



Division of Student Affairs



Annual Report 2021 - 2022

I. Departmental Mission Statement

The Student Transition and Retention (STAR) Center exists to provide a place for academic preparation and support for historically underserved students at CSU, Chico. We strive to provide an atmosphere for educational collaboration and innovative approaches to enhance student achievement.

Department Goals (Last Reviewed August 2021)

- Increase institutional outreach and support for historically underserved students, prioritizing populations not engaged by formal support programs
- Provide intentional engagement opportunities to encourage academic success for historically underserved students
- Foster validation as a means of inspiring agency to improve student persistence and retention amongst historically underserved students

*Historically underserved students (Underrepresented racial minorities, first-generation, Pell-eligible) encounter campus climates that reinforce social inequities, impeding their ability to successfully navigate a collegiate landscape. The goals of the STAR Center provide direction to target students most in need, expand access points to campus resources, promote interdivisional collaboration, and increase the scope of best practices already in place to ensure recruitment, persistence, retention, graduation, and satisfaction for these students.

II. Departmental Accomplishments

The following outlines the STAR Center's major programs facilitated through both a digital presence (due to Covid-19 safety precautions) and in-person. Digitally, programs were hosted via Zoom and Instagram representing over 2,000 virtual impressions. In addition, to accommodate the return to in-person instruction and service delivery, programs were hosted both on and off campus.

Fall 2021

Major Programs	Student Participants Fall 2021	Program Description
Academic Coaching	13	Academic coaching service that offered brief, solution-focused sessions designed to provide extra student support.
Building a Semester of Resilience	20	A 3-session workshop aimed to equip students with the tools to increase their mental and emotional health.
Hump Day Q&A	Spring Offering Only	Provided an opportunity for students to ask questions live on Instagram with various departments on campus.
League of Stars	16	A collaborative mentoring program between Chico State, Butte College, and Chico Unified School District.
Men of Chico	No Fall programming due to COVID-19	A STAR Center academic retention program that aims to empower, guide, and support men of color at CSU, Chico.
NASPA Undergraduate Fellows Program	13	An initiative that offers a great opportunity to expose diverse students to the field of student affairs and applying for graduate school in higher education.
Shades of Nature	34	A speaker and off-campus experience series focused on conversation around diverse forms of engagement with the outdoors and personal inspirations for getting connected to nature.
Women of Excellence	18	A STAR Center academic retention program that aims to empower, guide, and support women of color at CSU, Chico.
FaculTea/Wildcat Experience	102	<i>FaculTea</i> served as an opportunity to better get to know faculty aligned with various affinity groups outside the classroom through a music themed Q&A. <i>Wildcat Experience</i> was a corresponding event held the week after providing a space for participants to interact with faculty & staff, and discuss the program more in-depth.
The Breakdown	5	As part of <i>The Breakdown</i> , Meriam Library research librarians offer student hours in the STAR Center twice a week. Librarians supported students in citations, breakdown of scholarly articles, brainstorming research topics, finding credible sources, starting research papers, and more.
Trap N Study	76	The STAR Center offered extended hours on 9 Sunday evenings from 5PM to 12AM to provide students with an active study space.
Total Student Participants	297	

Spring 2022

Major Programs	Student Participants Spring 2022	Program Description
Academic Coaching	0	Academic coaching service that offered brief, solution-focused sessions designed to provide extra student support.
Hump Day Q&A	1,895 views	Provided an opportunity for students to ask questions live on Instagram with various departments on campus.
Women of Excellence	30	A STAR Center academic retention program that aims to empower, guide, and support women of color at CSU, Chico.
The Breakdown	18	As part of <i>The Breakdown</i> , Meriam Library research librarians offer student hours in the STAR Center twice a week. Librarians supported students with citations, breakdown of scholarly articles, brainstorming research topics, finding credible sources, starting research papers and more.
Trap N Study	13	The STAR Center offered extended hours on 3 Sunday evenings from 5PM to 12AM to provide students with an active study space.
College Undeclared Workshops	25	A first-time event, the STAR Center hosted representatives from all Colleges in the Spring 2022 term prior to fall registration to provide information to students about the different majors, minors, and programs each College has to offer. Hosted in the STAR Center, these workshops were aligned with Academic Advising's outreach to the undeclared population. The STAR Center outreached and informed its core population about these workshops.
Total Student Participants	86	

* Starting in Spring 2022, there was a change in STAR Center leadership and staffing. This shift resulted in the movement of numerous STAR Center programs into the Cross-Cultural Leadership Center.

