**ANTELOPE VALLEY COLLEGE**

**NON-INSTRUCTIONAL/ADMINISTRATIVE AREAS**
**2017-2018 COMPREHENSIVE PROGRAM REVIEW**

| Division/Area/Department Name: S.T.A.R. (Student Transfer Academic Retention), TRIO Program | For Years: 2019-2023 |
|---|---|
| Name of the person leading this review: Saundra D. Cooley | |
| Names of all participants in this review: Saundra D. Cooley, Director, Sara Stanton, Administrative Assistant, Stephanie Mattila, Counselor | |

**Part 1 – Division/Area/Department Overview**

| |
|---|
| 1.1. Briefly describe how the office/area/department contributes to the district <u>mission</u>:<br>Antelope Valley College's Mission includes providing a quality, comprehensive education to a diverse population of learners. The STAR/TRIO program contributes to this mission by offering educational services to first generation college students, low income individuals, and students with disabilities that need additional support to ensure college retention and promote transference to four year colleges and/or universities. In alliance with AVC's Mission the STAR/TRIO program provides tutoring services to support students who have academic challenges, provides counseling which includes Education Plan development and monitoring, provides trips to four year colleges to expose students to higher institutions of learning for their consideration and observation in addition STAR/TRIO provides Grant Aid Awards to help offset college cost. The program also, offers students Workshops such as: Financial Literacy, Transfer tips, Stress Management, Study Skills, and Time Management all of which helps support the student now and in the future. |
| 1.2. State briefly highlights and accomplishments in your office/area/department:<br>• Hired a new Director.<br>• Clerical Assistant was reclassified to an Administrative Assistant to cover additional responsibilities and to help the program to operate more efficiently.<br>• The program received an additional $6,276 Supplemental Grant Award from the Department of Education to support services. The funds allocated are being used to increase the number of students served from 160 to 170.<br>• Offered the first official Summer Enrichment Program for new and continuing students. The Summer Enrichment Program consisted of Counseling, Tutoring, and a Cultural Field Trip and in addition 20 Grant Aid Awards were given to students who met the program requirements.<br>• A pilot project was launched called Strengths Quest which is a psychology-based assessment and follow up program that focuses on identifying students' innate talents and alloying those talents to achieve academic, career and personal excellence. |
| 1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the division/area. |

| ☒**Communication** | ☐Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.<br>☒Demonstrates listening and speaking skills that result in focused and coherent communications |
| --- | --- |
| ☒**Creative, Critical, and Analytical Thinking** | ☐Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills.<br>☒Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts. |
| ☒ **Community/Global Consciousness** | ☐Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment.<br>☒Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. |
| ☒ **Career and Specialized Knowledge** | ☒Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment. |

1.4   Division/area/department's data

| Number of Full-Time Employees | | Number of Part-Time Employees | | Personnel Budget | | Discretionary Budget | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2015-2016** | **2016-2017** | **2015-2016** | **2016-2017** | **2015-2016** | **2016-2017** | **2015-2016** | **2016-2017** |
| 2 | 2 | 1 | 1 | $185,357 | $196,672 | $62,227 | $58,340 |

**Part 2 - Assessment**

| 2.1. Please indicate how your division/area/department contributes to and enhances AVC students' educational experience. | |
| --- | --- |
| The STAR/TRIO program contributes to and enhances AVC students' educational experience by providing counseling services which includes academic, career and personal counseling to keep students focused on educational goals. The program accomplish this through Orientations facilitated by the program Counselor which informs students of all of the services offered by the program and referrals are made to other resources on campus. In additional, the program offers Grant Aid Awards to help offset college expenses it has proven to benefit student's educational experience at AVC. | |
| 2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures). | Comment on trends and how they affect your program:<br><br>The following trends are unduplicated counts of the number of students served through the STAR/TRIO Program which was funded to serve 160 students for the last five years.<br><br>| **Year** | **2013** | **2014** | **2015** | **2016** | **2017** |<br>\| --- \| --- \| --- \| --- \| --- \| --- \|<br>\| **# Served** \| 160 \| 160 \| 157 \| 167 \| 170 \| |

Over the 5 year reporting period from 2013 – 2017, the program served 815 (unduplicated count) of students. The STAR/TRIO Program is funded to serve a set number of 160 students per program/academic year. The ten additional students served during 2017 are a result of a Supplemental Grant funding through the Department of Education. The program anticipates the continuous funding to serve the additional 10 students throughout the last two years of the funding cycle.

