



2022-2023 ANNUAL ASSESSMENT SUMMARY OF RESULTS

Project (Assessment) Title

- TRIO Program Engagement and Impact Assessment

College-wide Strategic Goal

- Increase Student Completion

Assessment Overview

- TRIO (SSS and STEM) will track student appointments with their TRIO advisor, a project required service. Each project will gather data about how many student appointments each participant had over fall and spring semester. Each project will then determine if there is a relationship between the number of times a participant is seen and their likeliness to register in a timely manner for the following academic year or if they persisted until graduation in May.

Methodology (Plan/Method)

- TRIO SSS and TRIO STEM will retain detailed meeting notes of participants throughout fall and spring semester. We will utilize Student Access to record participant meeting data. At the end of spring semester, we will review our data and make notes about how many times each student met with an advisor and whether they registered for the following semester or graduated. We will then see if there is a correlation between a higher number of student appointments and whether the student persisted or completed.
- Participation will be defined by number of times meeting throughout the spring and fall as: 1-2 Low; 3-4 Medium; 5-6 High. Meetings are defined as advising appointments. Participants are defined as active TRIO SSS, STEM or SLCC PACE Scholars.

Timeline

- August-December-Take student appointments and track data.
- January- May-Take student appointments and track data.
- May-June- Review cohorts for graduates and/or fall registration.
- June-Review raw data and synthesize by meeting definitions. Report on findings.

Challenges/Needs

- There are no foreseeable challenges or needs. The only impact that could disrupt this assessment is another pandemic-type scenario where campus-wide student engagement was widely disrupted.

TRIO SSS Results/Findings

Overview:

- From August 1, 2022 – June 15, 2023
- 553 contacts amongst 162 participants/students.
- 19 graduates (graduated May 2023)

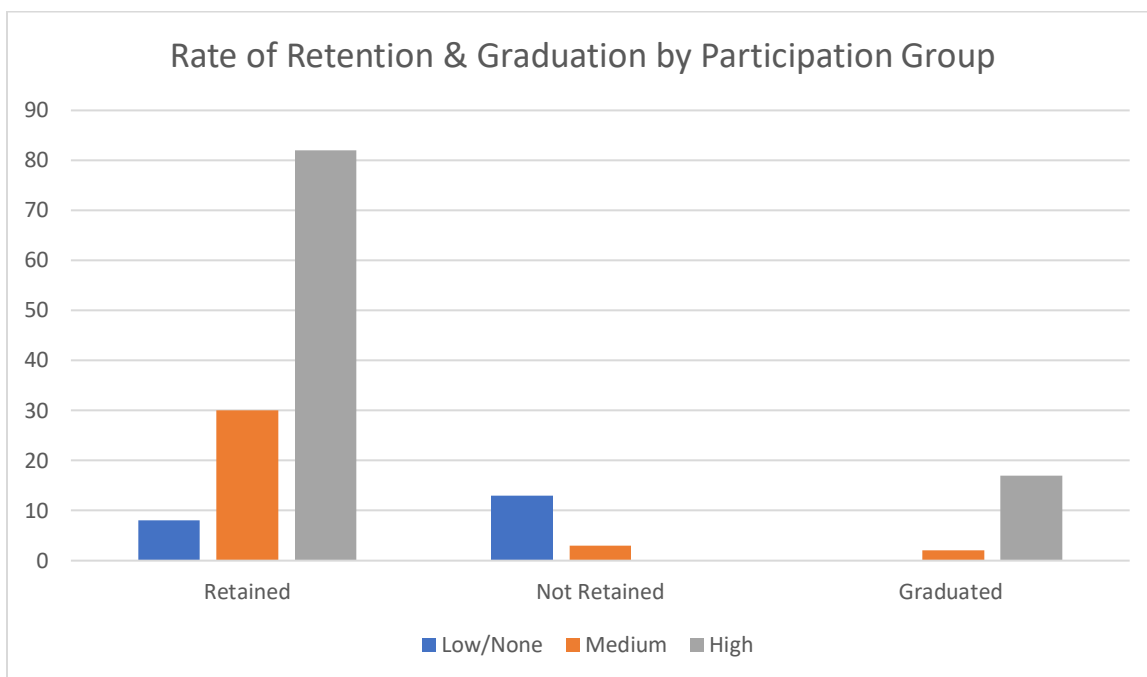


Figure 1. The image shows the rate of student retention and graduation by instances of participation with the TRIO SSS program (Low or None, Medium, and High).

