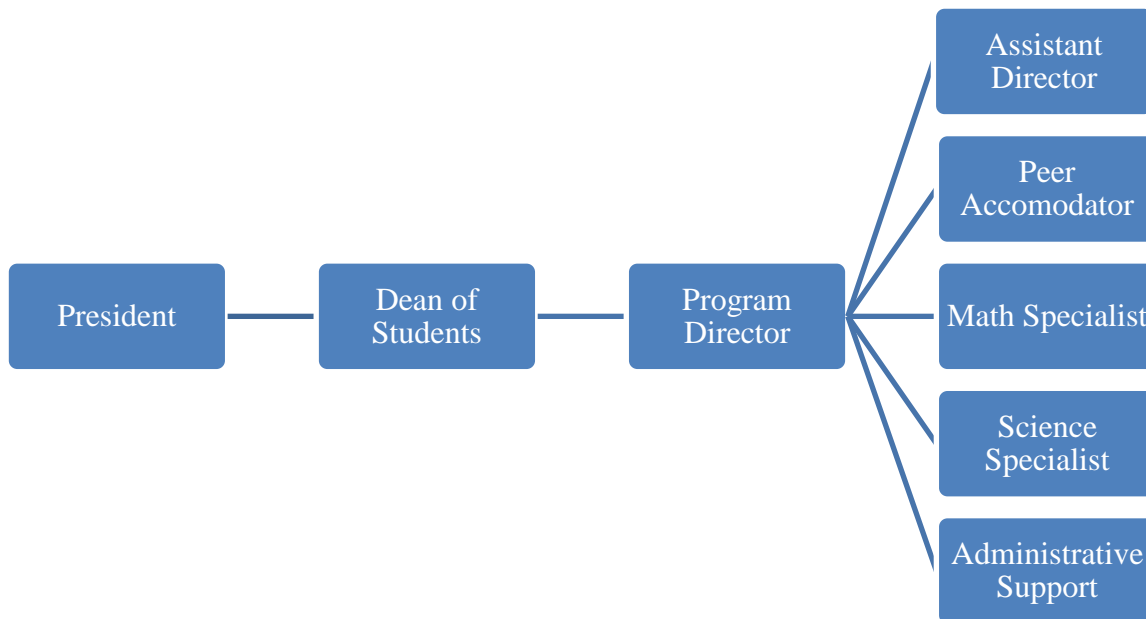
The Program Director has complete authority to manage SSS personnel. The SSS

Organizational chart shown in Figure 5 clearly shows the supervisory relationship of all program

employees. All staff positions are contractual and hiring practices for SSS positions comply with

Equal Opportunity guidelines as established by the federal government and the University of Maine System.

In addition to weekly staff meetings to discuss participant progress and professional concerns, all staff will complete an annual self-evaluation form which is submitted to the Director for inclusion in their personnel files. The Director conducts annual performance evaluations for all professional staff which are discussed, signed by the staff person, and placed in the personnel file in Human Resources. The Assistant Director performs evaluations of each peer tutor each semester, partially based on evaluations of tutors completed by their tutees. SSS staff performs an annual evaluation of the director which is submitted directly to, and evaluated by, the Dean of Students.

SSS staff members are encouraged to participate in staff development opportunities. Local, regional and national opportunities are available throughout the year for SSS staff members to ensure the highest level of quality and efficiency in delivering project services to our participants.

Coordination with other programs for disadvantaged students

UMPI has an *Upward Bound* Program, and a transition meeting held during the 6-week summer UB Bridge program allows students to tour SSS facilities, meet SSS staff, learn about the program, and fill out applications. This allows a smooth transition for these academically disadvantaged youth from a high school TRIO program to its college counterpart. Two other TRIO programs, the *Maine Educational Opportunity Center* (MEOC) and *Maine Talent Search* (MTS) serve local high school students and adults, and the counselors for those programs refer

and encourage eligible students who have been accepted at UMPI to visit the SSS program and apply for services early in the semester.

ASPIRE, a program run by the Maine Department of Health and Human Services, assists single mothers and fathers of low income to attend school by providing money for child care and some textbooks and also refers students to SSS. For participants, a brief plan of action and the date of program intake are sent to ASPIRE. Throughout matriculation, SSS sends periodic progress reports, advocates for, and acts as a liaison for students to ASPIRE.

Vocational Rehabilitation helps adults with disabilities get jobs in the careers of their choice and often requests that upon matriculation, clients with disabilities seek SSS services for tutoring, counseling, and/or academic accommodations. These students apply in the same manner as other students and if admitted, receive the full range of academic and personal support. Ongoing advocacy and liaison for continuing participants occur through the Vocational Rehabilitation Program.

Project Compass is a program addressing the challenges of Native Americans who are first generation, low income, and/or are students with disabilities on the UMPI campus. Both the SSS and Compass Directors fall under the supervision of the Dean of Students and serve the same populations. Ensuring that all students receive needed services and sharing services, such as cultural events offered by the Compass program, benefits both programs.

Disability Services provides reasonable accommodations to qualified individuals with disabilities. As the grant encourages coordination with other programs for disadvantaged students (Sec 646.32(d)(2))and as a large percentage of students with disabilities are SSS current or prior participants, the SSS Director also oversees Disability Services at 25% time. This

relationship allows SSS to more easily identify, select, assess, and monitor students with

disabilities and provide appropriate services.

