![Stark State College logo]

Co-curricular Assessment Report

Office/Department Name: TRIO Student Support Services

Year of CAR Completion: 2020-21

CAR Cycle: 2018-19 to 2020-21

Co-curricular Assessment Report

Organization of Program Review Materials:

- Component I: Response to Previous Co-curricular Assessment Report
- Component II: Review of Assessment Data
- Component III: Criteria for Co-curricular Assessment Report
- Component IV: Recommendations and Executive Summary
- Appendix A: Co-curricular Office/Department Summary Work Plan
- Appendix B: Assessment Council Review Form

NOTE: Please spell out any acronym the first time it is used.

NOTE: Whenever possible, link answers to supplemental documentation that you are providing.

Component I

Response to Previous Co-curricular Assessment Report

Based on your previous CAR review, identify strengths, areas of improvement, opportunities, threats, and progress to date. ***If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.***

Office/Department: TRIO Student Support Services

Strengths:
- Willing to help with personal and academic issues
- Assistance with financial aid processes
- Sense of feeling safe with retention specialists and sense of empathy
- Strong support system of retention specialists – most important resource
- Networking ability – connecting students to resources
- Quiet area to study
- Enough computers for many students to study at the same time – you don't have to wait for resources to become available
- Each retention specialist is helpful and genuine
- Everyone typically gets along
- Retention specialists guide students in the right direction no matter what the student's next step is (transfer, graduate, etc.)
- Collaborative environment
- Retention specialists are great people
- Communication with retention specialists is easy – they answer phone calls and return emails quickly

Areas of improvement:
- Retention specialists – more understanding of when to support and when to challenge students
- Sometimes help that was offered was not given by retention specialists
- Lack of overall student awareness of TRIO program and benefits
- Coordination of when retention specialists come and go – students are trying to find them/want to know when they are coming back
- Office is only open 8:00 am – 4:30 pm – more difficult for evening students to join TRIO
- Located only at the main campus – more difficult for students who take classes at a different campus
- Some students do not apply for the program because they are embarrassed by first generation or low income status

Opportunities:
- Increased math help
- TRIO students could promote program across campus
- Adding additional retention specialist to help more students
- Retention specialists could reach out to less active students in the program to make them more comfortable
- Students could Skype or have a phone call with retention specialists for their appointments, especially if they live far away or have classes on a different campus

Threats:
- Lack of funding
- Unsure of the future of TRIO grant under Trump's administration
- Personal roadblocks – some students believe they would not "fit" into the program
- Lack of time – students are too busy with work, school, family, etc.

Progress to Date:
- Tried to apply for TRIO program for Akron Campus, but didn't score high enough – 100%
- Increased on-line presence with on-line application process – 100%
- Included TRIO SSS in Jump Start presentation – 100%
- Office hours remain 8:00-4:30, though hours have expanded electronically due to Covid – 100%
- Targeted services based on students ISSP – 60%

Component II

Review of Previous Assessment Data

If you are referring to supplemental documentation that you are including in this CAR, please identify that documentation clearly in your answers below.

1. What changes have been recommended that have had a positive effect on your outcomes? (Please be specific.)

The program is so specifically defined by the parameters of the grant, very few (if any) changes can be implemented operationally. That said, one-on-one service to specific skill sets of each student is never ending, which typically comes through the orientation of non-cognitive factors. Indeed, this is an ongoing process in every student-oriented program. Since the Stark State TRIO SSS program meets its Prior Year Experience Points every year, and has received 16 year's worth of federal funding, the operational process can be deemed as having a positive impact on outcomes. Assessments and Case Studies allow us to learn from our students and modify approaches, which will be discussed later in this report.

2. What changes to your office/department were made based on findings from the previous CAR?

- On-line application
- Student lounge (which has yet to be used because of Covid)
- Student iPads
- Zoom and/or Google meet advising (which ended up being expedited because of Covid)
- Budgetary zero-out or surplus was ensured after each grant year

Component III

Criteria for Co-curricular Assessment Report

Criterion 1.0 Mission, Values and Goals

Mission: The mission of TRIO Student Support Services Program is to provide support towards the completion of a postsecondary education to individuals who are traditionally under-represented because of income, family educational history, or disability.