Based on the data, TRIO SSS students who did not participate (None) or those whose participation was Low (made contact 0-2 times with TRIO SSS) in an academic year, are less likely to be retained as compared to their counterparts who engaged at a higher frequency. Students who participated at a high rate (made contact 3-5 times with TRIO SSS) were more likely to be retained and graduated. Students who participated at a Medium and High rate seemed to have similar and higher graduation rates as compared to students who had none/low contact and engagement that showed zero graduates. Students who participated at a *Low/None* rate were twice as likely to stop out as compared to those who participated at a *High* rate.

These findings show that students who meet with TRIO SSS 3-5 times an academic year have a much higher likelihood to persist and graduate than those who rarely or never engaged (0-2) meetings.

TRIO STEM Results/Findings (Disaggregated by race/ethnicity)

Overview:

- From September 1st 2022 – June 1st 2023
- 615 contacts among 180 participants/students
- 13 graduates

Rate of Retention and Graduation by Participation Group

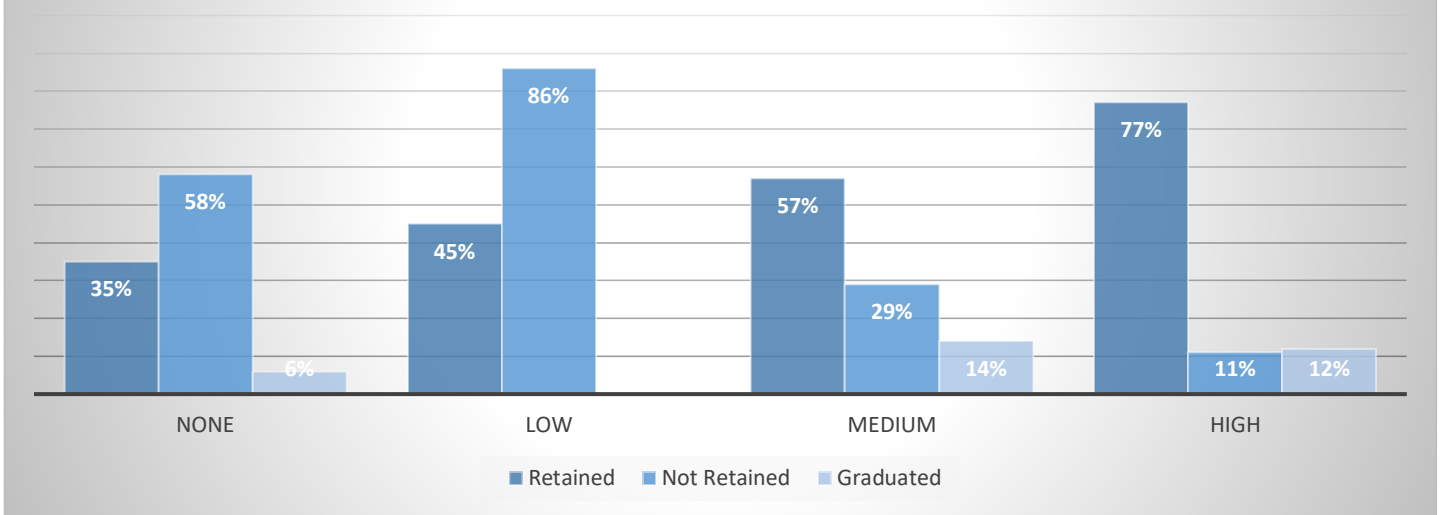


Figure 1. The image shows the rate of student retention and graduation by instances of participation with the TRIO STEM program (None, Low, Medium, and High).

