

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		Mesa 2030 goals call for explicitly and intentionally focused equity and excellence efforts around race and ethnicity. STAR TRIO is federally funded to specifically serve first generation, low income, and or students with disabilities. While race/ethnicity is not specifically mentioned in our eligibility criteria, STAR TRIO has taken an equity-inside-of-equity approach in its outreach and recruitment. We established partnerships with the Black Faculty Counseling Collaborative (BFCC) to specifically outreach to Black students who would qualify for STAR TRIO. We also established connections with the KAPWA Learning Community, the Puente Program, and the Borderless Scholars Program. STAR TRIO utilized grant opportunities such as HEERF and Outreach/Retention funds to incentivize our outreach efforts, including specifically outreach efforts that would reach students disproportionately impacted across race/ethnicity. It is an inherent challenge that our eligibility criterium

		does not specifically mention race/ethnicity; however, we are able to remain open for access to all students eligible while also intentionally connecting with students across race/ethnicity domains.
If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.	Optional	STAR TRIO Counselors, anticipating a stronger student presence on campus as we transitioned out of the pandemic, programmed multiple in-person student workshops that supported Mesa 2030 goals like Scholarship, Community, and Pathways/Partnerships. Student surveyed reported the workshops were a highlight of their experience with STAR TRIO. The availability of HEERF and Retention/Enrollment funds to incentivize attendance at the workshops with café cards was also helpful for promotion and gratefully received by the students in attendance.
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	STAR TRIO significantly benefited from HEERF funded employee positions, such as Tutors, Counselors, and Outreach Ambassadors. STAR TRIO operates with only 2 full time staff, and increases in salary and benefit costs have diminished the space in our grant funds to hire the necessary support for a robust program and student center. With the help of the campus, STAR TRIO has been able to provide open hours, program coverage, increased tutoring, and increased counseling availability. We believe this availability provides our students with the best chances for support, success, and completion. We could not support for this robust success without the campus personnel support.
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data	STAR TRIO has specific grant objective, that we report on annually to the US Department of Education in the Annual Performance Report (APR). STAR TRIO (and all federally funded Student Support Service programs) report on: Persistence, Good Academic Standing, Associate's Degree or Certificate attainment, and Transfer. Our TRIO

	relevant to your unit's work	program historically meets or exceeds these objectives, and thus has achieved refunding for over 40 years. A recent dip in academic standing for our students was recorded in the prior APR, and was accounted for by the decrease in class completion rates during the extenuating circumstances presented by the pandemic. This past reporting cycle, STAR TRIO has returned to meeting the attained Good Academic Standing rate of 88%. Additionally, STAR TRIO exceeded the minimum approved rate for Persistence by 20%, exceeded the minimum Associate's Degree rate by 24%, and exceeded the Transfer goal by 26%.
Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?	Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.	STAR TRIO is an original equity program, services aimed at narrowing the disproportional gaps for students who are first generation, low income, and/or have a disability. The STAR TRIO grant was achieved by demonstrating the disproportionate impacts these students face. First generation, low income, and/or students with disabilities had outcomes as compared to other general college students not facing these impacts. Cumulative GPA 2.64 as compared to General College 2.92, Successful Course Completion 68% as compared to 75%, Good Academic Standing 84% as compared to 88%, Transfer rates of 6% as compared to 15%. The STAR TRIO grant is written as ambitious but attainable to narrow those gaps.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	The STAR TRIO department hosts regular meetings to identify areas requiring attention, upcoming events, and best practices for implementing program services. Results this year have evolved from last year's student self-reported education plan experience to our goal of ensuring 100% of students have a comprehensive education plan, consistent with exceeding general student success scoreboard data, and supporting Mesa 2030 Completion objectives. The department held specific meetings/discussions on 5/3/23 for outcomes, 5/4/23 for completion, and 5/17/23 for service/workshop recommendations, all in review and consideration of the SSPO results. Students were additionally asked to provide suggestions for program improvement as well as provide information on how the program has served them. These open -ended questions allow an opportunity for students to voice their opinions and share their

		<p>concerns. The STAR TRIO team developed worksheets to analyze and provide feedback on the open-ended responses from the students. The department brainstormed ways to implement student suggestions. Some suggested services and workshops are currently under way for the upcoming 2023-2024 academic year. These include, but are not limited to: Workshops, Financial Incentives, and Retention programming.</p>
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Practice Reflection

Prompt	Guidance	Program Response
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<p>Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.</p>	<p>Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.</p>	<p>As discussed, STAR TRIO has taken an equity-inside-of-equity approach in its outreach and recruitment. We established partnerships with the BFCC to specifically outreach to Black students who would qualify for STAR TRIO. We also established connections with the KAPWA Learning Community, the Puente Program, and the Borderless Scholars Program. STAR TRIO utilized grant opportunities such as HEERF and Outreach/Retention funds to incentivize our outreach efforts, including specifically outreach efforts that would reach students disproportionately impacted across race/ethnicity, while also serving our broader first generation, low income, and/or disabled student communities. Funding sources that can supplement the limitations of our grant expenditures are helpful to incentivize service engagement. Robust staffing is also achievable per these supplementary financial supports from the college.</p>
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<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>As we end the pandemic era, STAR TRIO aims to provide empowering experiences and spaces for our students. Many of our return students had never taken a class on campus until this year, so we hoped to supplement their in-person academic experiences with supportive in-person services. It has also been observed that higher graduation rates, transfer rates, and scholarship achievement rates correlate with participation in multiple student support services. We aim to continue partnerships with our student support service program colleagues. A formal partnership with Borderless Scholars was achieved this year, made possible by the Performance Partnership Pilot, a federal and state approved pilot to extend TRIO</p>
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		SSS services to undocumented students.
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	Goal 1: STAR TRIO participants will maintain Good Academic Standing at a minimum of 88% of participants served annually. Goal 2: STAR TRIO participants will maintain Persistence at a minimum of 63% of participants served annually. Goal 3: STAR TRIO participants will maintain Associate's Degree or Certificate attainment at a minimum of 12% of participants served annually.
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	Goal 1: Good Academic Standing SO: Completion SO: Stewardship Goal 2: Persistence SO: Completion SO: Community Goal 3: AA/Certificate SO: Completion SO: Community
Identify specific actions your program/service area will engage in to accomplish this goal.	Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.	Goal 1: Good Academic Standing 1. Completion SO: Develop Fall and Spring Academic and Student Support Workshops for pathways aimed at retention and completion. Conduct and follow up on Mid Semester Evaluations to intentionally target a reduction in equity gaps for STAR TRIO students. 2. Stewardship SO: Equitably hire and train tutors and provide expanded tutoring hours.

		<p>Goal 2</p> <p>1. Completion SO: Create a cross-functional team that supports persistence through the STAR Club, All Star Program, and the STAR Workshop Series.</p> <p>2. Community SO: Develop activities and spaces that support a sense of belonging by requesting campus support for robust equity-minded staffing and accessible resources for the STAR Student Center, towards ongoing provision of a home base for our students.</p> <p>Goal 3: AA/Certificate</p> <p>1. Completion SO: develop learning pathways and education plans for 100% of STAR students.</p> <p>2. Community SO: Develop spaces and programs that support a sense of belonging in the form of equity based ed planning and graduation workshops, prior to key deadlines.</p>
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Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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Lead Writer and Manager Information

Lead writer Name(s)	Chris Kalck
Name of Program/Unit	STAR TRIO (of EOPS and Special Programs)
Manager Name	Karla Trutna
Submission Date of Program Review Draft to Manager for feedback	5/30/23
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/23