Highlights

- Non-traditional Advising hours and modality:** The extended and non-traditional hours offered by the STAR Center provided increased opportunities for the diverse student population to be served. For instance, the weekend trips allowed for instant, non-formal advising sessions which created a continuing connection of students to advising at the STAR Center. In addition, to increase access, the STAR Center continues to be the only program that offers Academic Advising appointments outside of the traditional work hours of Monday through Friday 8 – 5pm, via Zoom and in person.

- **Women of Excellence:** During the Fall semester, the Women of Excellence cohort (MCGS 145: Learning from Women of Color in Leadership class registrants) supported 18 participants. The program sustained substantial growth in the Spring with the hiring of a full-time STAR Center Program Coordinator in early January. Through the facilitation of 8 program events during the Spring semester, Women of Excellence hosted 137 self-identified women of color at the STAR Center and across campus. This is the most robust offering of programs and events the program has sustained since it's transfer to the STAR Center in Fall of 2019. In addition, 6 program participants graduated this Spring.
- **STAR Center Student Success Story:** The STAR Center provides resources and opportunities for students on and off campus. One of those off campus opportunities occurred at the end of Fall 2021. UCLA's Public Health Scholars Training Program notified the Center that there was an opportunity for students to apply for an 8-week paid internship (along with a \$3,000 stipend) in Los Angeles during the summer of 2022. This internship pairs students with faculty from UCLA's Fielding School of Public Health to participate in professional and leadership development workshops. Students work on research projects throughout the summer with the opportunity to present their research results to the CDC in Atlanta, Georgia. The STAR Center sent out an email to its target population from which two students applied. From hundreds of students who applied to the UCLA program, a student from the STAR Center was accepted. Although not a Public Health major, the student is a Nutrition and Food Science major who frequents the STAR Center and utilized many of the resources offered by the Center. The student has established strong relationships with the staff and has made connections with other students who frequent the Center. As an academic preparation and support program, student users of the space are exposed to opportunities and encouraged to invest in themselves with campus support, staff, and peer mentorship. The STAR Center will continue to explore and share academic, internship and scholarly opportunities with the Center's student group.

* In Spring 2022, a significant shift in STAR Center leadership and staffing resulted in the movement of numerous programs into the Cross-Cultural Leadership Center. In addition, the transition resulted in a renewed focus on the format of the Academic Coaching program with plans to pilot an improved program in Fall 2022.

Diversity Efforts:

- Focused on increasing student participation through non-traditional access points for programming via Instagram, you tube, etc.
- Academic advising and coaching were switched to non-traditional hours to accommodate student needs
- Academic retention courses enrolled 18 URM students
- Developed a partnership with diversity programs including the Office of Tribal Relations, Dream Center, PATH Scholars, Gender Sexuality Equality Coalition, WellCat Safe Place, and the Cross-Cultural Leadership Center to provide diversity and cultural programming through the STAR Center physical space.

III. Changes in Policies and Procedures

Due to changes in COVID-19 campus policies and procedures, the STAR Center returned to delivering in person services beginning in Fall 2021. Job descriptions and expectations were discussed, evaluated, and adjusted for all staff to accommodate a return to in-person work schedule and presence.