Based on these data, TRIO STEM students who did not participate (None) or those whose participation was Low (1-2) in an academic year are much more likely to not be retained as compared to their counterparts who engaged at a higher frequency. Students who participated at a High rate were more likely to be retained. Students who participated at a Medium and High rate seemed to have similar graduation rates. Students who participated at a Medium rate were almost twice as likely to stop out as compared to those who participated at a High rate.

These findings show that students who meet with TRIO STEM 3-6 times an academic year have a much higher likelihood to persist and graduate than those who rarely or never engage (0-2) meetings.

Active Cohort Breakdown by Participation

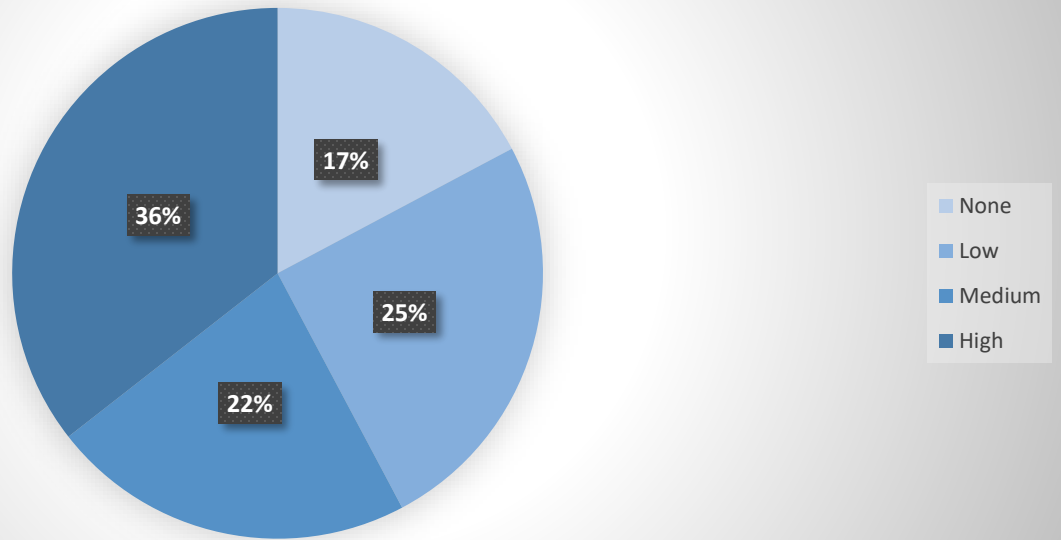


Figure 2. The image shows the breakdown of the TRIO STEM current active cohort by participation type (None, Low, Medium, High).

More than half (58%) of the active TRIO STEM cohort meets with TRIO STEM program at least 3 times an academic year. 36% of the TRIO STEM cohort meets with the TRIO STEM program 5-6 times a year. A quarter of the TRIO STEM cohort meets with the TRIO STEM program infrequently (1-2 times an academic year). Of the TRIO STEM active cohort, 17% sign up for the program but never engaged with us.

