

SAN DIEGO
MESA COLLEGE



Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Student Services - STAR/TRIO

Executive Summary

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.

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.

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.

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.

Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete

Yes

Data Reflection

Trends observed in program/service area's 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

Summary and Reflection

on: Persistence, Good Academic Standing, Associate's Degree or Certificate attainment, and Transfer. Our TRIO 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 in the data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)

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.

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 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.

Related Documents for Charts and Graphs

Data Reflection Complete

Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.

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.

Summary and Reflection

What other factors (internal or external) might also impact the above data trends and equity gaps?

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 SSS services to undocumented students.

Related Documents for Charts and Graphs

Practice Reflection Complete

Yes

Mid-Cycle Updates

Are there any edits or updates to the Executive Summary above?

No

Are there any edits or updates to the Data Reflection above?

No

Are there any edits or updates to the Practice Reflection above?

No

Summary and Reflection

Academic Standing

Unit Goal: Goal 1: STAR TRIO participants will maintain Good Academic Standing at a minimum of 88% of participants served annually.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Completion - Objective 1: X
- Completion - Objective 3: X
- Stewardship - Objective 6: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Develop Fall and Spring Academic and Student Support Workshops 2. Hire and train tutors and provide expanded tutoring hours. 3. Conduct and follow up on Mid Semester Evaluations.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/01/2023</p> <p>Action Plan Update: 1. STAR TRIO developed and implemented our Fall 2023 Workshop series, including a Meet & Greet, First-Gen Success, Transfer Hotspots for UC/CSU, Midterm Wellness, and Beating the Holiday Blues. Workshops are curated by the team for academic, mental health, and building community, which are best practice positive indicators for academic standing. We have served 37 students to date, with one workshop remaining for the semester. We expect our Fall total students served will be 45-50, hovering around a 20% (of 225) service objective. The Spring Workshop series is scheduled for planning on 12/6/23, with an ad hoc workshop committee comprised of two counselors and one project assistant.</p> <p>2. STAR TRIO began the year with two tutors. The action plan to hire and train tutors with expanded tutoring hours was achieved. We hired/trained two new tutors and doubled our tutoring hours offered. Our current tutors help with mathematics, sciences, reading/writing, and study skills.</p> <p>3. Mid Semester evaluations were conducted in congruence with our All Star programming, which had students report their mid semester progress with counseling review for interventions and strategies for support.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Persistence

Unit Goal: Goal 2: STAR TRIO participants will maintain Persistence at a minimum of 63% of participants served annually.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Summary and Reflection

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Completion - Objective 2: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Create a community that supports persistence through the STAR Club, All Star Program, and the STAR Workshop Series. 2. Request campus support for robust staffing of the STAR Student Center, towards ongoing provision of a home base for our students.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/01/2023</p> <p>Action Plan Update: 1. STAR TRIO has created workshops and initiatives to build community and support student persistence. To date our workshops have engaged 37 students. The All Star program engaged 55 students. The STAR Club launched during Club Rush and has elected its officers, with events planned for Spring to support the STAR scholarship fund. Staffing are trained to welcomed students and provide a supporting atmosphere for when students visit the STAR space. Thus far this Fall, we have welcomed 366 student lab visits. 2. The campus has supported staffing for a robustly supportive environment, including campus support with our ability to hire counselors, project assistants, and tutors.</p> <p>Update Year: 2023 - 2024</p> <p>Action Plan Progress: On Track</p>

Associate's Degree or Certificate Attainment

Unit Goal: Goal 3: STAR TRIO participants will maintain Associate's Degree or Certificate attainment at a minimum of 12% of participants served annually.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030: (X - Highlight the X to Align)

- Community - Objective 2: X
- Completion - Objective 1: X

Action Plans	Action Plan Update
<p>Action Plan Status: Active</p> <p>Action Plan: 1. Support and provide the learning outcomes for 100% of STAR students having a comprehensive education plan 2. Provide ed planning and graduation workshops prior to key deadlines.</p> <p>Action Plan Cycle: 2022 - 2023, 2023 - 2024, 2024 - 2025, 2025 - 2026</p>	<p>Submission Date: 12/01/2023</p> <p>Action Plan Update: 1. The STAR TRIO Orientation and Onboarding process engages students in a career search process, followed by a counseling appointment to build an education plan. This process is required from 100% of our students and has been completed by 100% of our students. STAR encourages at least one counseling appointment per semester to follow up on career development, major, or transfer institution changes and student evolution in their process. 2. Planning for the Spring Workshop Series is set for 12/7/23 and will included graduation application workshops to support students earning AA/AS degrees aligned with their transfer and/or career objectives.</p>

Summary and Reflection

Action Plans	Action Plan Update
	Update Year: 2023 - 2024 Action Plan Progress: On Track