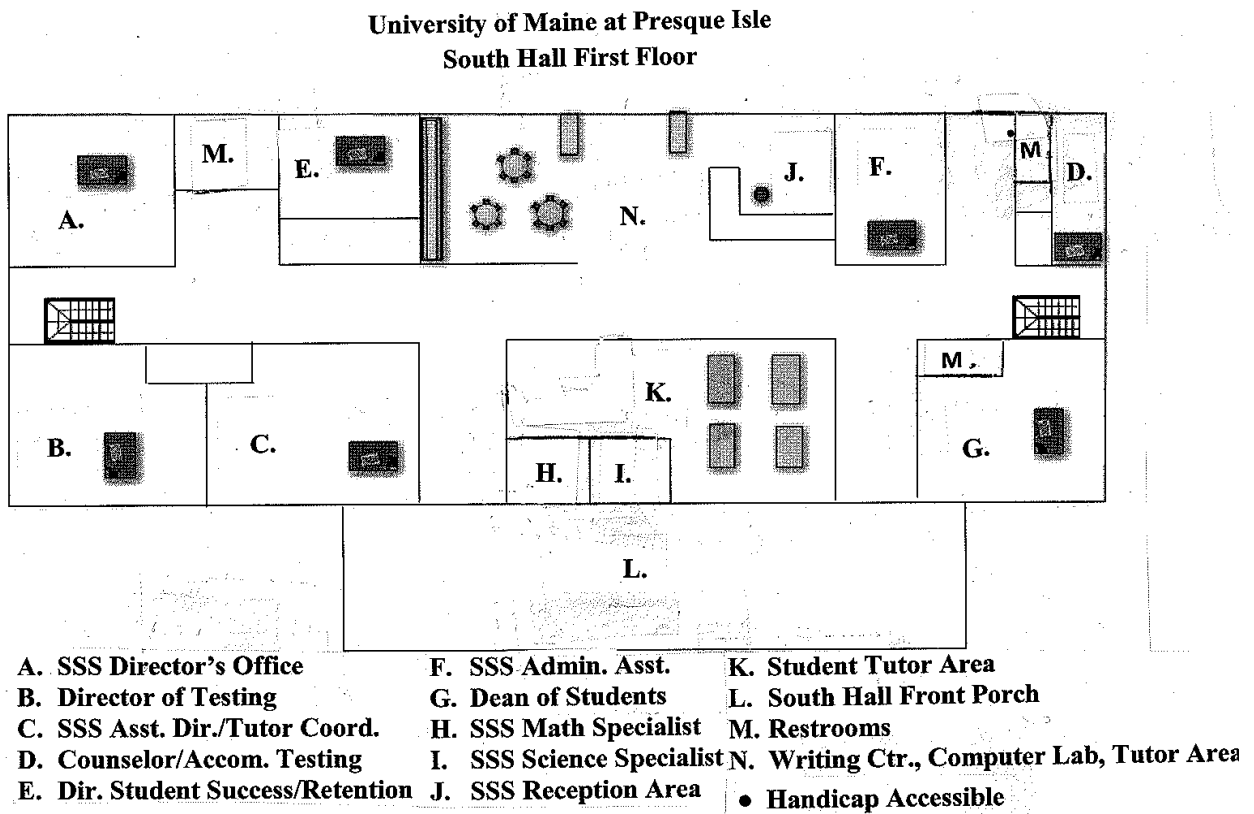## 646.21(d) STUDENT SUPPORT SERVICES INSTITUTIONAL COMMITMENT

1. Committed facilities, equipment, supplies, personnel, and other resources to supplement the grant and enhance Program services.

The University of Maine at Presque Isle (UMPI) has committed equipment, facilities and personnel to supplement and enhance the resources requested in this grant proposal.

Committed Facilities

UMPI allocates 6,562 square feet of floor space on the first floor, 150 square feet of space on the third floor, and 150 square feet of storage space in the basement of South Hall to the SSS Program (see South Hall First Floor Plan, below).

Figure 6

University of Maine at Presque Isle
South Hall First Floor

A. SSS Director's Office
B. Director of Testing
C. SSS Asst. Dir./Tutor Coord.
D. Counselor/Accom. Testing
E. Dir. Student Success/Retention

F. SSS Admin. Asst.
G. Dean of Students
H. SSS Math Specialist
I. SSS Science Specialist
J. SSS Reception Area

K. Student Tutor Area
L. South Hall Front Porch
M. Restrooms
N. Writing Ctr., Computer Lab, Tutor Area
• Handicap Accessible

South Hall is a centrally located building that also houses Student Affairs offices including the Dean of Students, Counseling Services, a Writing Center, Career Services, International Student Services, Testing Services, the Office of Student Success and Innovative Education, the Native American Retention Activities Office, faculty and staff offices, two seminar rooms, and storage areas. With handicap parking directly outside the building, SSS is fully accessible to individuals with disabilities, including bathrooms, elevator, automatic doors, computer stations and Braille signage (GEPA, Section 427).

The SSS facilities include a tutoring lab, a computer lab, and offices for the Director, Assistant Director, Language Arts, Math, and Science Specialists, and Administrative Assistant. A quiet academic-accommodations (testing and study) room includes 2 desk and 1 computer workstation. A three-quarter-time use of an additional office is available and accessible for accommodated testing. The administrative assistant and work study students are centrally located to greet students and control student traffic. The Dean of Students, the Director of Student Success and Innovative Education, the Director of Counseling, the Director of Career Services, and the Director of Testing Services also have private offices nearby. SSS shares an area containing the Career Services resources materials, a Writing Center managed by the English Department, a dedicated disability computer station (GEPA), and a five-station campus-operated computer lab devoted to the Program. Because of frequent interaction among SSS and other Student Affairs staff, this shared arrangement works very well for all.

Committed Equipment and Supplies

 While the Program provides adequate office supplies for staff and participants, the University contributes significantly to the SSS program. Below are tables listing equipment and supplies located in the SSS offices, tutoring and accommodation spaces, as well as the computer lab in the

SSS center. All computers utilize the Microsoft Windows platform and connect to campus

network for e-mail, Internet access, PeopleSoft (data base for all students to access their own

records and for faculty and staff to access student records), and shared Microsoft Office and are

maintained by Computer Services.