Values: TRIO SSS doesn't have a value statement. It does, however, have a Vision Statement: Stark State College's TRIO Student Support Services Program serves students who are motivated to pursue and complete a postsecondary education. Through scholastic rigor, collaboration, intellectual curiosity and personal growth, students and staff build pathways towards academic success, as well as lay the foundation for leadership, opportunity, and service to others.

Goals: The goal of TRIO SSS is to increase the retention, graduation, and transfer rates of its participants through access to resources, academic support, and personal development.
(SSC Strategic plan goals 6A, 6B, 6C and 6D.)

*Note if any changes have been made to the mission, vision, values, and/or goals since the last CAR.

Criterion 2.0 Longitudinal Data

1.) What longitudinal data has your Office/Department collected during this CAR term?

Longitudinal data is established every year through the Annual Performance Report to the U.S. Department of Education, who funds the TRIO SSS grant. ED measures include good academic standing, persistence, and graduation/transfer rates. SSC measures include case studies, advisor evaluations and focus groups.

2.) How is that data used to evaluate the Office/Department?

Included in the grant proposal to the U.S. Department of Education are stated objectives that the program will meet every year. Besides being bound to those objectives, as well as using the data to improve services, "prior experience points" are awarded that apply towards the next grant cycle proposal score. The maximum prior experience points are 15.

Criterion 3.0 Assessment Measures Inventory

*The matrix should contain all goals as they pertain to the CAR.

Assessment Measures for Goals (Outcome measures from assessment report)	**Is trend data available for the measure?** (Yes or No)	**Has a performance benchmark(s) been identified for the measure?** (Yes or No)	**Type of performance benchmark** (Mark Internal, State-level [OACC, OBR, etc.], and/or National [Professional org., accrediting group, etc.])
Goal 1: Persistence Rate	Yes	Yes	National
Goal 2: Graduation Rate	Yes	Yes	National
Goal 2b: Transfer Rate	Yes	Yes	National
Goal 3: Good Academic Standing	Yes	Yes	National
Goal 4: Adviser Evaluations	Yes	Yes	SSC
Goal 5: Case Studies	Yes	Yes	SSC
Goal 6: Focus Group	Yes	Yes	SSC

Criterion 4.0: Assessment Results Report

Office/Department Name: TRIO Student Support Services
Individual Completing Report: Benjamin Tobias
Individual(s) Reviewing Report:
Date: 5/6/2021

Purpose:

The report is a summary compilation of key assessment methods, findings, review processes, actions, and improvements related to the academic, student service, or learning goals of the Office/Department.

A follow-up assessment report on the implementation of the assessment plan will be due at the end of the following academic year. Offices/Departments meeting effective assessment standards will be required to submit an assessment report on a three-year cycle.

Instructions:

Enter the outcome measure in the space provided. Please note that for each goal it is expected that a mix of quantitative and qualitative as well as direct and indirect measures are employed.

Provide a brief summary of baseline data collected by the Office/Department and how that data has been used during the current CAR cycle.

Provide a brief summary of *key findings*, either as bulleted points or in short paragraph form.

Provide a brief summary on the review committee/review process (for example, Findings are reviewed by the Director and staff on a per term basis and recommendations are forward to the VP for further review).

Provide a brief summary of any proposed actions for the next term/CAR cycle. Please note that not all findings result in actions.

Provide a brief summary of any improvements from the previous CAR cycle (this does not apply to new measures the first year).

Goal 1: Persistence Rate

Outcome Measure 1: 65% of all participants served in the reporting year by the SSS Project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution by the fall term of the next academic year.

*All TRIO reporting is one year in arrears. Also the objectives changed from grant cycle 2020-2025. Therefore, data for 2020-2021 doesn't become available until fall 2021. This will apply to goals 1-3.

Terms of Assessment: Fall _____   Spring_____   Annual ___x__

Findings:

Persistence			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**65%**	**75%**	**Yes**
2018-2019	**65%**	**83%**	**Yes**
2019-2020	**65%**	**80%**	**Yes**
2020-2021	**70%**	**N/A**	**N/A**

Review Committee/Review Process: Data was reviewed by the United State Department of Education through the Annual Performance Report (APR), as well as the TRIO staff at the beginning of each semester. It was determined that since the stated outcome measure was exceeded, no change in the process was necessary.

Documented Improvements: Since services to students are specifically defined by the TRIO grants, the stated services will be continued.

