
Student Support Services (FasTrack) Program Review

2007-08

Evergreen Valley College

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Program Description

Student Support Services- (FasTrack) is a federally funded Student Support Services (SSS) TRIO program designed to assist first-generation, low-income, and disabled students as they prepare to obtain a two-year degree and/or transfer to a four-year university. FasTrack is a program ultimately geared toward student academic success and goal achievement.

Mission Statement

The Student Support Services (FasTrack) program at Evergreen Valley College is designed to assist motivated first generation, low-income, and disabled students in achieving academic success & personal development while at the same time preparing students for transfer to a four year university and ultimately a career.

We prepare students by providing academic counseling, student support workshops, tutoring, cultural enrichment, university visits, civic engagement opportunities, career exploration & preparation, and by providing a culture of lifelong learning.

The faculty and staff in the FasTrack program are committed to assisting students in finding their educational and career passion by sharing experiences and by working closely with students to promote academic, career, & personal excellence.

Office Hours/Location:

Student Support Services- (FasTrack) is located in the Dr. Mauro Chavez Student Center Building, SC-110. Office hours are:

Monday, Tuesday, Thursday, and Friday	8:00 a.m.-5:00 p.m.
Wednesday	8:00 a.m.-7:00 p.m.

Program Services:

- Educational and Career Planning
- Associate and Bachelor Degree Completion Readiness
- University Transfer Preparation
- Student Grant Aid (Students who qualify)
- Study Skills/Test Taking Workshops
- Academic Counseling
- Academic Tutoring
- Cultural Enrichment Activities

Eligibility Requirements

Evergreen Valley College students are eligible to receive services from the Student Support Services- (FasTrack) Program if, he or she must meet the federal income eligibility requirements outlined by the United States Department of Education. Applicants must be first generation, low income, and/or have learning or physical disability. The maximum taxable income to be eligible as a low-income participant is \$15,600 for an individual (add \$5,400 for each additional family member). Students must be enrolled in a minimum of six units per semester and maintain satisfactory academic progress. Applications and additional information may be obtained in the FasTrack office, Room SC-110, or by calling (408) 274-7900 Ext. 6547.

List of Staff and Titles

Mark Sanchez Director- Student Support Services Program

Teresa Carpio Academic Counselor

Qiana Medina Retention Specialist

Danielle Goodwin Administrative Assistant

External Contributing Factors

Level Funding from United States Department of Education (USDOE)

- The current funding level from the USDOE is adequate, however, as costs of staffing increases we will be limited as to the depth of services we will be able to provide to an increasing number of students.
- This level funding will affect the programs ability to serve an increasing student population.
- This level funding will affect the programs ability to provide support services to students to ensure retention in college.

Increasing Number of Students with Basic Skills Deficiencies

- An increasing number of first-generation, low-income, and disabled student populations are placing at remedial levels when taking the college placement test. This will affect our ability to get Students University or career ready in the shortest amount of time possible.

Increasing Costs of College Preventing Students from Attending College

- The increase in the costs of college and college related expenses is preventing many people from pursuing a community college education. This will directly impact our potential to recruit students.

Increase Costs of Living Preventing Student from Attending College

- Many students are being forced to choose between attending college and working in order to meet basic life expenses. Many of our students are choosing to work and perhaps return to college in the future if their economic situation improves.

Competition from Other Community Colleges

- Many local community colleges have programs that Evergreen Valley College does not offer.
- Many of our students may choose to attend a community college that is closer to where they live and or work.
- Student Support Services (FasTrack) has the ability and the opportunity to apply for additional grants/funding to expand and/or enhance services.
- Our growing campus will attract more potential FasTrack participants due to a larger student enrollment.

External On-Campus Factors

Change in Leadership Positions

- Many new staff members in leadership positions will have to become acquainted with the success of the Student Support Services- (FasTrack) Program and support the continued efforts to impact student success.

Technological Challenges

- The functionality of Datatel affects the ability of program staff to access information and thus inhibits efficiency in the program.

Student Services Collaboration

- Increasing collaborative efforts with other departments will provide and expand student services (campus tours, workshops, etc.).

Internal Contributing Factors

Staffing Issues

- Limited staffing at times affects the programs ability to deliver comprehensive services particularly as it pertains to academic counseling.
- Increased need for more comprehensive student engagement activities based on pedagogical best practices.
- Increased collaboration and resource sharing with other student support service programs on campus.
- More training/staff development opportunities will enhance program operation and staff performance.

