



## Fall 2023 Program Review Report

<b>Division/Area Name: STAR (Student Transition Academic Retention), Student Support/TRIO Program</b>	<b>For Planning Years: 2024-2025</b>
<b>Name of person leading this review: Irene Carbajal Perez</b>	
<b>Names of all participants in this review: Irene Carbajal Perez: Director, Qiana Brown: Counselor, Sara Stanton: Administrative Coordinator</b>	
<p>The STAR/TRIO program is dedicated to providing <b>student support and instructional support</b> in alignment with Antelope Valley College's mission. The program offers a range of services including tutoring, counseling, education plan development and monitoring, all aimed at supporting students in their academic journey. Moreover, the STAR/TRIO program is committed to fostering <b>personal enrichment and professional development</b> by organizing trips to four-year colleges and universities, and promoting cultural diversity through participation in concerts, plays, and museum field trips. The program also conducts workshops on various topics such as financial literacy, transfer tips, stress management, study skills, and time management. Finally, the program provides Grant Aid awards to help students offset college expenses, supporting them in their current and future endeavors.</p>	

<p><b>Part 2A: Analyze the <u>program review data (retrieval instructions)</u>, including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, &amp; job placement) to identify the program Strengths, Opportunities &amp; Aspirations:</b></p> <p><b>Use the following questions to guide your analysis:</b></p> <p>Overall (Use the <i>Program Review</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• What are the success and retention rates (S&amp;R) for your discipline? Did they decrease or increase in the last year?</li> <li>• What are the trends for the number of awards granted? Are the number of awards going up or down?</li> </ul> <p>Equity (Use the <i>S &amp; R by Demographic Group</i> or the <i>Equity</i> tab to inform your analysis)</p> <ul style="list-style-type: none"> <li>• Which racial/ethnic student groups complete their courses at the highest rates?</li> <li>• Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the <i>Strengths and Accomplishments</i> section.</li> </ul> <p><b>Strengths and Accomplishments:</b> <i>(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)</i></p> <p>Strength of the STAR Program are:</p> <ol style="list-style-type: none"> <li>1. The 2020 grant submission to the Department of Education, that secured funding for the next five years with an annual increase of \$44,000 due to exceptional programming. This grant cycle is currently in its final year, set to conclude in August 2025, with the possibility of renewal.</li> <li>2. The STAR Program has reached its maximum capacity and has serviced 160 students according to the Department of Education (DOE) guidelines for the 2023-2024 academic year. The program has generated a lot of interest across campus and has a waitlist of students wanting to join.</li> <li>3. The STAR Program staff actively collaborates with other categorical program Directors (EOPS/CARE/Next Up and CalWORKs) and their staff to explore networking opportunities and provide information to our common student population.</li> </ol> <p>Accomplishment of the STAR Program are:</p> <ol style="list-style-type: none"> <li>1. The Data from the Institutional Effectiveness Research Planning report for Spring 2023 revealing that STAR students either match or surpass AVC student statistics in various comparisons.             <ul style="list-style-type: none"> <li>• <b>Average Earned Hours:</b> AVC 38 / STAR 64</li> <li>• <b>Average GPA:</b> AVC 2.77 / STAR 3.10</li> <li>• <b>Completion Rate:</b> AVC 79.2% / STAR 78.2%</li> <li>• <b>Average Enrolled Units:</b> AVC: 8.4/ STAR: 9.4.</li> </ul> </li> </ol>
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2. The survey administered by Institutional Research and Planning assessed the student services provided by the STAR program. The survey results indicate an 88% satisfaction rate with our counselor services, particularly in the following areas:
  - *“Counselors assisting students in identifying educational and career goals.”*
  - *“Counselors helping students understand how general educational courses align with their certificate, degree, or transfer goals.”*
  - *“Counselors aiding students in making decisions about academic and career goals based on their interests and academic success.”*
  - *“Students comprehending the general education and major requirements necessary to achieve their certificate, degree, or transfer goals.”*
3. The survey administered by institutional research and planning assessed counselors referrals to various student support services across campus. The data reflected a positive referred rate for the following areas:
  - **Math Tutoring** = 72.73%
  - **Writing Tutoring** = 66.67%
  - **General Tutoring** = 77.78%
  - **ESL Study Center** = 85.71%
  - **Academic Skills** = 71.43%
  - **Reading Lab** = 80%
  - **Supplemental Instruction**= 80%
  - **OSD High Tech Center** = 80%