SSS Facility Supply and Equipment Inventory Chart

Table 9: Offices for Program Director, Assistant Director/Tutor Coordinator; Three Academic Specialists: Peer Accommodator and Work-Study Students					
Supplies and Equipment	SSS Funds	UMPI Funds	Supplies and Equipment	SSS Funds	UMPI Funds
Laptop computers	7	7	PC computers	6	0
PC workstations	7	5	Photocopier	0	1
File cabinets	0	1	Phones	0	7
Sofa	5	0	Chairs	13	8
Calculators	1	0	Fax machine	1	0
Scanner	3	0	Printers	7	0
Shredders	0	1	Typewriter	1	0
TDD phone	3	0	Lamps	1	1
Stepstools	0	4	Bookcases	12	5
Coat racks	1	2	Storage shelves	2	9
Storage cabinet/closets	2	3	Bulletin boards	0	4
Office message boards	0	6	Tables	2	2
Counseling materials	As needed	0	Professional & text-books & journals	current	current

Table 10: Tutor Lab					
Tables	0	5	Chairs	0	19
Bookcase	1	0	Whiteboard	0	1
Globe	1	0	Bulletin board	0	1
TV/VCR/DVD	1	0	TV/VCR stand/DVD	0	1
Phone	0	1	Text/reference books, study skills guides,	adequate #	adequate #

Table 11: Computer Lab					
PC computers	0	5	PC workstations	0	5

Printer & stand	0	1	Tables	0	4
Sofa	0	1	Chairs	0	21
Bookcases	0	4	Paper	0	adequate #
Financial aid information	0	adequate #	Career & graduate school information	adequate #	adequate #

Table 12: Accommodations Space					
JAWS	0	1	Cassette mini tape recorder	0	10
Kurzweil	0	1	Electronic spellers	0	6
Bulletin board	0	1	Note-taker booklets	0	8
Laptop computers	3	0	ZoomText	0	3
Workstations	0	4	Chairs	0	6
Individual assistive listening device	0	2	Group assistive listening device	0	1

SSS students also have access to four other staffed computer labs with 71 PC computers, 4 laser printers, desk-top publishing equipment, and photocopiers in the Library and main classroom complex and a Student Center. One computer station dedicated to students with disabilities is located in the South Hall Computer Lab. A second accessible computer station with CCTV magnifier and complete software for students with disabilities is located in the Library (GEPA). There is also an accessible work station in the Student Center.

Committed Personnel

 Several University staff members provide ongoing assistance to SSS. The following table lists personnel and resources provided.

Table 13: UMPI Personnel

Personnel	Resources Provided	Time Allotted
Dean of Students	Serves as a link between SSS & other UMPI units and acts as an advocate for SSS students with other departments and with President's Cabinet, SSS liaison with Student Senate	Weekly & as needed
Institutional	Collects data specific to the grant including that	Each semester & as

Researcher	compiled by SSS and produces reports which inform programmatic practice	needed
Director of Advising	Assists SSS participants with targeted advising, early registration, and withdrawals after deadlines with no penalty when requested by the SSS director.	Each semester & as needed
Registrar	Assigns one staff person to help participants with transcripts, graduation, and other issues	Each semester & as needed
Director of Counseling	Provides semester workshops and individual counseling to participants	Weekly & as needed
Director of Career Services	Provides semester workshops and career counseling to participants	Monthly & as needed
Director of AA/EEO	Assists participants with accommodations for disability needs and provides advocacy and liaison with faculty, staff, & outside agencies	Each semester & as needed
Vice President of Academic Affairs	Assigns SSS part-time faculty/specialists to teach developmental courses.	Each semester
Developmental Studies Instructors	Refer students to the program for tutoring & assist tutors with lessons for tutoring sessions	Weekly & as needed
Manager of Technical Services	Assigns one technician for technical assistance, software and hardware advisement for SSS staff , and assistance with adaptive equipment for students with disabilities	Each semester & as needed
Project Compass Retention Activities Coordinator	Works cooperatively with SSS to serve the SSS-eligible Native American population	As needed
Chair of University Programs	Assists undeclared major participants and serves as a link to First Year Seminar, faculty, and programs.	As needed
Assistant Dean of Students/Director of Residential Life	Schedules SSS staff to speak at all open houses, admission days, and orientation days, consults on students struggling academically or socially	As needed
Director of Financial Aid	Provides financial aid workshops, assigns one office person to assist SSS participants, FWS preference to participants, assigns 2 work study positions to SSS	Each semester & as needed
President	Hosts an SSS President's Reception	Each spring
Admissions	Invites SSS staff to meet and interview those applicants to the University with inconsistent academic records and assist in making acceptance decisions for those individuals.	As needed
Director of Student Success and Innovative Education	Works cooperatively with SSS to assess program objectives and improve retention for participants	As needed

Other Resources: In addition to the personnel support listed above, UMPI's commitment to the

SSS Program includes staff time and in-kind monetary resources outlined in the following chart

(Support letters on file in SSS Office).

Table 14: Other UMPI Resources Chart

Resources	Support Provided	In-Kind Costs
Admissions Office	5% staff time, postage & supplies to send first-year students SSS informational letter & questionnaire	$3,600
University Relations	5% staff time & materials to publish SSS brochures, notices & announcements	$5,000
ADA Account	Travel costs & meals for SSS staff to attend bi-annual UM-System Disability meetings	$ 600
ADA Account	Academic accommodation supplies, equipment & added Peer support for Participants with disabilities	$4,600
UMPI General Accounts	Costs for SSS duplicating machine	$1,800
Computer Services	5% staff time, equipment, supplies & support for Computer Lab in SSS area	$3000
Webmaster	2% time maintaining SSS and disability websites	$1,000
Personnel Office	Travel costs & meals for SSS Staff to attend yearly TRIO MEEOA state conference	$2,000
Peer Accommodator	Assists participants in arranging out-of classroom accommodations such as testing	$5,000
Library	Adaptive Technology(GEPA)	$5000
Office for Students with Disabilities	Readers, Scribes, and note takers	$2000
	TOTAL UMPI IN-KIND COMMITMENT	**$33,600**

 **2. Established administrative and academic policies that enhance participants' retention

and chances of graduation from the institution.**

Administrative and Academic Policies, Systems, and Procedures for academic assistance,

course grading, retention, probation, and graduation are in place at UMPI to foster a climate of

support for the academic success of students from educationally disadvantaged backgrounds.