Goal 2a: Graduation Rate
Goal 2b: Transfer Rate

(2a) 20% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

(2b) 10% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

Terms of Assessment: Fall _____   Spring _____   Annual __x___

Findings:

Graduation			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**20%**	**11%**	**No**
2018-2019	**20%**	**23%**	**Yes**
2019-2020	**20%**	**24%**	**Yes**
2020-2021	**25%**	**N/A**	**N/A**

Transfer			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**15%**	**7%**	**No**
2018-2019	**15%**	**10%**	**No**
2019-2020	**15%**	**17%**	**Yes**
2020-2021	**20%**	**N/A**	**N/A**

Review Committee/Review Process: Data was reviewed by the United State Department of Education (ED) through the Annual Performance Report (APR), as well as the TRIO staff at the beginning of each semester.

Documented Improvements: Graduation and transfer numbers are fluid, based on the size of cohorts. As cohorts became more manageable, numbers improved. No change of the process is deemed necessary.

Goal 3: Good Academic Standing

Outcome Measure 3: 70% of all participants served in the reporting year by the SSS Project will be in good academic standing.

Terms of Assessment:　　　　　Fall____　　　　Spring _____ Annual ___X__

Findings:

Good Academic Standing			
Reporting Year	**Objective**	**Performance**	**Objective Met**
2017-2018	**70%**	**89%**	**Yes**
2018-2019	**70%**	**85%**	**Yes**
2019-2020	**70%**	**81%**	**Yes**
2020-2021	**70%**	**N/A**	**N/A**

Review Committee/Review Process: Annual Performance Report to ED

Documented Improvements: Since services to students are specifically defined by the TRiO grant, the stated services will be continued.

Goal 4: Advisor Evaluations

Terms of Assessment:　　　　　Fall___ Spring ___　　　　　Annual ___X__

Findings:

Fall 2018 – Spring 2019

Timeliness	Level of Preparation	Friendliness	Professionalism	Accuracy of Information	Willingness to meet needs	Overall Relationship
4	**4**	**4**	**4**	**4**	**4**	**4**

- **Robin is always there for me when I need someone. I really enjoy having her as my Retention Specialist. I look forward to coming to TRIO everyday I am here. I don't know what I would do with this room or the three of you guys.**
- **The TRIO Staff are always willing to help!**

Fall 2019 – Spring 2020

No staff evaluations were sent out due to Covid-19.

Fall 2020 – Spring 2021

Please see Appendix B: TRIO Spring 2021 results and TRIO interest raw data.

Review Committee/ Process: Surveys were discussed as a staff. No procedural changes were made.

Documented Improvements: Since services to students are specifically defined by the TRIO grants, the stated services will be continued.

Goal 5: Case Studies

Terms of Assessment: Fall_____ Spring _____ Annual ___X__

Findings: The case studies showed the importance of non-cognitive factors in the success and/or failure of a TRIO student. Additionally, they demonstrated that over the years, the barriers of a first-generation/low-income student are as varied and numerous as ever. The case studies show time-and-time again that the process and procedure work for students who stay the course and pursue their academic career with vigor. However, they also show that students who don't persist often do so due to conditions out of their control. TRIO staff can continue to accentuate the importance of non-cognitive factors in a students' academic growth, but can't control the outside factors that often permeate their lives.

Review Committee/ Process: TRIO staff.

Documented Improvements: Since services to students are specifically defined by the TRIO grant, the stated services will be continued.

Goal 6: Focus Group

Suspended due to Covid-19.

Criterion 5.0 Office/Department members are qualified by professional background, experience, and continuing professional development and meet the needs of the Office/Department.

Yes	No	DNA		
X			**5.1**	Employee (full-time and part-time) credentials meet college requirements.
X			**5.2**	Annual Employee Performance Evaluations are on record in Human Resources.
X			**5.3**	Employees (full-time and part-time) are involved in professional organizations, presentations, and/or other professional works.
X			**5.4**	Employees are involved in the development of initiatives that support the College Mission.

3. Additional Comments: (Please explain any "No" selections.)
N/A

Reflective Narrative Questions:

1. Describe how Performance Evaluations are being used to enhance the Office/Department.

The new performance evaluation software was helpful, in that the team had to work together to fill out the respective categories. Because of this, we had to discuss each section before hitting "send" and populating the narrative part of the software. The TRIO staff has been together for 13-15 years, so there are really no surprises when it comes to performance. Evaluations help with communicating, goal setting, and team building, which is always and positive.