The program has continued to offer it's students Priority Registration, Academic and Personal Counseling, Tutoring in Math and English, Grant Aid, Cultural and Educational Field Trips, a Computer Lab, and Workshops to help insure student retention, transfer and graduation success.

Approximately 90% of the total student body at Antelope Valley College fall into three groups. The makeup of the student body includes: African American, Hispanic and White students. Listed below are the demographics of the STAR students in comparison of the general AVC population of students according to Race/Ethnicity, Age, Gender, and Success Rates. These statistics are based on this current reporting period and indicates that the STAR program is in alignment with the trends of AVC and in many instances exceeds the college's average in success rates.  -

**TABLE 1: AVC/STAR Ethnicity Comparison**

| Ethnicity | AVC Students | STAR Students |
|---|---|---|
| Hispanic | 52.4% | 40.2% |
| African American/Black | 15.7% | 41.2% |
| White, Non-Hispanic | 20.4% | 8.2% |
| Asian | 4.2% | 4.1% |
| Two or more races | 4.9% | |
| Pacific Island | 0.2% | |

**TABLE 2: AVC/STAR Age Group Comparison**

| Age Group | AVC Students | STAR Students |
|---|---|---|
| 19 or Less | 28.47% | 22.68% |
| 20 – 24 | 35.71% | 21.65% |
| 25 - 34 | 19.90% | 15.46% |
| 35 - 44 | 8.18% | 8.25% |
| 45 and older | 7.73% | 31.9% |

**TABLE 3:  AVC/STAR Gender Comparison**

| Gender | AVC Students | STAR Students |
|---|---|---|
| Female | 58.5% | 77.3% |
| Male | 40.4% | 21.6% |
| Unknown | 1.1% | 1.0% |
|  |  |  |
|  |  |  |

**TABLE 4: AVC/STAR Success Rate Comparison**

| Success Rate | AVC Students | STAR Students |
|---|---|---|
| Average # of Terms | 4.6 | 5.5 |
| Average GPA | 2.6 | 2.8 |
| Average AVC Earned Hours | 35.0 | 54.0 |
| Completion Rate | 77.9% | 78.2% |
| Average Transfer Earned Hours | 23.2 | 20.8 |
| Transfer Completion Rate | 94.4% | 84.9% |
| Average Enrolled Units | 7.8 | 10.0 |
| % Courser Completion with a "C" or better | 70.5% | 71.6% |
| Retention Rate | 86.3% | 87.9% |

## Part 3 – Outcome Analysis and Use

Cite examples of using action plans as the basis for resource requests and how the allocation of those resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes resulted in or correlate with improved outcome findings over the past five years.

| PLO/OO/ILO | Action Plan | Current Status | Impact of Action |
|---|---|---|---|
| **PLO-1: Students will identify appropriate educational and career goals.** | STAR Counselor will meet one on one with each student to discuss and update educational plan and career goals. The Career Placement Center and faculty will be invited to facilitate workshops to assist in meeting these goals. | **Ongoing** | As a result of the counselor meeting individually with the student and providing workshops the students will stay on track for transfer and/or graduation. The student is able to stay focused on goals and completion rates will increase as planned. |
| **PLO-2: Each student will demonstrate knowledge of AVC's general education curriculum to develop an educational plan that supports their goal toward a degree,** | The STAR Counselor meet two times each semester to discuss and update the students Educational Plan. | **Ongoing** | As a result of all active student participants meeting regularly with the program Counselor, all have met the criteria of having an updated Education Plan which is reviewed and revisions are made when needed. Therefore, students are on track to meeting their goals of graduation, transfer and/or receiving a certificate. |