IV. Resources Summary

Resource Allocation:

	21-22
2020-2021 VPSA Budget Allocation	\$186,452
Associated Students OE Funds	\$85,000
Work Study	\$30,000
2020-2021 Rollover Funds	\$0
Total 2021-2022 Allocation	\$301,452
Annual Salary Expenses	\$(95,800)
Annual OE (Includes student earnings minus work study)	\$(59,308)
Used Work Study	\$(18,883)
Remaining Funds	\$62,792
Salary Savings	\$53,569

Note: Remaining funds reflect the mid-year shift in STAR Center leadership and staffing which resulted in drastic programming changes, as well as significant salary savings. Salary savings include Additionally, two MCGS courses were earmarked for funding for the academic year (\$13,000), but were financed by the College of BSS this year.

Human Resources:

- We went from 7 to 3 student staff due to the mid-year shift in STAR Center leadership and staffing.
- The STAR Center ASA II transitioned into the SSP II Program Coordinator role in Spring of 2022. The ASA II position is currently vacant and in recruitment phase.
- In Spring 2022, the STAR Center Associate Director (MPP) moved into a new role as the Director of Cross-Cultural Leadership Center. The MPP STAR Center vacancy was filled with an SSP IV Senior Program Coordinator.

Facilities/Equipment:

- Due to the return to in-person service delivery, some equipment was purchased to accommodate in-person programming and support services. For instance, a cubicle space was created to provide privacy for the Academic Advising Interns.

V. Program Assessment for Past Year

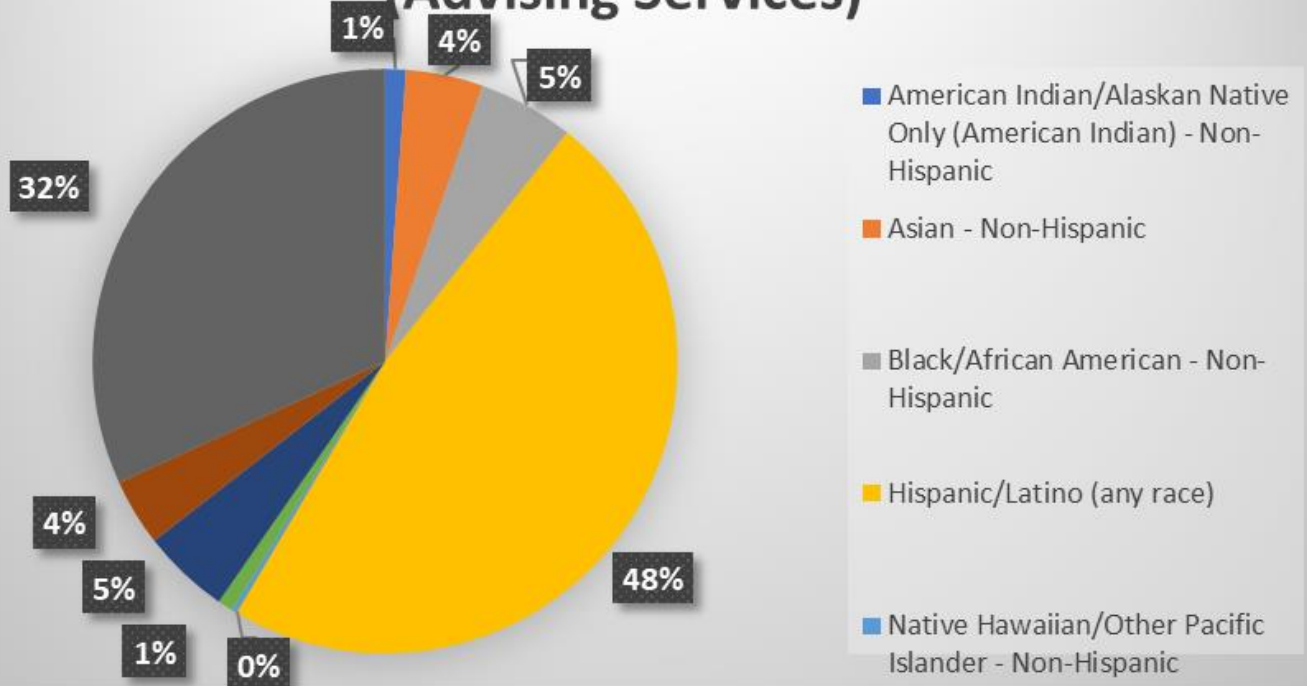
Program Objectives:

Prior Year's Program Objectives	Ongoing/Met	Description
Hire a program coordinator to bring the STAR Center to full staffing capacity	Met	The STAR Center hired an SSP II Program Coordinator, effective January 3, 2022.
Create and streamline assessment tools and procedures to begin collecting demographic, academic, satisfaction, and student learning outcome data	Ongoing	Programming, Center usage, and Academic Advising data is all housed in CS360. At the moment, 2 of the 3 professional staff members have access to CS360. It is an objective for the next AY to improve on this area by getting all staff access and acquire better training on CS360 usage.
Restructure programs and services to fit under one of two umbrella assessments: Transition (Matriculation, transfer, persistence, graduation) or Retention.	Ongoing	The mid-year transition in leadership and staffing has resulted in major program changes and did not allow us to meet this goal.
Increase number of students engaged and served by 50% year-over year	Ongoing	The STAR Center saw great success with the transition to on-campus, in-person services in the 21-22 AY. This resulted in an approximate 30% increase in student engagement when compared to the 20-21 AY.

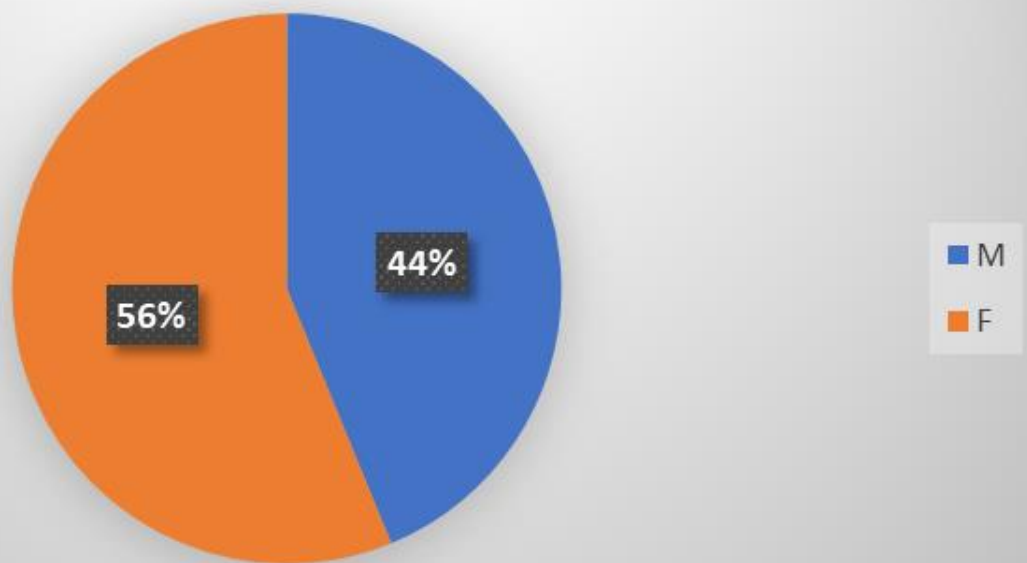
Ongoing Assessment Efforts

STAR Center Usage Data				
Reason for Use	Total Unique Users 20-21	Total Touchpoints 20-21	Total Unique Users 21-22	Total Touchpoints 21-22
Academic Advising	384	631	731	1,032
Events/Programs	938	3,123	355	2,250
Studying	N/A	N/A	353	1,653
Total	1,322	3,754	TBD	TBD