**Opportunities and Challenges:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

Opportunities Identified in the 2023 Institutional Research and Planning Survey are:

1. Enhancing the connection between counselors' referrals to academic support services and students' utilization of these services. The survey data reveals that although program counselors recommend students to various services, such as math, writing, general tutoring, ESL study center, academic skills, reading lab, and supplemental instruction, students are underutilizing these resources.
  - **Math Tutoring** = 45.45%
  - **Writing Tutoring** = 41.67%
  - **General Tutoring** = 44.44%
  - **ESL Study Center** = 14.29%
  - **Academic Skills** = 28.57%
  - **Reading Lab** = 20%
  - **Supplemental Instruction**= 20%
  - **OSD High Tech Center** = 20%
2. Half of the respondents reported benefiting from counselors raising awareness about personal and relationship issues affecting academic performance. Our commitment to addressing students' non-academic needs involves implementing workshops and guiding students toward on-campus services, offered free of charge to help manage non-academic stressors.

Challenges Identified in the 2023 Institutional Research and Planning Survey are:

1. The survey collected responses from 26 participants, reflecting a response rate of approximately 20%. A key challenge anticipated for the 2024-2025 period involves increasing the participation of STAR Students in the next year's annual institutional research and planning survey to reach 50% of the total student enrollment in the program.
2. Effective monitoring of student participation is imperative to reduce the number of semesters STAR Students remain in the program. The survey revealed that 7.69% of students have been enrolled for more than 6 semesters, and 11.54% have been enrolled for 5-6 semesters. Streamlining the STAR Program

duration to less than 8 semesters is essential for meeting Department of Education Grant guidelines and facilitating certification, AA/AS, or transfer attainment.

**Aspirations:** *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

The STAR Program is part of the Student Support Services Department and would like to be acknowledged and known as our acronym states, Student Transition Academic Retention. From the onset of the grant in 2001, the STAR Program has been known as the smaller sibling amongst the SSS Department and the one where individual attention is primary to student success. While the program offers similar functions to other student services, it's our responsibility to the Grant that funds the department to adhere to the guidelines and assist our participants to graduate and/or transfer to a four-year university. The saying of being small but mighty fits the STAR Program and our student success over the many years stands as proof and testament.

- Persistence Rate: 65%
- Good Academic Standing Rate (GPA 2.0 or above): 92%
- Graduation: 20%
- Graduation and Transfer to four year institution: 10%

The STAR Program aims to function at its intended capacity, with the recent addition of two new hires—an adjunct part-time counselor and Program Director in 2023. Our goals extend to effectively adapting to the new office space, now shared with other categorical programs like EOPS/Care/Next Up and CalWORKs. However, the relocation of the STAR Program to the new Student Services Building has posed challenges related to student participation. The absence of a straightforward entrance and exit door has eliminated the personalized customer service aspect for students, affecting the ease of greetings, check-ins with students in the computer lab, and discussions about their studies. This change has had a notable impact on students who initially joined the program in the private space of the old Student Services building. In the new SSV building, despite its updated aesthetic, accessibility to staff is limited, and students are directed to different corners of the building when they need to speak to the administrative coordinator, counselor, or the director. Another concern raised is the absence of a quiet place for STAR students to work on their independent studies. The shared space, at times, becomes loud and chaotic. Consequently, students are drawn to the computer lab use, but once their tasks are complete, they leave. As we continue to adapt to this new space, we strive to impact the student's overall experience in a positive manner.

**Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data**

The STAR Program does not and has not had an Advisory Committee. No Recommendations can be provided.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

**Part 2C: Review and comment on progress toward past Course Improvement Plans**

List your past **Course Improvement Plans (CIP)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
<p><b>Note:</b> No course improvement plans were set in 2022 for the academic years of 2023 - 2024. This upcoming year given that the STAR Program is now fully staffed, we will ensure course improvement plans for the academic year 2024 - 2025 are created and submitted to the correct departments.</p>	N/A.

**Part 2D: Review and comment on progress towards past program review goals:**

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
<p><b>To expose STAR students to California colleges and universities:</b></p> <p>This past year as the program returns to in person services with students opting for more online/remote services, the STAR program has offered students visual college tours and provided additional online workshops which included careers and Educational Plan reviews. The Program works diligently to find the balance between online and in person services to better benefit our student participants. This is a new design for the program and while a bit uneven, the path toward fully offering all services the grant entitles to students that fits their needs remains a high priority.</p>	<p>Since 2019, the STAR Program has faced challenges in organizing college and university visits for its students. In the past year, these challenges were further compounded by the onboarding of two new staff members.</p> <p>As the program shifted back to offering in-person services, we made efforts to expose STAR students to California Colleges and Universities through workshops focused on careers and Educational Plan reviews. While our original goal may not have been fully achieved as we had hoped, we are committed to continuing our work towards this objective in the upcoming year.</p>
<p><b>To provide additional tutoring for students in need of Math and/or English who are facing challenges in these areas:</b></p> <p>With the removal of Basic Skills courses via AB 1705, the need of focused tutoring in English and Math has decreased. Students now have the opportunity to choose alternative courses that are not traditional and students who frequented the program for individualized tutoring no longer require the level of tutoring that was once offered. Students have been surveyed as to coursework they deem a necessity for tutoring and a revision of how tutoring services are provided is ongoing. Hiring of in person tutors without the technological support nor the private space for online tutoring remains a struggle for the program.</p>	<p>The decision to hire two tutors, one for Math and one for English, was to address the need for additional tutoring in these subject areas in response to the removal of basic skills courses via AB 1705. We have seen math and English services be in use by our STAR students. Our English tutor has assisted student with grammar and essay structure, in addition she has supported student in essay context. As for our math tutor, the services provided to students have been in Math 124, Math 140 (Pre Cal), Math 116 and Math 115 (Statistics). We have observed a demand for Math and English tutoring services among our STAR students. Our hope is to continue to increase the demand of tutoring services and handing students over to the learning center as other tutoring services are needed.</p>

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**Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:**

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge				Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	Facilitate two university campus tours for the academic year 2024-2025.	<ol style="list-style-type: none"> <li>1. Distribute a Google survey to students to gather data on schools they wish to visit. Record this information in SARS or Student ACCESS.</li> <li>2. Successfully fulfill the mandatory Chrome River training to ensure accurate and timely submission of travel requests.</li> <li>3. Obtain board approval for travel.</li> </ol>	<ol style="list-style-type: none"> <li>1. Log student participation in SARS if they attended any of the university campus tours during the academic year 2024-2025.</li> <li>2. Administer a post-event survey to participants to assess whether their needs were met.</li> </ol>
#2	ILO 4. Career and Specialized Knowledge				Goal 4: Advance more students to college-level coursework- Develop and implement effective placement tools	Streamline student duration to less than 8 semesters (4 years) in the program. Survey data revealed that approximately 20% of our students are enrolled more than 5 + semesters.	<ol style="list-style-type: none"> <li>1. Evaluate students' end-of-semester progress toward degree completion. Extract reports on student unit completion from Student Access.</li> <li>2. Identify obstacles hindering students' progress at AVC. Intervene when students fall below the required GPA for the program, enter academic probation, or withdraw from most of their courses. Update educational plans as necessary.</li> </ol>	Student Access has records that we can export on a semester basis to ensure the 20% of students do not exceed 8 semesters in the program.