2. Describe how professional development benefits the Office/Department.

Professional development on the college level is helpful, in that it keeps TRIO personnel up-to-date on the inner-workings of the institution. TRIO professional development is always necessary, since rules and regulations of TRIO operations are ever-changing. However, there was little to no TRIO professional development from Spring 2020 to Spring 2021 due to Covid-19.

3. Describe how employees are involved in the development of initiatives that support the College Mission.

TRIO staff took part in several standing committees, including Student Affairs Committee, Curriculum Committee, and Assessment Council, as well as Caring Campus, Guided Pathways 2.0, First Year Experience, Jump Start, hiring committees, and many ad-hoc committees.

Criterion 6.0 The Office/Department is responsive to changes in current technology and has adequate resources.

Yes	No	DNA		
X			6.1	Office/Department changes are consistent with technological and scientific advances, and Office/Department content incorporates new developments in the field.
X			6.2	Employees work with supervisors to ensure adequate and current resources available to provide services.
X			6.3	Employees work with information technology staff to ensure availability of appropriate software and hardware components.

Additional Comments: (Please explain any "No" selections.)
N/A

Reflective Narrative Questions:

1. Explain the changing conditions within the field.

The biggest change within the field was the effect of Covid on TRIO operations. For now, we really don't know what those changes are going to look like, since we're still "learning on the fly." Additionally, as administrations change in Washington DC, the role of TRIO on a national scope changes. As of this writing, it's not entirely clear where TRIO lies in the political spectrum, though it has budgetary approval through FY2022. Obviously, the pandemic played a huge part of TRIO operations over the past 14 months, but it's too early to know the effect it has/will play on program participants.

2. How are these changing conditions addressed within the Office/Department?

The biggest adjustment that came out of the pandemic was the use of the on-line application. It has proven to be a valuable tool, though we're still working out when is the best time to reach out to students. We're going to send the link to students at the beginning of the semester, since they get inundated with school-wide emails throughout the year and often experience "email drain." If we get them at the beginning of a semester, before they start to feel overwhelmed or burned-out, we feel we can better reach out low-income, first-generation students.

3. Explain how employees work with information technology staff to ensure availability of appropriate software and hardware components.

The IT staff was very helpful while the TRIO staff transitioned from stand-alone workstations to remote.

Component IV

Recommendations and Executive Summary

Based on the results of this current CAR, list your strengths, areas of improvement, opportunities, threats, and recommendations.

Office/Department: TRIO

Strengths:
- Murray's promotion to Assistant Director of TRIO
- Robin's extensive knowledge of transfer advising. She's seen as the expert at SSC.
- Staff has been together for 13-15 years
- Incredible flexibility and availability in the face of the pandemic.
- On-line application
- A key face during Jump Start
- Excellent one-on-one advising
- Learning and Study Strategies Inventory (LASSI) – an assessment designed to gather information about learning/study practices and attitudes
- Financial Literacy 101
- Individualized Student Success Plan (ISSPs)
- Meet Prior Experience points vital to refunding

Weaknesses:
- Need an admin, but can't afford one.
- Don't entirely know where the majority of our students stand with non-cognitive factors, since we haven't been able to see them in over a year.
- Haven't been able to use Student Lounge
- Personal and unique roadblocks

Opportunities:
- Improve the on-line application process
- Student Lounge (it's been set up and ready to go since March 2020, but never used)
- Explore professional development that may address TRIO best practices in a post-Covid world

Threats:
- Funding (normal threat for any grant-funded program)

- Changing administrative policies on national level
- How to bounce back from the pandemic
- Reintroducing students to TRIO
- Getting back to "normal"

Progress to Date:
- On-line application (on-going)
- Funding (budgeted through 2022)
- Opening Student Lounge in Fall 2021

Priority Recommendations: *(For each area listed below, please number all recommendations as they will be prioritized on the Summary Work Plan - Appendix A. Sufficient support for the recommendations must be included, either by reference to responses in the components or specific Criterion or by additional information included with this program review.)*

Additional Information. On occasion, some programs may have additional documents that they feel should be included to complete the self-study. Supporting documents may include such things as program self-study reports, case study reports, survey statistics, focus group data, etc. All supporting documentation must be dated within this CAR period. Please list below the additional documents that you will be adding to this CAR in support of your recommendations:

Appendix B: TRIO spring 2021 results and TRIO interest raw data (separate Excel and PDF)