Program Strengths

- Strong program culture of engaging students and preparing them for academic and career success.
- Very good activities and workshops in place to assist students in academic goal achievement.
- Staff who live the mission and vision of lifelong learning.
- Great relationships with local four year universities.
- Is a presence at campus and community events.
- Delivers excellent tutoring services for students.
- Has staff that genuinely cares about each and every student.
- Centrally located within the Dr. Mauro Chavez Student Support Services Center.
- Laptop loan program to students has made it possible to expand SSS student access to technology.

Program Weaknesses

- Based on contract funding, capacity to serve only 160-200 students.
- Limited staffing
- Interim Program Staff
- Insufficient available funds to accommodate a growing student population.
- Possible budget cuts and/or increased responsibilities without additional funds; programs may find it necessary to cut services.
- Lack of adequate staff to cover the office during program activities and training opportunities.
- Increases in staff workloads without additional staff.

Program Goals

Ensure compliance with Federal TRIO Regulations

Activity 1: Maintain accurate records of program participants

- Timeline:** Ongoing
- Resources:** FasTrack Student Database
- Outcomes:** Ability to extract information for program reports and access to student demographic information
- Responsibility:** Director, Staff Assistant II

Activity 2: Communicate frequently with USDE program officer

- Timeline:** Ongoing
- Resources:** N/A
- Outcomes:** Better communication/information gather for program compliance and improvement.

Responsibility: Director

Activity 3: *Obtain updated copies of current SSS and TRIO regulations*

Timeline: Ongoing

Resources: COE and U.S. Department of Education Website (s)

Outcomes: Program will be able to comply with new regulations and/or changed regulations and policies.

Responsibility: Director, Staff Assistant II

Obtain/Provide additional staff training and development

Activity 1: *Coordinate Datatel training with various areas, as needed*

Timeline: Ongoing

Resources: Training materials, ITSS staff and other designated staff as needed

Outcomes: Program staff will have a better understanding of Datatel functions

Responsibility: Director

Activity 2: *Provide opportunity for Program Counselor to attend Counselor meeting and informational sessions.*

Timeline: Ongoing

Resources: Free time for counselor schedule, minimal registration fees

Outcomes: Counselor will stay informed of current transfer/graduation requirements.

Responsibility: Director, Counselor

Activity 3: *Staff will attend TRIO/Department of Education training as funding becomes available*

Timeline: As training becomes available

Resources: Travel/training funds, TRIO program dissemination grants

Outcomes: Staff will be better equipped to carry out their job duties and a healthy program culture will be developed.

Responsibility: Director/Program Staff

Promote and improve student access to program and campus resources

Activity 1: *Develop additional program marketing materials to include materials in different languages.*

Timeline: End of Fall 2008

Resources: SJECCD Marketing, Reprographics

Outcomes: Students will be more aware of program services and eligibility

Responsibility: Director, Counselor, Program Assistant

Activity 2: *Program orientation for new FasTrack students*

- Timeline:** During the first two weeks of each semester
- Resources:** Staff, workshop materials, program flyers & regulations, office space
- Outcomes:** Students will be better acquainted with program staff, program expectations, resources, guidelines, and requirements.
- Responsibility:** Director, Counselor, Program Assistant

Activity 3: *Present program information to new EVC students at campus orientation*

- Timeline:** On-going
- Resources:** Program brochures/flyers, applications, staff
- Outcomes:** New students will have more access to program information
- Responsibility:** Director, Counselor, Program Assistant, College Staff

Improve student performance and retention**Activity 1:** *Conduct early intervention progress reports*

- Timeline:** The fifth week of each semester
- Resources:** Faculty, staff, progress report forms
- Outcomes:** Students and counselor will be able to meet to discuss ways students can improve their grades and classroom performance.
- Responsibility:** Director, Counselor, Program Assistant, Faculty, Staff

Activity 2: *Offer workshops on specific academic and personal topics determined by students needs assessment.*

- Timeline:** A minimum of once a month per semester
- Resources:** Program staff, student needs assessment form
- Outcomes:** Students will learn to develop and improve study habits, stress management and time management skills.
- Responsibility:** Director, Counselor, Program Assistant, Faculty

Graduation and Transfer Preparation for Students**Activity 1:** *Offer workshops to educate students on graduation and transfer options*

- Timeline:** Once per semester
- Resources:** Counselor
- Outcomes:** Students will be more knowledgeable about the transfer/graduation process.
- Responsibility:** Director, Counselor