							3. Identify when students are eligible to apply to transfer or to graduate.	
#3	ILO 4. Career and Specialized Knowledge				Goal 1: Commitment to strengthening institutional effectiveness measures and practices	Increase program pride and presence on campus.	<p>1. Assess the presence of the STAR Program on campus by conducting two surveys for our current students—one in January and another in August 2024.</p> <p>2. Improve STAR Program materials by updating flyers, pamphlets, and website content.</p> <p>3. Increase awareness by promoting on-campus events and participating in them as a group.</p>	Utilizing a Google Form survey will enable us to gather data on program presence. Student feedback should reflect an increase in campus pride compared to the initial survey.

**Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)**

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Choose an item.			Choose an item.		One-time	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

**\*\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**  
[https://www.surveymonkey.com/r/2023PR\\_ResourceRequest](https://www.surveymonkey.com/r/2023PR_ResourceRequest)

**Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).**

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

OTHER SUPPORTING DATA / INFORMATION

FIGURE 1

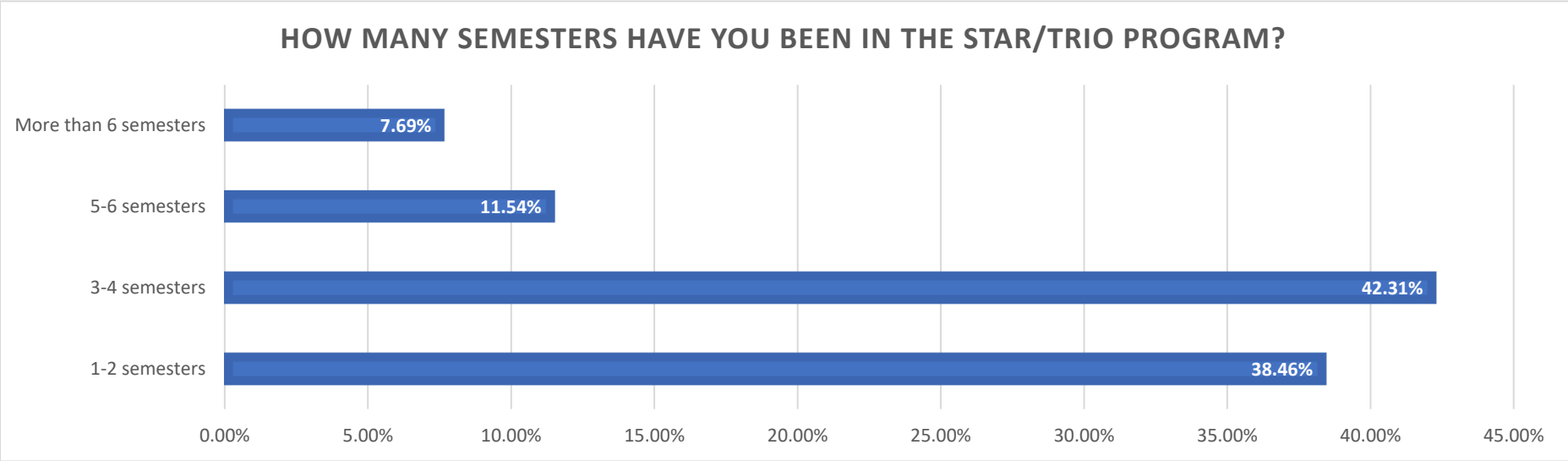
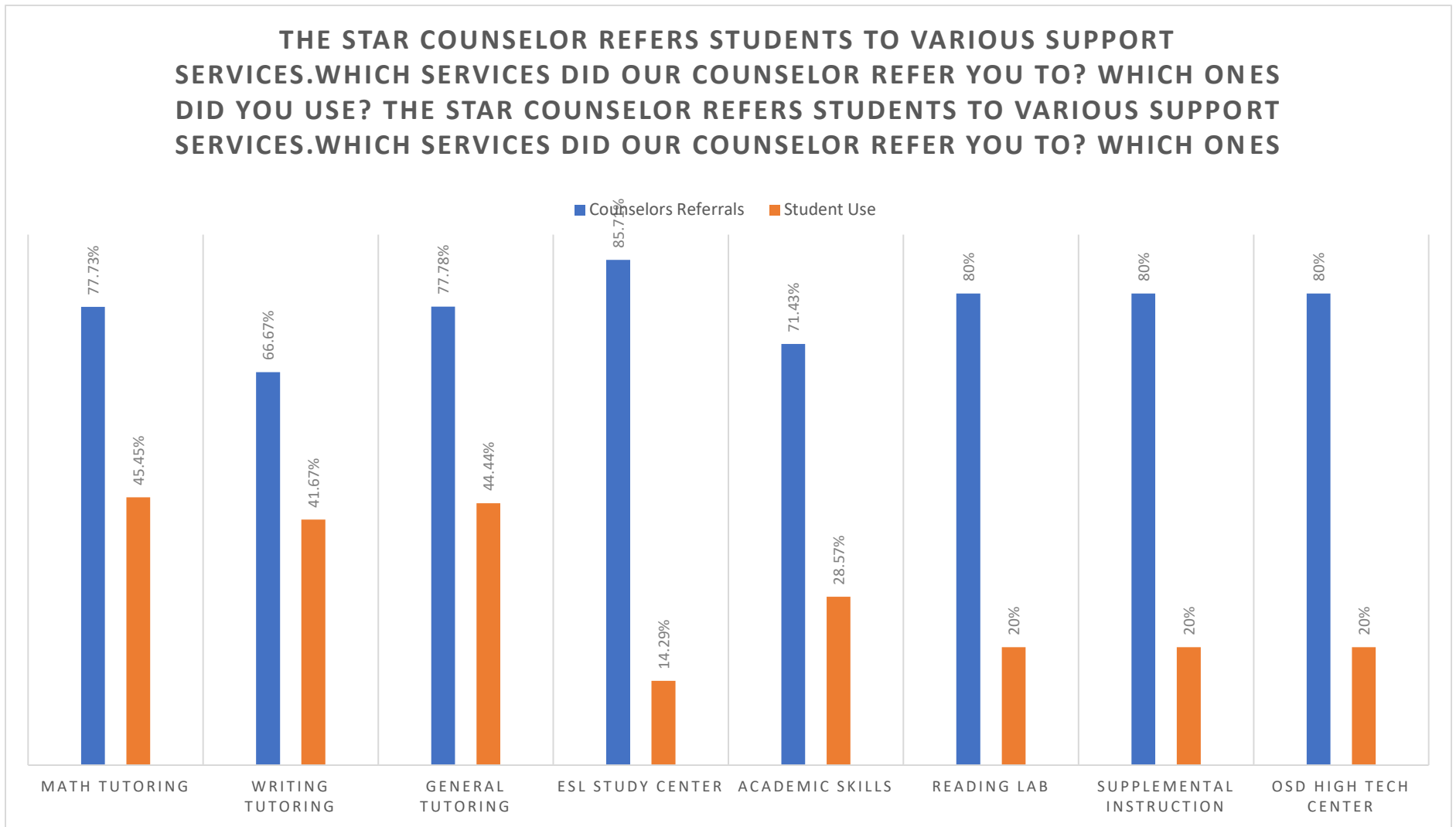
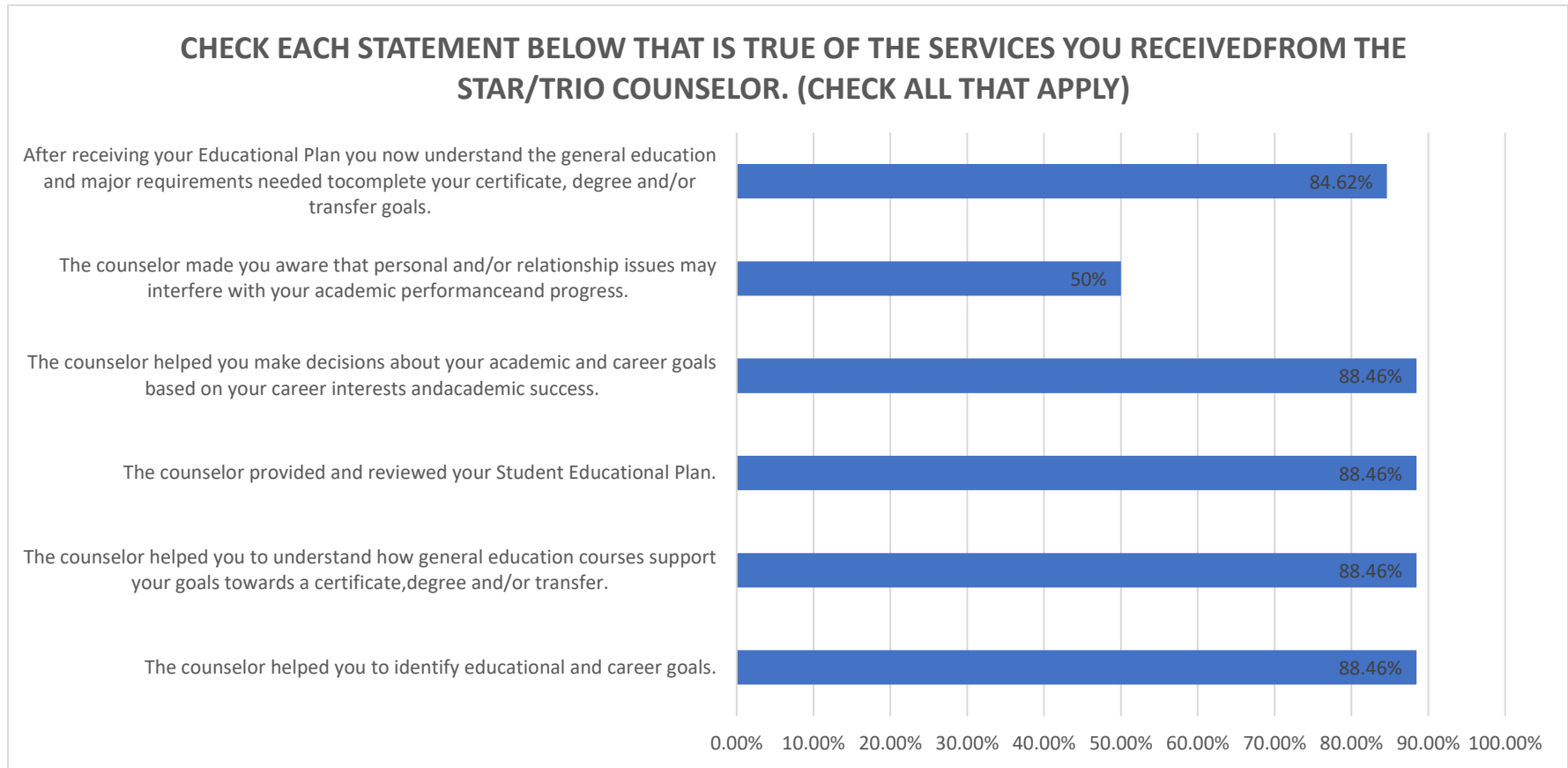