Active Cohort Breakdown by Race/Ethnicity

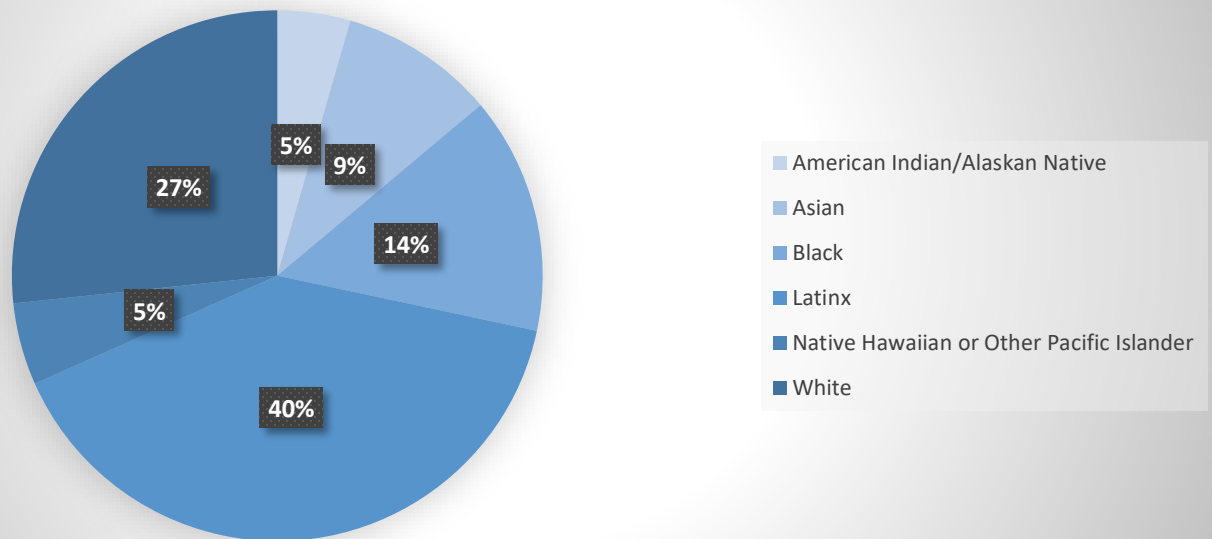


Figure 3. The image above shows the breakdown of race and ethnicity of the TRIO STEM active cohort.

The image shows that the majority (40%) of our active cohort in TRIO STEM identify as Latinx. The next largest group are White students at 27%.

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

The convergence point needs of using two separate and different data entry platforms – Student Access vs. MySuccess (Starfish). We are still currently working on how we can better integrate both platforms for optimized utilization and pulling data, assessments, and better/accurate reporting. We are working on how we can have the two systems/platforms work better together and be able to track and record engagement and contact more clearly.

For SSS, planning forward toward increasing contacts and moving those in the “none and low” participation rate toward the ‘medium and high rates,’ would require our SSS Advisors to increase Summer and earlier Fall engagement with more programming geared toward the “SSS” cohort individually or specifically as compared to events that include TRIO programs widely (e.g. Welcome Back/Open House event specifically for SSS and SSS STEM participants). A direct focus with our SSS cohort will help us meet and know more of our SSS participants individually. Secondly, to increase contacts and engagements with our participants would require SSS Advisors to fully utilize and assess how MySuccess and StudentAccess information, reports and data intersect and interact. A representative from both TRIO-SSS and SSS STEM is assigned to sit on the MySuccess mentorship program under the direction of the Orientation & Student Success department. This TRIO-SSS representative (staff person) will become the “in-house expert” to learn and have the ability and confidence to help problem-solve immediate MySuccess questions for the SSS team and share and teach that knowledge to the rest of the SSS professional staff team, with little disruption to the team’s workflow. TRIO-SSS and SSS STEM advisors will be required and responsible to fully utilize MySuccess and all its functions and have it seamlessly integrated with current TRIO Advising tracking, recording, pulling of reports, data and assessments. Our newest hire of a second SSS Advisor 2 and STEM coordinator, expected to join our professional staff team in July, will provide additional advisor support to process, enter, and begin serving our newest and waitlisted participants. Additionally, they will increase engagement with “none and low” engaged students through taking on more 1:1 advisor appointments and simply be more open and available for our students and their needs.

For STEM, in addition to the notes above, there needs to be a targeted effort in ensure that “none and low” engagement students’ needs are being met through responding to our annual Needs Assessment and signing their Participant Semester Agreement form by the end of the first month each semester. These two simple actions would prompt students to reengage with us while providing us the feedback needed to provide relevant services.