UMPI's administrative personnel work in cooperation with SSS staff to improve retention and

graduation rates for SSS students and to fulfill the Program's purposes (Objectives 1, 2, and 3, p. 15). The institution develops strategies to address the problems facing large numbers of entering students who are at risk of attrition—especially low-income, first-generation students and individuals with disabilities in need of academic support.

Primary intervention tactics include a structured and intense Student Orientation and Registration program, with College Placement Testing, Developmental Studies, and Tracking System and and an Early and Mid-term Warning System. Another early intervention strategy is the Student Assessment Policy for admission to the University. In order to identify eligible and potentially high-risk students, the SSS Director and Professional Staff take an active role on the admissions interview committee. The UMPI intervention programs are as follows:

Academic Advising

The Director of Advising trains faculty advisors in special techniques to assist high-risk students. This strategy improves academic advising for all students. First-time freshmen are assigned to their First Year Seminar instructors as advisors to build a relationship with a faculty member. They work closely together through the first registration, then students move to faculty advisors in their degree programs (or to the Director of the College of University Programs for undeclared majors) to assist in course selections, registration, and graduation requirements with appropriate referral and liaison to SSS staff. Students routinely see their advisors at least once, but often several additional times each semester. Throughout this process, SSS staff members work as secondary advisors to all participants.

Learning Communities

Newly enrolled students who test into two or more developmental courses are placed in learning communities for one semester. Learning communities are sets of three linked courses exploring

a common theme. The faculty in learning communities work together to develop a theme and coordinate course content. By linking together students, faculty, and courses, learning communities create more opportunities for enrichment, interaction, and exploration. As a large number of those who test into developmental courses, and thus a learning community, participate in SSS, the program works closely with the faculty mentor to ensure that participants get a full offering of support.

The Writing Center

The Writing Center is sponsored by the English Department and provides additional assistance for students who have been assigned writing assignments. Unlike traditional tutoring that focuses more on improving specific skills, Writing Center tutoring focuses more on a particular assignment. Students read their rough drafts aloud and the tutor and students participate in a discussion of the strengths and weaknesses of the piece. Students can return with successive corrected drafts for review. SSS participants often combine Program tutoring with Writing Center support.

Tutoring for Athletes

For many, athletics is what keeps a student in school. Realizing this and that our athletes, being from a geographically remote area, are often travelling to and from athletic competitions, the athletic director arranges for tutoring on the road. This allows those students who might otherwise fall behind or become stressed preparing for exams for which they did not participate in class review to complete their work on time and be better prepared for classes upon their return. As many of these athletes are SSS participants, communications are ongoing among faculty, tutors, and SSS staff.

Early Intervention

An early intervention system is in place by which faculty and staff members monitor each freshman's academic progress throughout the academic year but especially in the first critical month of each semester; this occurs through reports of Early Warnings of Academic Failure provided by professors during the fourth week of the semester. These warnings include information on poor class attendance or participation, classroom behavior, academic struggles, and other identified problems. This system for early identification and treatment of academic problems has proven to be an effective measure in improving student retention and graduation. A similar Mid-term Warning System applies to all students and serves the same function. Upon receiving warnings, residential students meet with the Director of Residence Life, and commuters meet with the Dean of Students; SSS participants conference with the SSS Director or Assistant Director regarding further strategies for success. In addition to grade reports, an Attendance Program also generates a report for students failing to maintain regular attendance in classes. This notification goes directly to the Dean of Students who then meets with each student. The Dean shares this list with the SSS Director for additional follow up.

Retention Policies

Placement testing: Students with low or absent SAT scores upon acceptance take reading, writing, math, and science placement tests. These scores are then used to place students in the classes appropriate to their levels of preparation. Students placed in more than one developmental class are considered at high academic risk by SSS.

Pre-Registration**:** All enrolled students register each November and April for the courses in the following semester. SSS students, especially those with disabilities, may register one to three

weeks prior to the regular student body, assuring them of enrollment in courses appropriate for their programs (GEPA, Sec. 427). At the beginning of each semester, students may choose to change their schedule during the seven-days add/drop period. However, the SSS Director can request that the add-drop period be extended for a longer period as needed for Participants.

Warning systems: Early warnings for freshmen and sophomores (upperclassmen are optional) are submitted by professors during the fourth week of each semester so that SSS staff can provide amplified services if needed. Similar mid-term warnings are submitted at the mid-point of each semester for all students, another opportunity for SSS staff to intervene with students struggling academically.

Incomplete Grade: The Dean of Students may excuse students with extenuating circumstances who are unable to complete a course. Assigned a temporary grade of Incomplete, the student finishes the course by the end of the following semester. Liaison provided by the SSS Director assures participants of this opportunity.

Credit/No Credit Scholastic Education: Students may take one elective class per semester outside of required courses on a credit/no credit (CR/NCR) basis. Class hours are counted for degree credit but will not be used in computing the Quality GPA. Thus, high-risk students who are worried about grades in classes outside their major, reduce their level of anxiety and concentration on the subject matter of the CR/NCR class. The SSS Director can initiate this status for participants beyond the deadline imposed for the regular student body.

Withdrawal from one or more courses or from the University without penalty must occur by the end of semester midpoint. Liaison between the SSS Director and the Dean of Students assures an extension of the withdrawal beyond that time for participants.

Programs of Study: UMPI offers flexible programs of study that help students with

disadvantaged backgrounds to fulfill degree program requirements. The SSS Director will, when appropriate, advise and advocate for participants to access any of the following: Directed Study courses, Independent Study courses, Bachelor of Liberal Arts degree, Institutional Exchange Program, and CLEP exams.

Transfer Credit Policy: The Registrar evaluates and gives transfer credits to students transferring to UMPI, as well as transfer credits to other colleges. Special consideration is given to low-income, first-generation, students and individuals with disabilities, and UMPI's Upward Bound (UB) high school seniors. During their final summer "Bridge" Program UB seniors can enroll in 3 - 6 credit hours of tuition-free courses at UMPI which, upon matriculation, are credited to their degree programs. A summer transition meeting facilitates the transfer of eligible UB students for ongoing academic support through SSS.