Activity 2: *Organize field trips to four-year universities and colleges*

Timeline: Once a semester
Resources: Transportation, University/College Staff, Program Staff
Outcomes: Student will be more prepared to transfer to a 4 yr. institution
Responsibility: Director, Program Assistant

Activity 3: *Assist students in completing graduation petition and transfer applications*

Timeline: During CSU/UC application period each year/semester
Resources: Application forms, transfer center, transfer packets, Counselor
Outcomes: Students will be prepared to complete applications completely and accurately.
Responsibility: Director, Counselor

Prepare a successful proposal for the Student Support Services competitive grant process.**Activity 1:** *Meet with the District Research and planning to get accurate district student demographic information.*

Timeline: August 2008
Resources: Research Data
Outcomes: Staff will have accurate district data to include in the TRIO grant proposal.
Responsibility: Director

Activity 2: *Review previous grant proposal and use it as a template for new proposal*

Timeline: March 2008-September 2008
Resources: USDE website, 2004 TRIO grant application
Outcomes: Information within the grant will be thorough and accurate.
Responsibility: Director, Counselor, Program Assistant

Activity 3: *Develop a completed grant proposal for electronic submission*

Timeline: June 2008-October 2008
Resources: Student data, revised copies, program staff
Outcomes: Grant proposal submission prior to the deadline
Responsibility: Director, Program Assistant

Available Data and Establishment of Baselines

Evergreen Valley College
 Student Support Services (TRIO) Program
 Student Survey
 SC-110

Student Name: _____ Student ID: _____

Date of Birth: _____ Major: _____

On a scale of 1-5 (1 being not familiar at all and 5 being really familiar), how familiar are you with the services offered by the following campus programs/departments? (Please Circle):

Financial Aid:	1	2	3	4	5
Student Support Services:	1	2	3	4	5
EOP& S:	1	2	3	4	5
Counseling:	1	2	3	4	5
Admissions & Records:	1	2	3	4	5
Student Life:	1	2	3	4	5
Transfer Center:	1	2	3	4	5
Campus Tutoring:	1	2	3	4	5
Disabled Student Programs:	1	2	3	4	5
Academic Planning:	1	2	3	4	5
Associate Arts/Science Degree Requirements:	1	2	3	4	5
University Transfer Requirements:	1	2	3	4	5
Career Goals:	1	2	3	4	5

Are you planning to transfer to a four-year University? Circle one Yes/No

If so, please list your top 3 choices for the University you wish to transfer to:

1. _____

2. _____

3. _____

Pretest Survey Data Fall 2007

Student	Financial Aid	FasTrack Services	EOP&S	Counseling	Admissions	Student Life	Transfer	Tutoring	Disabled Student Programs	Matriculation	AS Degree	Transfer Requirements	Career Goals	Total
1	5	1	4	3	2	1	1	2	5	2	4	1	2	33
2	5	3	5	5	3	1	1	4	1	3	4	1	1	37
3	2	3	3	1	2	1	1	1	1	1	2	1	1	20
4	5	2	5	2	1	3	1	1	1	1	1	1	1	25
5	4	5	5	5	5	4	4	5	3	5	5	4	5	59
6	4	2	5	3	3	3	1	3	5	2	2	2	5	40
7	1	4	4	1	1	1	1	1	1	1	1	1	1	19
8	4	5	4	5	5	3	3	4	2	2	5	2	5	49
9	5	5	5	5	5	1	2	3	3	1	3	4	3	45
10	5	2	5	5	5	1	1	5	1	1	1	1	2	35
11	2	2	2	2	4	1	1	1	1	1	1	1	1	20
12	5	5	5	5	5	1	2	5	1	3	5	1	5	48
13	5	1	2	3	3	2	5	1	1	5	4	5	5	42
14	4	4	4	4	4	4	4	5	1	4	5	5	5	53
15	3	5	5	5	5	1	1	3	2	5	1	1	3	40
16	5	4	5	5	4	2	2	3	5	5	2	2	3	47
17	5	3	5	5	5	5	5	5	5	5	5	5	5	63
18	5	4	5	5	5	4	3	5	2	5	2	1	1	47
19	5	5	5	5	5	3	5	5	3	5	5	5	2	58
20	5	1	1	3	2	4	1	1	1	1	5	2	5	32
21	1	4	4	5	5	5	3	3	4	3	3	3	4	47
	85	70	88	82	79	51	48	66	49	61	66	49	65	859
Mean	4.04	3.33	4.19	3.9	3.76	2.42	2.28	3.14	2.33	2.9	3.14	2.33	3.09	
Std. Dev	1.23	2.82	2.3	2.06	1.78	1.38	1.55	1.69	1.58	1.77	1.57	1.56	1.56	
Variance	1.95	2.13	1.46	2.09	2.09	2.16	2.31	2.73	2.53	2.99	2.73	2.63	2.99	