| certificate and/or transfer. | | | |
|---|---|---|---|
| **OO-1: All active student participants will have an updated Educational Plan.** | **As a program requirement all students will have two scheduled appointments per semester with the Counselor.** | Ongoing | All active STAR students have an updated Educational Plan. However, less than 5% of the students have failed to meet other program requirements in terms of meeting 2 times per semester and attending 2 workshops with the Counselor. Actions have been taken to reach out to students that are not in compliance with program requirements have been notified of their standing and appointments are being made to complete outstanding deficits. |
| | | | |

## Part 4 - Stakeholder Assessment

Assess how well the division/area/department serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

STAR staff are committed to working with stake holders to develop and continue a positive working relationship for the purpose of fulfilling the requirements of the grant. During the last funding cycle thirty-three stakeholders signed a pledge to support the STAR program, we have been able to maintain most of these commitments from other categorical Directors and staff, community agencies, AVC faculty, staff and students.

In addition, the STAR program conducted a Student Satisfaction through Surveymonkey to determine if the program was meeting student needs in a variety of program areas. The overall survey results show positive feedback from program student participants. The survey results are listed below for viewing.

| Type of feedback | Feedback provided by? | Recommendations/financial | Actions needed/planned/taken based on feedback |
|---|---|---|---|
| Survey | Students | Summary of recommendations and findings based on a STAR student satisfaction survey conducted 2017-18 academic year indicates the following: (see attached Survey results below). | Work with stakeholders has also included meeting with other categorical program Directors and/or their staff to discuss networking opportunities and to educate them on STAR services. There were no significant deficiencies noted through the results of the Student Satisfaction Survey. Therefore, the STAR program will continue to offer its services on an on-going basis and strive to improve in all areas of service. |

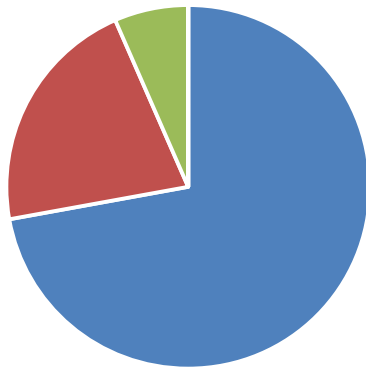## The STAR Counselor provided guidance and assisted me with my Educational Plan
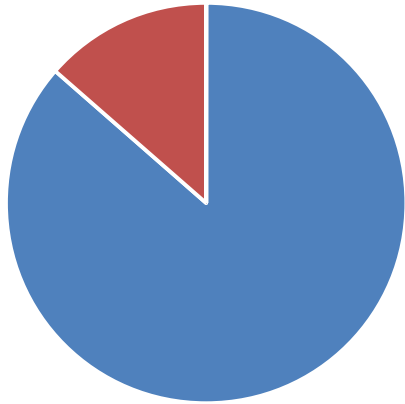
Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

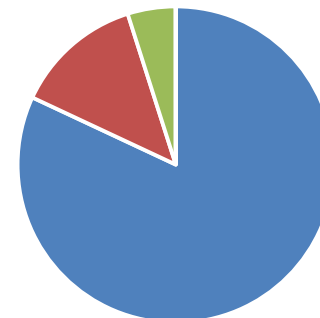## I benefited from my one-on-one Orientation by the Counselor
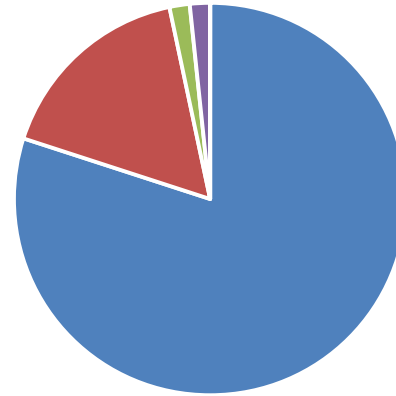
Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