Probation: A cumulative GPA falling below specified Scholastic Standards at semester's end or a semester GPA less than 1.00 automatically places a student on probation for one semester. Students placed on probation must meet with the Dean of Students to verify their enrollment for the next semester and complete an IAP.   When appropriate, the SSS Director through the Dean of Students may procure an additional semester for an SSS Participant and intensify SSS support to raise the individual's cumulative to good standing according to Scholastic Standards.

Academic Suspension: A student will be placed on academic suspension if after one semester on academic probation he or she fails to achieve good standing according to the Scholastic Standards. Students suspended because of academic failure may take up to 9 credit-hours (10 if a lab) of courses as a non-degree student per semester. If the GPA is raised to good standing, the student can be readmitted into a degree program. If appropriate, the SSS Director can intervene for the participant and request immediate reinstatement and placement on a probationary status.

- <u>Academic Dismissal</u>: Students placed on suspension will be dismissed if the GPA is below 1.0 for 2 semesters and may not take classes even as a non-degree student for a period of two years. The VP of Academic Affairs takes into account a student's participant status and access to SSS services when ruling on student appeals of this policy.

- <u>Academic Forgiveness Policy:</u> Students separated from UMPI for at least 24 months may request to have grades from one complete semester of a previous low GPA removed from the her or his cumulative GPA If appropriate, the SSS Director can intervene for implementation of this policy for the participant.

While maintaining high academic standards, UMPI nevertheless finds that these flexible policies support student retention and graduation. Coordination between Academic Affairs and SSS ensures every possible consideration and assistance for SSS participants.

3. Demonstrated commitment to minimize the dependence on student loans in developing financial aid packages for Program Participants by committing institutional resources to the extent possible.

UMPI provides special assistance to SSS low-income, first-generation students and individuals with disabilities<u> to maintain her or his loan burden at a manageable level</u>, thus preventing attrition due to the financial strain of college costs. The Financial Aid Office works cooperatively with SSS in this effort. (See Plan of Operation (p. 28, 29, 30).   To minimize the number of loans awarded, the Financial Aid Office assures that SSS students will be given priority in being offered College Work-Study awards. The Financial Aid Office reviews applications annually and revises each financial aid allotment in order to reduce loans and meet unmet needs. The Director of Business Systems also works closely with participants to minimize

loans and to accommodate students who have extenuating financial circumstances. Other indications of UMPI's commitment to reduce financial barriers to education include:

Emergency funds and short term (interest-free) loans are available to SSS Participants.

Native American Waiver and Scholarship Program: SSS, Financial Aid, and VP of Administration and Finance ensure that Native American SSS participants receive direct assistance (GEPA, Section 427). These students are eligible for tuition and mandatory fee waivers, room and board scholarship awards, and regular student scholarships. UMPI has committed over $160, 585 to its Native American population in the past 5 years.

Textbook Library Fund: The Dean of Students disburses funds for low-income students to purchase necessary books.

4. Assured the full cooperation and support of the Admissions, Financial Aid, and Registrar and data collection and analysis components of the institution.

UMPI fosters an institutional climate that supports the academic success of low-income, first-generation college students and individuals with disabilities. Positive evidence of this climate of cooperation and support from university faculty and administration includes:

Admissions Office procedures for identifying and selecting eligible participants as articulated in the Plan of Operation on pages 18 and 19. The Admissions Office works with SSS to assist qualified low-income, first-generation students and individuals with disabilities by seeking SSS staff counsel in the admissions process; making available to SSS any appropriate student-supplied information such as academic or personal history; requesting the SSS Director and Assistant Director to participate in interviews of those whose acceptance is in question; escorting potential, eligible students during campus tours to the SSS Center; giving admission fee waivers

to low-income applicants; mailing SSS information in admissions packets; and customizing

services; (i.e. phone counsel).

Financial Aid Office

 The high level of commitment and cooperation from the Financial Aid Office in support of SSS

Students and SSS goals are outlined above and found in the Plan of Operations (p. 28-30, 48).

This includes assistance with financial literacy workshops, FAFSA assistance for participants,

and assistance in identifying Grant Aid recipients. The SSS Director has full access to all

necessary eligibility documents, award letters, and student billing in order to best assist

participants.

Registrar's Office (at UMPI, this is the Director of Student Records)

 The Office of Student Records provides information and support to SSS for ongoing Participant

retention and graduation goals (Plan of Operation, p. 17). The Office of Student Records

coordinates with SSS by providing one-on-one attention for SSS Participants; referring eligible

students with academic needs to SSS; submitting early-warning lists, mid-term lists, and final

grade reports for SSS students to the Director; and providing full access to appropriate

participant files and records.

Data Collection and Analysis

 SSS maintains its own records storing all information collected in the identification, selection,

assessment, monitoring, and services provided for participants. SSS receives university support

and cooperation for the collection of relevant data for all SSS administrative operations, student

retention, program requirements, and evaluation. Support includes the computerized system-

wide vehicle, PeopleSoft, to manage student information; help with obtaining baseline data for

tracking academic progress, retention and graduation of SSS Participants; and collection and analysis of data on comparison cohorts of students for SSS needs and outcomes and for SSS Annual Performance Reports.

SSS is able to fulfill its program objectives because of the high level of commitment and cooperation from Admissions, Financial Aid, and the Registrar's Offices.

646.21(e) QUALITY OF PERSONNEL

1. The qualifications required of the project director, including formal education and training in fields related to the objectives in the project, and experience in designing, managing, or implementing SSS or similar projects.

Table 15a: Student Support Services Program Director	
Education	Master's degree in counseling, education, higher education, or related field, or meet equivalent qualifications as established by the University's HR office
Work Experience	Four years of full-time professional education and/or student services experience including the development, implementation, and management of a similar educational intervention program. This must include student advising, budgetary, supervisory, grant writing, and administration experience.
Skills	Proven ability to work effectively with low-income, first generation students and students with disabilities in need of academic assistance and collaboratively with college personnel and outside agencies. Ability to provide individual and group counseling and prepare program reports. Strong communication skills.