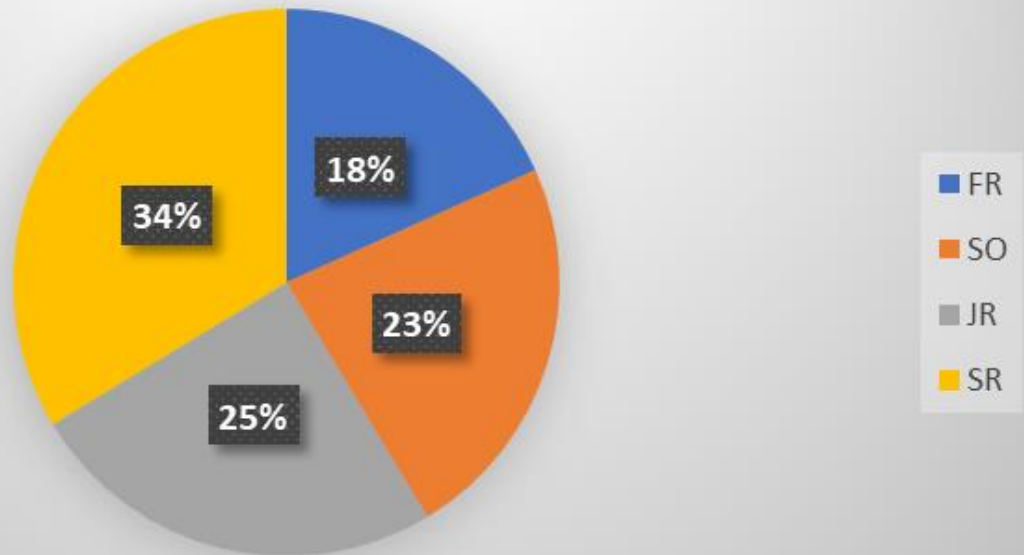
Ethnicity of Student Users (Advising Services)



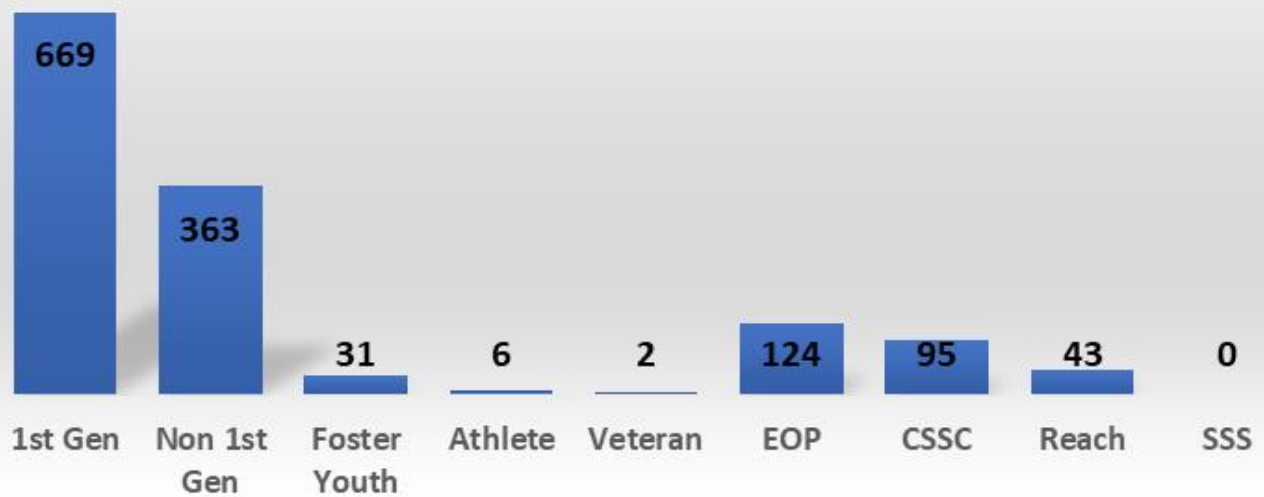
Gender of Student Users (Advising Services)



Class Level of Student Users (Advising Services)



Unique Users by Service Affiliation (Advising Services)



