MEP SUCCESS THROUGH ADVISING & RELATIONSHIPS (STAR) 2021-2022

an academic and scholarship program that seeks to support second-year MEP students who may be at-risk of not completing their degree

30

total students selected

15

participated in intentional advising & programming

15

in the control group

PARTICIPANT DEMOGRAPHIC BREAKDOWN

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
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<tbody>
<tr>
<td>Hispanic/Latinx</td>
<td>43%</td>
</tr>
<tr>
<td>Two or More Asian</td>
<td>16%</td>
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<tr>
<td>Asian</td>
<td>10%</td>
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<tr>
<td>Black</td>
<td>5%</td>
</tr>
<tr>
<td>Hawaiian/Pacific Island</td>
<td>7%</td>
</tr>
<tr>
<td>Decline to State</td>
<td>7%</td>
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<tr>
<td>URM</td>
<td>53%</td>
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</tbody>
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50%

first generation

SELECTION CRITERIA AFTER FIRST YEAR

» Academic Probation or Disqualification status 2 or more times (FTF)*
» Below designated academic progress level (20% FTF; 55% NTR)**

» Cumulative GPA <2.3 and no change of major***
» Academic Probation, Disqualification, or Administrative Probation status

PROGRAM SETUP...

awarded a $1,500 scholarship split into 3 quarters

5 total required meetings: Fall (3), Winter (1), Spring (1)

individual advising

group events

Fall 2021
Fostering individual student development & reflecting on academic habits

Winter 2022
Connecting with academic departments

Spring 2022
Connecting with industry & creating a professional network

PROGRAM GOALS

Provide guidance on cultivating a supportive community at Cal Poly | Collaborate to create a specific academic plan to address specific risk factors | Offer opportunities to connect academics with industry/career pathways

PROGRAM ASSESSMENT INCLUDED...

Comparison of Spring ‘21 & Spring ‘22 Academic Data

<table>
<thead>
<tr>
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<th>MEP STAR</th>
<th>CONTROL</th>
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<tbody>
<tr>
<td>Average Degree Progress Increase</td>
<td>20%</td>
<td>9%</td>
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<tr>
<td>Average Spring 2022 CPSLO GPA</td>
<td>2.68</td>
<td>2.28</td>
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26%

control students no longer active at Cal Poly

(4 students discontinued, dismissed, or not enrolled)

100%

MEP STAR students active at Cal Poly

2020-2021

Pre and Post-Survey

» When asked if they have a strong support network at Cal Poly...

Pre: 8 agreed | Post: 11 strongly agreed/agreed

» When asked if they are comfortable talking to industry professionals...

Pre: 6 strongly agreed/agreed | Post: 10 strongly agreed/agreed

Post-Survey Reflections

85%

strongly agreed or agreed that their MEP advisor had a positive impact on their academics.

93%

strongly agreed or agreed that the $1,500 scholarship helped relieve some financial stress.

*Source: Matt Carlton, Statistics Department, October 19, 2019
**Source: CSU Dashboard, Which Early Academic Behaviors Help Most with Closing the Gap? 2012 FTF Cohort
***Source: Hans Schumann and Matt Carlton, Statistics Department, Freshman and Sophomore Retention Analysis: October 9, 2017
**PROGRAM TAKEAWAYS...**

**SUCCESSES**

» **Advising Relationships**
Students connected with their MEP advisor and built trusting relationships. Many shared that they want to continue to consistently work with advisors throughout their academic journey.

» **Student Retention & Academic Improvement**
Students had higher average degree progress and cumulative GPAs than the control students. Additionally, they are all still at Cal Poly vs. 26% of the Control students who are not active.

» **Financial Relief**
The $1,500 scholarship provided some financial relief to students and reduced stress that could have negatively impacted their academics.

**CHALLENGES**

» **Commitment**
Some students needed constant reminders to complete program requirements (i.e. advising appointments, events, Canvas assignments).

» **Workload**
As this was our pilot year, the creation of the curriculum and coordination of the program's events were sometimes rushed as the team juggled their other work responsibilities.

**RECOMMENDATIONS**

» **Social Events**
Many students expressed an interest in connecting with their fellow MEP STAR colleagues. If we can, we plan to provide more opportunities for the students to socialize and connect.

» **Emphasize Expectations**
Students already sign a contract at the beginning of the year, but we can do a better job of emphasizing the advising, event, and Canvas requirements of the program.

» **Increase Scholarship Amount**
If possible, we'd like to increase the scholarship amount to $2,000.

**What was the most impactful part / experience in the program?**

“The counseling was definitely the most impactful part. I plan to come back if I’m allowed! I really appreciated the support. I had never felt that connected to advising until this year.”

“An intangible thing that I appreciated was seeing people in engineering who were clearly intelligent and smart and bright also struggling with their respective course loads. Knowing that I wasn’t alone in my struggle when everyone in the college of engineering seems so put together and prepared [...] helped me to not feel so overwhelmed when I felt I was struggling.”

“Perhaps add more connections meetings as currently there was enough time for introductions between students, however, there was very little time to interact beyond that.”

“Add more social events to meet other students in the MEP Star Program.”

“Making the financial incentive greater.”

“The social events.”

“The encouragement to meet with more industry professionals and expand my network.”

**What would you change about the MEP STAR program?**