2. The qualifications of other personnel to be used in the projects, including formal education, training, and work experience in fields related to the objectives of the project

The highly qualified SSS personnel team, supported in its day-to-day program activities by University faculty and staff as expressed in the Institutional Commitment section, serves the academic financial, personnel, and career needs of 180 participants.

Table 15b: Assistant Director/ Tutor Coordinator	
Education	Bachelor's degree minimum, Master's degree preferred in counseling, education, higher education, or a related field, or meet equivalent qualifications as established by the University's HR office.
Work Experience	Proven ability to interact with disadvantaged people with academic struggles, strong computer skills(Word, Access, Excel), administering and interpreting surveys and inventories, gathering

	and entering data statistics, developing and facilitating study skills seminars
Skills	Ability to work effectively with low-income, first generation students and students with disabilities in need of academic assistance and collaboratively with college personnel

Table 15c: Mathematics Specialist	
Education	Bachelor's degree minimum, Master's degree preferred in Mathematics or related discipline
Work Experience	Preferred experience in the teaching of post-secondary developmental and lower-level math
Skills	Ability to work effectively with low-income, first generation students and students with disabilities in need of academic assistance and collaboratively with college personnel

Table 15d: Science Specialist	
Education	Bachelor's degree minimum, Master's degree preferred in Biology, Chemistry, or related discipline
Work Experience	Preferred experience in the teaching of post-secondary developmental and lower-level sciences
Skills	Ability to work effectively with low-income, first generation students and students with disabilities in need of academic assistance and collaboratively with college personnel

Table 15e: Administrative Assistant	
Education	Associate's degree in office administration or a related field of study or meet equivalent qualifications as established by the University's HR office
Work Experience	Three years of full-time professional work experience with one year in an educational setting
Skills	Strong computer skills (Word, Access, Excel, other databases), purchase requisitions, budget reconciliation, payroll time sheets, scheduling, composing and editing, and the ability to work effectively with low-income, first generation students and students with disabilities in need of academic assistance and collaboratively with college personnel

Table 15f: Peer Accommodator (Provided 100% by the University)

Education	An UMPI student who has successfully completed his/her first year of college, working toward a bachelor's degree in behavioral science, social work, education, or related field.
Experience	Must be competent in his/her field of study as evidenced by faculty recommendation and GPA, proven ability to interact with people, especially individuals with disabilities, first generation students, and those who are economically disadvantaged.
Skills	Excellent communication skills

Table 15g: Peer Tutors	
Education	UMPI students who have successfully completed their first-year of college with a minimum GPA of 2.5
Experience	Must be competent in the tutored subject as evidenced by faculty recommendation and an A in the course to be tutored
Skills	Excellent communication skills

3. The quality of the applicant's plan for employing personnel who have succeeded in overcoming barriers similar to those confronting the project's target population

It is important that SSS personnel have personal experiences relating to those confronting the target population in order to best serve the project participants and serve as role models.   In addition to complying with Affirmative Action/Equal Employment Opportunity guidelines, position announcements will encourage first generation, economically disadvantaged, and/or those people with disabilities to apply. All things being equal, hiring preference is given to those who have faced the same challenges as the SSS target population. Competitive candidates are selected by a committee of five to seven individuals selected from SSS participants, faculty, and staff; these candidates will be asked to relate their own educational backgrounds and working experiences with disadvantaged students. All professional positions are published in local weekly newspapers, a statewide daily newspaper, a national daily, and the *Chronicle of Higher Education*. In addition, positions are posted with Maine Job Services, UMPI campus-wide e-mail distribution, and through the TRIO list-serve.

646.21(f) STUDENT SUPPORT SERVICES BUDGET

The UMPI SSS project budget is reasonable, cost-effective, and adequate to support the project

The total request amount of $310,996 for the first year of funding of UMPI's SSS project is reasonable, cost-effective, and adequate to support the project. The largest percentage of the budget is spent on personnel costs to deliver services and activities to participants. SSS personnel salaries are consistent with salaries for the geographic area. A fringe benefits breakdown is found on page 57; the personnel budget below is based on negotiation estimates for a fringe benefit rate for 2010-2011 at 52%. The budget request includes full-time and part-time personnel costs for 5 staff members including the Director, Assistant Director, two Academic Specialists, and Administrative Support. In accordance with Sec.646.32(d)(2) wherein the Secretary encourages grantees to coordinate project services with other programs for disadvantaged students, the SSS Director also oversees Disability Services at 25% of time, maintaining appropriate records of time and effort. The UMPI student employment office determines student salaries. Federal College Work –study Program absorbs 100% of its student worker salaries. The personnel structure meets participant learning needs, academic growth, and retention.

Table 16: SSS PROJECT BUDGET	
PERSONNEL	
Position	**2010-2011**
Director(75% SSS-paid salary, 12 months)	38,913
Assistant Director/Tutor Coordinator(100%, 10 months)	36,447
Math Specialist(75%, 9 months)	46,312
Science Specialist(50%, 9 months)	18,400
Project Administrative Support(50%, 12 months)	16,724
Peer Tutors- student workers(3 tutors X 9 hrs X 30 wks X $8.75/hr)	7,088
Peer tutors- College Work-Study(18 tutors X 12 hrs X 30wks @ $0/hr)	0

Peer Mentors- student workers(3 tutors X 9 hrs X 30 wks X $8.75/hr)	7,088
Peer tutors- College Work-Study(3 tutors X 12 hrs X 30wks @ $0/hr)	0
1. Subtotal SSS Personnel Salaries	170,972
2. SSS Fringe @ 52% for professional staff only	81,534
TOTAL SSS PERSONNEL	**252,506**

STAFF TRAVEL	
One national conference	1,600
One regional conference	1,200
One professional development training for director	1,200
Professional staff regional or state meeting	1,000
Professional staff TRIO training	1,000
SUBTOTAL TOTAL STAFF TRAVEL	6,000

PY 2010-2011 travel costs are based on current year expenses and take in to consideration the

long distances travelled to reach conferences and trainings. Additional costs are available

through UMPI for professional staff to attend the yearly TRIO state conference (See Institutional

Commitment, p. 42). The travel budget supports professional development to improve services

and strategies for SSS participant retention.