STAR Center Salient Student Feedback of Programs

Program	Successes	Challenges	Recommendations
Building a Semester of Resilience	<ul style="list-style-type: none"> -Excellent content and relationship building strategies shared -Partnership and connection to Chico Community 	<ul style="list-style-type: none"> -Workshop series format made it less likely for students to attend all program offerings 	<ul style="list-style-type: none"> -Create mechanism to share info gained in sessions -Work to add a first-gen focus to the content
Hump Day Q&A on IG Live	<ul style="list-style-type: none"> -Many more post-program views than attended in person events -Content available to students on their schedule -Strong connections to campus partners at strategic times to help students advance and persist -Promotes social media accounts 	<ul style="list-style-type: none"> -Cannot track attendees who watch afterwards -Some technical challenges getting started 	<ul style="list-style-type: none"> -Collect questions from students in the center -Encouraged students to share the video on their own pages
The Breakdown	<ul style="list-style-type: none"> -Built strong rapport with librarians, other library resources -Positive reinforcement regarding research and academic writing -Instant feedback on writing samples, citation edits, etc 	<ul style="list-style-type: none"> -Low participation early to mid-semester -Students were unsure of what services are offered by librarians 	<ul style="list-style-type: none"> -More robust advertising -Invite librarians to attend outreach events and opportunities
Trap N Study	<ul style="list-style-type: none"> -High number of repeat users -Strong utilization of free printing, snack offerings 	<ul style="list-style-type: none"> -Low attendance mid-semester -After-hours staffing challenges 	<ul style="list-style-type: none"> -Offer and promote after-hours study opportunities during midterms and finals
Women of Excellence	<ul style="list-style-type: none"> -Variance in offerings and programs - Cross campus collaborations such as Forest Therapy were popular and well-attended -Regular email correspondence and outreach were well-received 	<ul style="list-style-type: none"> -Programs were hosted all over campus; unsure where to go for information 	<ul style="list-style-type: none"> -More collaborations with staff and faculty on campus -Extended academic support offerings -Women of color conference -Consider weekly gatherings at the STAR Center to better designate a Women of Excellence “home base”

VI. Analysis

The STAR Center has a specific target population of first-generation, URM students who are not being served by other traditional service programs (i.e., EOP, CSSC). This population represents approximately 4,666 students for the most recent semester of Spring 2022. Since its inception in Fall of 2019, the STAR Center's programmatic offerings have varied greatly through in-person and distance learning. This is the first full year in the physical space but the mid-year transition of leadership and staff greatly impacted programming services. Because of this, the STAR Center has and will continue to reinvent program and service application to better serve students. We increased our program participants by approximately 30% year-over-year and academic advisor unique users by 64% year-over-year. With the campus increasing in-person courses, services, and returning to in-person Orientation in the next AY, it will be even more imperative to solidify programming and offer services that aim at supporting the large number of first-time students.

The 2021-2022 academic year was filled with successes and challenges. The return to in-person services saw an increase in innovative and hands-on programming which resulted in extensive campus collaborations and student participation. Unfortunately, the mid-year leadership and staffing changes resulted in the movement of numerous STAR Center programs into the Cross-Cultural Leadership Center. While we had to be flexible and responsive to these drastic changes, Spring 2022 allowed us the opportunity to think differently as to how we interact with students and how we can better serve them in the next academic year. This led to a few pilot programs including the College Undeclared Fairs which we plan to carry into the 2022-2023 academic year. This, in conjunction with our academic services: academic advising and academic coaching, will help to provide a solid platform for the following year.

VII. Program Objectives for Next Academic Year

- Acquire licensing, access and training to CS360 for all STAR Center staff.
- Update STAR Center physical space to accommodate growing student staff team from 3 to 9.
- Outreach and connect with all first generation, first-time students who are unencumbered in other academic support programs.
- Continue, develop and implement more cultural and academic programs.
- Improve data tracking and analysis to better assess program impact on student success.