



2020-2021 ANNUAL ASSESSMENT SUMMARY OF RESULTS

Project (Assessment) Title

TRIO Student Programming Participation

College-wide Strategic Goal

Increase Student Completion

Assessment Overview

TRIO SSS/STEM student retention and persistence can be connected to sense of belonging, validation, and involvement in TRIO programming. The likelihood of persistence from semester to semester may be connected to the level of project involvement. Programming is not considered any of the required TRIO SSS/STEM services but any extra involvement where students can engage in the project.

Methodology (Plan/Method)

TRIO SSS/STEM tracked student participation in virtual programming by utilizing registration sheets at each event. Event means any TRIO workshop, seminar, or activity. At the end of Spring 2021 we audited each active participants and categorized their level in participation into three levels: none (attended 0 programming), low (attended 1-2 programming), moderate (attended 3-4 programming), and high (attended 5 + programming). Next we will document whether or not they are registered for the following semester (persistence to Fall 2021 or Summer 2021) or applying for graduation/graduated (retention/completion Spring 2021 or Summer 2021).

Based on the results we hoped to identify any correlation to the level of engagement in their respective project and their academic persistence and retention.

Timeline

We tracked student participation in Fall 2020 and finish recording participation at the end of May 2021.

Results/Finding (Disaggregated by race/ethnicity)

During the Fall 2020 and Spring 2021 timeline, TRIO SSS/STEM hosted 7 events where TRIO students could participate. The following images express participation and participation results. For the purpose of this report, these data don't include any co-facilitated events.

Due to Senior Director for Planning & Implementation by July 1, 2021

Level of Participation in TRIO Programming					
	Total Project Participants	None or 0 Programming	Low participation; Attended 1-2 programming	Moderate Participation; Attended 3-4 programming	High Participation Attended 5+ programming
Number of Participants	318	226	85	3	4

Rate of Persistence following Participation in Programming by Level				
	None or 0 Programming	Low participation; Attended 1-2 programming	Moderate Participation; Attended 3-4 programming	High Participation; Attended 5+ programming
Registered for the following semester*	86%**	72%	66%	100%

*This is based on the semester that they participated in programming (e.g. attended programming in Fall 2020 and registered for Spring 2021).

**Whether or not student registered for either Spring 2021, Summer 2021, or Fall 2021, at this time.

Number of Participants in Programming by Race/Ethnicity			
	Low participation; Attended 1-2 programming	Moderate Participation; Attended 3-4 programming	High Participation; Attended 5+ Programming
White	48	1	2
Asian	5		1
American Indian/Alaskan Native	1		
Hispanic	23	2	
Black	4		
Native Hawaiian or Other Pacific Islander	4		1

Based on these findings, in general, it could be assumed that for TRIO student persistence to be positively impacted by programming beyond general project services, a student should attend at least 3 or more programming opportunities throughout the academic year. Participation in a 1 or 2 programming opportunities isn't enough to impact general persistence.

Even more, students of color were more likely to have low participation (participate in only 1 or 2 programming opportunities). This likely speaks to the external factors that impact a student's ability to engage with the program beyond required services. That said, TRIO SSS/STEM programming may need to reimagine how we engage with our students of color (e.g. offer programming content outside regular working hours, incorporate more diversity and inclusion themes/concepts into academic programming).

Action Plan (Use of Results/Improvements/Call to Action)

Due to Senior Director for Planning & Implementation by July 1, 2021

TRIO SSS and STEM should look at creating programming opportunities that will likely engage a student more than once. Things to consider are accessibility, relevancy, and perceived benefit to the student in order to peak interest. It is obvious that when a TRIO student develops a pattern of engagement with the program, they are more likely to persist. Understanding who is engaging (white students are participating in higher numbers than students of color) might key us in to how to pivot our offerings to excite more student of color participation. Being sensitive to barriers that students of color face, such as time poverty and other socioeconomic factors, will be important to reconnecting with our students after this difficult pandemic.

Building a stronger peer leader network to connect with groups of assigned participants might be another way to build sense of belonging and increase participation in programming opportunities. Technology, such as Signal Vine, might create new channels to reach students on “their terms” and foster a consistent and relaxed culture of participant engagement with the department.

Other Notes