PY 2010-2011 participant travel costs are based on current year expenses. SSS students

attending cultural events discover new role models and expand intellectual horizons. Such co-

curricular activities support academic learning and improve success and retention.

Participant Travel	
Attendance at off-campus cultural and educational events	1,400
Tickets for 12 participants to educational and cultural events	600
Meals for off-campus educational and cultural events	600
Subtotal SSS Participant Travel	2600
3. TOTAL SSS STAFF AND PARTICPANT TRAVEL	8,600

PY-2010-2011 supply costs are based on current expenses. Computers are listed as supplies

according to EDGAR definition of equipment. Budget projections for supplies and "other"

reflect efficient and cost-effective amounts necessary to perform daily program functions such as participant recruitment and assessment, informing the community of SSS services, tutorial assistance, counseling, workshops, awards, record keeping and evaluation. UMPI funds cover accommodations for students with disabilities as well as educational waivers or scholarships for our Native American population (See Institutional Commitment, p. 49)

SUPPLIES AND EQUIPMENT(Equipment must cost more than $5000.00)	
Equipment	0.00
Consumable Office Supplies(paper products, pencils, etc)	1,500
Instructional Materials (textbooks, workbooks, manuals, etc.))	1,000
Assessments (Kiersey Temperament, Barsch, etc)	1,000
Counseling materials (booklets, Kiersey, Barsch, etc.)	800
Computers	3,600
Computer maintenance	300
Printer/copier/scanner combination	1,800
Printer supplies and maintenance	300
Calculators	250
Miscellaneous supplies	692
TOTAL SUPPLIES AND EQUIPMENT	11,242
OTHER: SSS FEDERAL FUNDS	
Telephone	1200
Printing (fliers, brochures)	600
Postage	200
Membership fees and dues (COE, MEOA, etc)	2500
TOTAL OTHER EXPENSES	4500

TOTAL AMOUNTS	
TOTAL DIRECT COSTS	276,848
TOTAL INDIRECT COSTS (8%)	22,148
TOTAL PROJECT	298,996
GRANT AID AWARD	12,000
TOTAL PROJECT	310,996

Grant Aid is awarded to eligible continuing first-year and second-year SSS Program participants so they can continue their academic degree work and graduate on time. Awards are determined

by students need for loan reduction and/or unmet need factors. The Financial Aid Office will

assure the SSS Director that grant aid awards do not interfere with students' financial need

calculation for other grants and work-study. Because UMPI is eligible to receive funds under

Title III, the institution is not required to match the Student Grant Aid funding. Grant awards

will total a minimum of $12,000.

Table 17: University of Maine System Negotiated Federal Fringe Benefit Rates Fiscal Year Ending June 30, 2010		
Benefit	Non-Faculty Temporary	All Other Employees
Health/ Dental		23.870%
Social Security	7.650%	7.650%
Retirement Plans		11.920%
Sabbatical		1.890%
Workers' Compensation	.747%	1.060%
Long-Term Disability		.350%
Employee Tuition Waiver		.590%
Life Insurance		.120%
Accrued Vacation		.830%
Unemployment	.103%	.120%
TOTAL FRINGE RATE	8..500%	48.400
NOTE: The anticipated negotiation estimate provided by the VP for Administration and Finance for 2010-2011 is 52%, and the proposed budget uses that percentage as its fringe rate.		

646.21(g) STUDENT SUPPORT SERVICES EVALUATION PLAN

UMPI's Program Director, in cooperation with an evaluation team of other SSS staff members and select UMPI faculty and staff, is responsible for evaluating the efficacy of the program and measuring progress toward the proposed objectives through ongoing collection of data and measurement of outcomes.

(1)(i) The applicant's methods for evaluation are appropriate to the program and include both quantitative and qualitative evaluation measures

 The program includes methods for quantitative and qualitative analysis of the SSS objectives. The evaluation data collected will be appropriate to the program's purpose and population, will include formative and summative assessment, and will fall within the project resources to provide program evaluation.

Quantitative Measures

Quantitative measures are used to measure SSS program objectives. Quantitative measures collected throughout each semester and stored in the SSS data base and student files include: UMPI and SSS enrollment information, demographic data, eligibility criteria, placement testing scores, early and mid-term warnings, GPA's, retention rates, graduation rates, academic standing, transcript analyses, number and hours of contact times with SSS and participating services and activities, disability documentation, financial aid awards and billing, reasons for leaves of absences or withdrawals from UMPI, and career and graduate school acceptance data. Reports generated from this data each month, semester, and year are used to assess the efficacy of the program and to indicate if programmatic changes are needed to better assist participants.

This data is also used to complete the required Annual Performance Report for the Department of Education.

Qualitative Measures

As important as the quantitative measures of retention, graduation, and academic standing in measuring the objectives of the SSS program are the qualitative measures. Program effectiveness will be evaluated through reports, surveys, and experiential data including information from tutors and advisors, tutoring or counseling reports, contact with faculty regarding course progress and problems, student services requests, individual academic plans, meeting minutes, relevant correspondence, personnel evaluations, tutor and tutee evaluations, Facebook usage, and participant questionnaires,

Table 18: Evaluation of Participants	
Tools	Frequency
Advisor meetings	Twice a semester for returning participants, biweekly for new participants, and as needed
Early warning notification and resulting interactions	4th week of each semester
Mid-term warnings and resulting interactions	Each semester mid-point
Tutor coordinator discussions with tutors	Ongoing
SSS staff logs	Ongoing
Professional Tutor (developmental course instructors) reports	Ongoing
Tracking of satisfactory academic progress and academic standing	End-of-semester and end-of-year grades
SSS Professional Staff meetings	Biweekly
Faculty, faculty advisor, and UMPI staff referrals and interactions with SSS staff	Ongoing
Residential Life Referrals	Ongoing
Independent Academic Plan Progress	Reviewed at least once each semester
Requests for tutoring, counseling, or other services	Ongoing
Contact with faculty and students regarding approved accommodations	Ongoing