## I have received the support necessary to remain in college

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
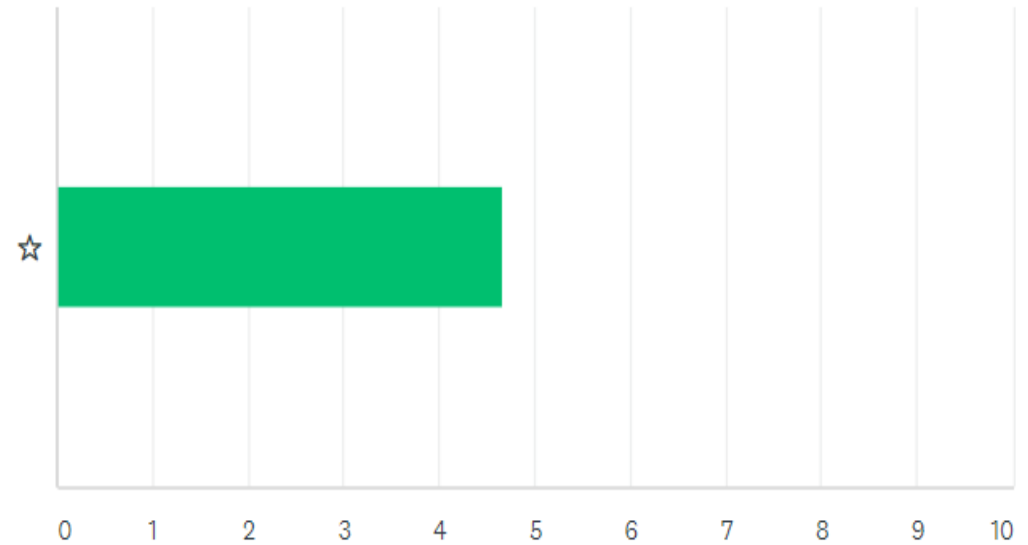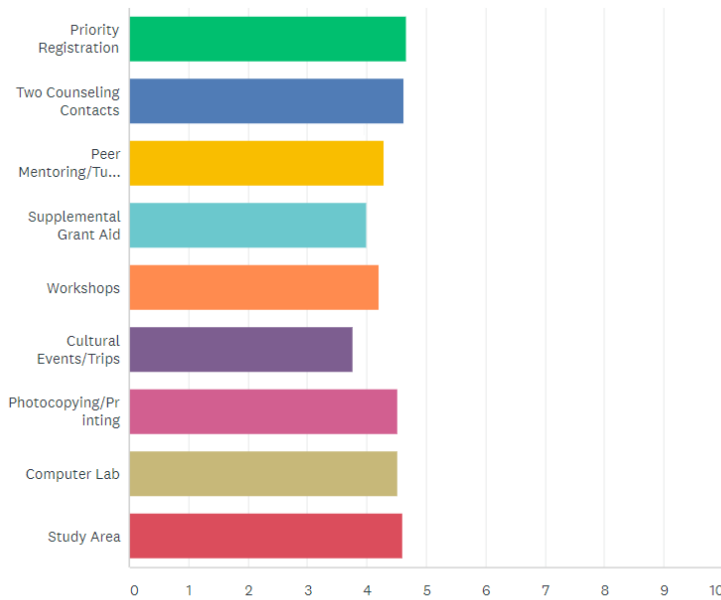
## As a result of participating in the STAR program, I believe I can graduate and/or transfer

Legend: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

## To what degree STAR services benefitted you?

## Were you satisfied with the overall STAR services?



Number represent a weighted average. 5.0 = Extremely

**Part 5 - Goals and Objectives and Evaluation of Previous Plans**
**5.1.** Review the goals identified in your most recent program review. Briefly discuss your progress in achieving those goals.