FIGURE 2



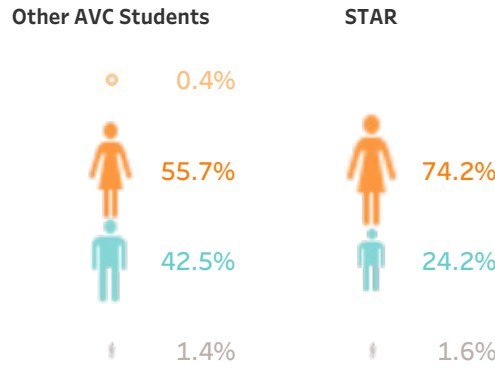
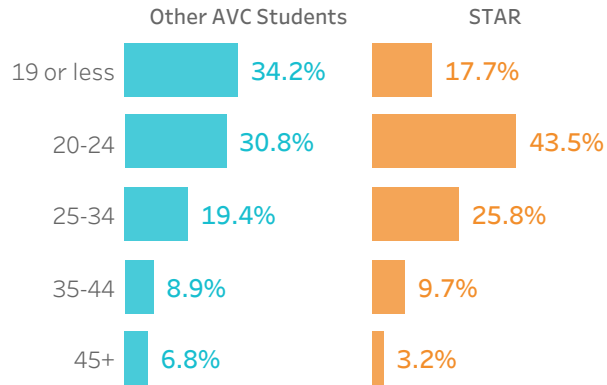
**FIGURE 3**



### Age Groups

### Gender/Sex

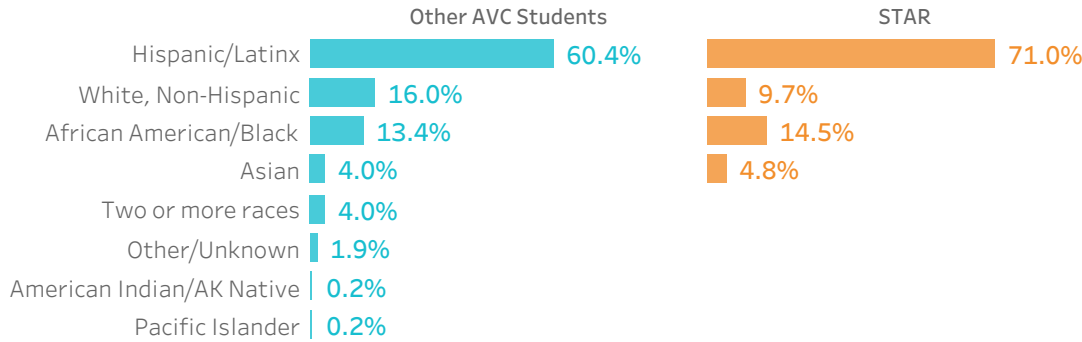
### Metrics



Metric	Other AVC Students	STAR
Avg. # of Terms	3.9	6.0
Avg. GPA	2.73	3.13
Avg. AVC Earned Hours	34	61
Completion Rate	77.9%	82.6%
Avg. Enrolled Units	8.6	10.4
Number of Students	11,582	62

### Race/Ethnicity

### Top Majors (if more than 10)



Rank	Major	Other AVC Students	STAR
1	Registered Nursing	11.7%	25.8%
2	AS-T Business Admin 2.0, AS-T Business Admini..	5.2%	
3	AA-T Psychology	4.7%	
4	LAS: Arts and Humanities	4.7%	
5	AS-T Biology & Biological Sciences	4.7%	
6	Administration of Justice & AS-T Administration..	3.9%	
7	Undeclared	3.5%	
8	Aircraft Fabrication&Assembly	3.0%	
9	Radiologic Technology	2.8%	
10	General Business	2.5%	
11	AS-T Early Childhood Education	2.3%	
12	Mechanical Engineering	2.1%	
13	Aircraft Fab & Assem Cert	2.1%	
14	AA-T Kinesiology	2.1%	
15	LAS: Social/Behavioral Science	2.0%	
16	Child & Family Education	2.0%	
17	AA-T Sociology	1.9%	
18	AS-T Computer Science	1.9%	
19	AA-T Communication Studies	1.4%	
20	AA-T English, English - Non Transfe r& Transfer	1.3%	

### Part-Time | Full-Time

### AVG.# of Terms

### Enrolled Units