Evaluation of Activities	
Participant and tutor evaluation of tutor program	Each semester
Participant and mentor evaluation of mentor program	Each semester
Participant and facilitator evaluations of workshops	After each session
Data supporting attainment of program objectives	Collected and compared each semester
Satisfaction survey of students with disabilities	Each semester
Evaluation of Personnel	
Participant evaluation of tutors	Each semester
Participant evaluation of peer mentors	Each semester
SSS staff submit an evaluation of the Program Director directly to the Dean of Students	Each year
Each SSS staff member performs a self-evaluation	Each year
The Director performs an evaluation of each SSS staff member which is submitted to HR	Each year
Students and staff evaluate staff training	Each session

External Evaluation

The Project will utilize a peer evaluator after the first year of the grant cycle. The Maine SSS

directors, of which there are four others at four-year University of Maine campuses, have made a

commitment to serve as peer evaluators for each other. UMPI will ask one of them to conduct an

intensive evaluation which will include a review of the Project's work to inform the community,

student selection process, services, record keeping, other administrative functions and internal

program evaluation. The cost for this peer evaluation will be minimal and will be limited to

travel and accommodation expenses. This evaluation will supplement and inform the College's

internal evaluation and will guide our plan to change and improve procedures and practices, as

needed.

There are several other external progress measurements. The SSS program completes an annual

performance report (APR) for the Department of Education for each year of the grant. The

University of Maine System institutes periodic audits of the Student Support Services Grant.

Also, the Project Director provides an executive and data summary each month and a mid-year

and annual report at the end of each year to the Dean of Students, the supervisor on the direct

reporting line.

(1)(ii) Examine in specific and measurable ways, using appropriate baseline data, the
success of the project in improving academic achievement, retention, and graduation of
project participants.

The SSS program and the University will establish baseline data for participants and a

comparative group of students who are eligible but not being served by the program. Cohorts are

indentified annually with each new class of entering students, are identified by this date of

enrollment, and participants are coded in the SSS database by project enrollment date; eligible

students not participating are tracked by PeopleSoft, the UMPI student data program.   Data will

be compiled and tracked over the five years of the grant to compare GPA's, retention rates, and

graduation rates for the two groups as well as measuring the effectiveness of the grant-required

and grant-permitted services as outlined in the Plan of Operation (p. 17). The following

evaluation plan will measure the effectiveness of the program in meeting its objectives, in

providing services required for the grant, and in providing services permitted by the grant.

Table 19: Plan to Evaluate			
Objective	**Documentation**	**Timeline**	**Responsible Staff**
Program Objectives			
75% of each all participants served by the SSS project will persist from one	Student SSS files (IAP) Individual Academic Plan	Calendar Year	Director Assistant Director Professional Tutors

academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year during the academic year.	PeopleSoft(grades) Placement scores Enrollment info Financial Aid documents		Admin. Assistant
80% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution	PeopleSoft(grades) Academic Standing Committee	Early-warning (4th week of each semester), mid-term warning (semester mid-point), and end-of-semester grades	Director Assistant Director Admin. Assistant
30% of new participants served each year will graduate within six (6) years	PeopleSoft database(grades)	Year-end review	Director Admin. Assistant
Required SSS Services			
To provide academic tutoring, directly or through other services provided by the institution, to enable students to complete postsecondary courses.	Student SSS files Tutor reports Semester Grades	Ongoing activity	All staff
To provide advice and assistance in postsecondary courses.	Student SSS files	Ongoing activity	All staff, coordinate with Advising
To provide information on both the full range of Federal student financial aid programs and benefits (including Federal Pell Grant Awards and loan forgiveness) and resources for locating public and private scholarships	Student SSS files Workshop attendance and evaluation FAFSA and aid applications	Ongoing activity Fall and FAFSA workshops	All staff, coordinate with Financial Aid
To provide assistance in completing financial aid applications, including the FAFSA	Student SSS files Workshop attendance and evaluation FAFSA and aid applications	Ongoing activity Fall and FAFSA workshops	All staff, coordinate with Financial Aid
To improve the financial and economic literacy of students	Student SSS files FYS attendance	FYS curriculum Workshops	All staff, coordinate with First Year Seminar

			and Financial Aid
To assist students participating in the project in applying for admission to, and obtaining financial assistance for enrollment in, graduate and professional programs	Student SSS files Workshop attendance and evaluation Graduate school applications	Fall semester	All staff, coordinate with Financial Aid and Career Services
Permissible SSS Services			
To provide individualized counseling for personal, career, and academic matters provided by assigned staff	Student SSS files Student evaluations	Ongoing activity	All staff, coordinate with Director of Counseling as needed
To provide information, activities, and instruction designed to acquaint students participating in the project with the range of career options available to the students	Student SSS files Student evaluations Career workshop evaluations	Ongoing activity	All staff, coordinate with Career Services
To provide mentoring programs involving faculty and/or upper class students	Student SSS files Student evaluations	Ongoing activity	Director

2. Intention to use the results of an evaluation to make programmatic changes based upon the results of project evaluation

Each participant meets each semester with SSS staff to conduct a thorough review of the student's record to ensure that the participant is on track to complete his/her academic program, meet his/her academic and personal goals and ensure that the participant maintains compliance with college obligations.   Using this information, staff and participants review and adjust Individual Academic Plans when necessary to best serve the student's needs.

Additionally, quantitative and qualitative data collected internally for project evaluation is reviewed on an on-going basis and used to monitor required and recommended project

services as they relate to meeting the three program objective (see above), and services are adjusted accordingly based on the results of the data collected. The results of the evaluation plan are used in an on-going effort to identify and improve upon strategies that positively impact participants in order to meet the objectives of the project. An outside evaluation performed by another 4-year university SSS director also reinforces successful services and informs changes to services which need to be adjusted to be most efficacious.