| Goals/Objective | Current Status | Impact of Action (describe any relevant measures/data used to evaluate the impact) |
|---|---|---|
| **To expose STAR students to California colleges and universities.** | Ongoing | Four year College/University trips will increase STAR student's knowledge of the steps needed to transfer, including availability of funding sources, four year college exposure and offer college choice options. |
| \Briefly discuss your progress in achieving those goals: | | |

As a result of STAR trips to colleges and/or universities students have been made aware of transfer opportunities and an increase number of students are on track to graduate or transfer. In addition, students are encouraged to visit the AVC Transfer Center's workshops and attend featured colleges that present at the center offering assistance with how to apply,   completing applications, scholarship opportunities, and overall entry information.

**2019-2023 Planning**

**5.2.** Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by **district Strategic Goals** in the Educational Master Plan (EMP), p.90. They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

| Goal # | Discipline/area goal and objectives | Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other | Expected Impact on Program Outcomes/Student Learning | Action plan(s) or steps needed to achieve the goal** | Resources needed (Y/N)? |
|---|---|---|---|---|---|
| **Goal 1** | To expose STAR students to California colleges And/or universities. | *2. Increase efficient and effective use of all resources: Technology, Facilities, Human Resources, Business Services | The exposure of students to colleges/universities will promote and encourage students to stay on track to transfer upon completion of course work at AVC. | The STAR program will continue to provide one trip each semester to a four year college/university by providing the students with tours of the campus, transportation will be provided, resources to purchase food to attend and assist with completion of admission applications and financial aid paperwork. | No |
| **Goal 2** | An ongoing review of student files to determine degree and/or certificate requirements and discuss processes with student to ensure success. | 1. Commitment to strengthen Institutional Effectiveness measures and | The STAR student will receive regular feedback on the status of their education plan which insures that the student will stay on track for graduation and/or transfer. | The STAR Counselor will have a minimum of two (2) counseling appointment each semester with students.  Workshops and field trips will be integral parts of the student plan for success. | No |
| **Goal 3** | To provide additional tutoring for students in Math and English | 4. Advance more students to college level course work. | The students in need of additional support in mastering math and English | The STAR program will seek to recruit and hire 2 additional peer tutors to | Yes |

| | | | | | | |
|---|---|---|---|---|---|---|
| for the growing number of STAT students in need of academic support. | | | will be provided by peer tutors. The impact will be improvement in their Math and English proficiency and grades. | provide the additional needed support. | | |

***Action plan verbs**: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

## Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s) from Part 5.2 guide this need**.

| Indicate which Discipline/area Goal(s) guide this need | Type of Request (Personnel[1], Technology[2], Physical[3], Professional development[4], Other[5]) | New or Repeat Request? | Briefly describe your request here | Amount, $ | One-time or Recurring cost? | Contact person's name |
|---|---|---|---|---|---|---|
| **Goal 3** | Personnel | New | The STAR program is in need of two (2 ) additional peer tutors for Math and English in order to meet the increasing academic need of students for additional support. In addition, this need has been created because the program has increased the number of students being served from 160 to 170 during this reporting period. | $9,000 | Reccuring | Saundra Cooley, STAR Director |
| | | | | | | |
| | | | | | | |

[1]List needed human resources in priority order.
[2]List needed technology resources in priority order.
[3] In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.
[4]List needed professional development resources in priority order.  This request will be reviewed by the professional development committee.
[5]List any other needed resources in priority order.

## Part 7 - Comments

| Please rate the level of your agreement with the following statements regarding the program review process: | Strongly Agree | Agree | Neither Agree nor Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| ▪  This year's program review was valuable in planning for the continued improvement of my program | ☐ | ☒ | ☐ | ☐ | ☐ |
| ▪  Analysis of the program review data was useful in assessing my program's outcomes and current status | ☐ | ☒ | ☐ | ☐ | ☐ |
| Comments: The Office of Institutional Research provided valuable data which was useful in providing a comparison study of STAR students to the | | | | | |

overall AVC student population.