$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$	$\sum XY$	$\sum S_i^2$	S^2
85	7225	70	4900	5950	30.80	39.85
88	7744	82	6724	7216		
79	6241	51	2601	4029		
48	2304	66	4356	3168		
49	2401	61	3721	2989		
66	4356	49	2401	3234		
65	4225			0		
480	34496	379	24703	26586		

Pearson Split-Half

$$R_{xy} = \frac{21(26586) - (480)(379)}{\sqrt{(21)(34496) - 480^2}} \cdot \frac{\sqrt{(21)(24703) - 379^2}}{21}$$

$R_{xy} = 0.87$

Spearman-Brown

$$R_{adj} = \frac{2 \cdot 0.87}{1 + (2-1)(0.87)}$$

$R_{adj} = 0.93$

Cronbach Coefficient Alpha Reliability

$$a = \frac{(13/12) \cdot (1 - (30.80/39.85))}{1}$$

$a = 0.2462$

Post Test Survey Data Spring 2008

Student	Financial Aid	FasTrack Services	EOP&S	Counseling	Admissions	Student Life	Transfer	Tutoring	Disabled Student Programs	Matriculation	AS Degree	Transfer Requirements	Career Goals	Total	Total Variance
1	5	5	4	5	4	4	4	4	5	4	4	4	4	56	0.230769231
2	5	5	4	4	4	4	4	4	4	3	5	4	3	53	0.41025641
3	5	5	5	5	4	4	5	4	4	3	4	4	3	55	0.525641026
4	5	5	4	5	5	4	5	3	4	4	4	5	5	58	0.435897436
5	5	5	5	5	5	4	4	4	4	5	5	4	5	60	0.256410256
6	5	5	5	4	5	4	4	4	5	4	4	5	5	59	0.269230769
7	4	4	5	5	4	5	5	4	3	4	3	4	4	54	0.474358974
8	4	5	5	5	5	4	5	5	4	4	5	4	5	60	0.256410256
9	4	4	4	5	4	4	5	5	4	3	4	4	4	54	0.307692308
10	5	4	4	4	5	5	5	4	3	4	4	3	3	53	0.576923077
11	4	5	3	5	4	5	4	5	3	5	4	3	2	52	1
12	4	5	4	5	5	5	5	4	3	4	5	4	5	58	0.435897436
13	5	5	4	5	5	4	5	4	3	5	4	5	5	59	0.435897436
14	5	4	3	4	5	4	4	4	3	4	5	5	5	55	0.525641026
15	5	5	5	5	5	4	5	4	4	5	4	4	4	59	0.269230769
16	4	5	5	5	5	5	5	4	5	5	5	4	4	61	0.230769231
17	5	4	5	5	4	5	5	4	5	5	5	5	5	62	0.192307692
18	5	5	4	4	4	4	4	5	4	5	5	3	3	55	0.525641026
19	4	4	5	5	4	4	4	4	4	5	5	5	3	56	0.397435897
20	5	5	4	5	5	4	5	5	4	4	5	3	5	59	0.435897436
21	5	5	4	5	4	4	5	4	5	4	5	4	5	59	0.269230769
	98	99	91	100	95	90	97	88	83	89	94	86	87	1197	8.461538462

Mean	4.66	4.71	4.33	4.76	4.52	4.28	4.61	4.19	3.95	4.23	4.47	4.09	4.14		
Std. Dev	0.483	0.46	0.66	0.44	0.51	0.46	0.50	0.51	0.74	0.70	0.60	0.70	0.96		
Variance	0.23	0.21	0.43	0.19	0.26	0.21	0.25	0.26	0.55	0.49	0.36	0.70	0.93		

ΣX	ΣX^2	ΣY	ΣY^2	ΣXY
98	9,604	99	9801	9702
91	8,281	100	10000	9100
95	9025	90	8100	8550
97	9409	88	7744	8536
83	6889	89	7921	7387
94	8836	86	7396	8084
87	7569	0	0	0
645	59613	552	50962	51359

Spearman-Brown

$$R_{adj.} = \frac{2 * 0.87 / 1 + (2 - 1) * (0.87)}{2}$$

$$R_{adj.} = 0.93$$