

# **Annual Program Review Update Report**

## **Program: STAR Student Support Services**

### **Academic Year Reviewed: 2010**

#### **Area 3 Curriculum – 3.5 and 3.6 updated annually**

3.5 Are all Course Outlines of Record (CORs) current?

N/A

3.6 How does the program ensure that all faculty utilize CORs when designing course

syllabi?

N/A

#### **Area 5 Data Analysis and Environmental Scan – Updated annually**

5.1 The program was provided with a substantial amount of data from the Office of Institutional Research and Planning. The self-study team should review and have a dialogue on the data and then identify major changes or enrollment trends expected to be of particular relevance to the program in the next four years. Consider WSCH/FTES, success, retention and persistence as applicable, and the number of degrees and certificates, if applicable. Consider data on gender, age, ethnicity, night vs. day, etc.

- Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs. Why might these trends be occurring?
- Considering these trends, how well is the program doing in meeting the needs of the various learner populations attending the college?

While working with the Institutional Research and Planning on collecting data, the final analysis cannot be completed. The STAR programs Annual Performance Report will be due late January 2011. At this time we are unable to report data analysis for area 5.

5.2 Report on the progress of recommendations and accomplishment of goals

identified in the program's last program review. Reflect on the strengths,

weaknesses, and improvements of the program. Clearly state the performance/quality indicators used by the program.

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## **Area 6 Student and Program Learning Outcomes Assessment – Updated annually**

### **6.1 Briefly review program outcomes assessment activities over the past four years and assess in some detail the effectiveness of those methods in documenting and improving student learning.**

#### **Program Learning Outcome:**

Students will be able to access and utilize available educational support services that will increase their knowledge, awareness and skills in order to persist and succeed toward achieving their established academic and career goals.

#### **Student Learning Outcomes:**

1. Students will identify appropriate educational and career goals.
2. Each student will demonstrate knowledge of AVC's general education curriculum to develop an education plan and support their goals toward meeting degree, certificate, and/or transfer requirements.
3. Students will make decisions about their academic and career goals based upon their personal assessment information as well as academic success in their chosen major.

In the spring of 2010, the STAR program created a student survey asking active students to complete. The survey included questions specifically designed to see if the students were receiving the services and making progress that address Program and Student Learning Outcomes. The STAR staff discussed survey results and the results were forwarded to the Dean of Counseling and Matriculation and the Vice President of Student Services.

The program now has one year of survey data and has analyzed the data during staff meetings to assess our program and student progress in meeting the program and learning outcomes. The staff is aware that program and student learning outcomes will only serve the desired purpose if they are measured and evaluated to improve program services to meet their objectives.

The student survey contained the following six items to assess our program effectiveness in meeting the objectives of the program and student learning outcomes. Survey results for 2009/2010 follow in **bold**.

- I. The STAR Academic Advisor helped you to identify educational and career goals (PLO 1, SLO 1 and 3)...**80.2% agreed**.
- II. The STAR Academic Advisor helped you to understand how general education courses support your goal toward a certificate, degree and/or transfer (PLO 1, SLO 2)...**81.5% agreed**.

- III. The STAR Academic Advisor provided and reviewed your Student Education Plan (PLO 1, SLO 2)...**96.3% agreed.**
- IV. The STAR Academic Advisor helped you make decisions about your academic and career goals based on career interest and academic success (PLO 1, SLO 3)...**73.4% agreed.**
- V. After receiving your Education Plan you now understand the general education and major requirements to complete your certificate, degree and/or transfer goal (PLO 1, SLO 2 and 3)...**82.8% agreed.**
- VI. The **STAR** Academic Advisor refers students to various support services (PLO 1, SLO 3). A total of eleven referral sources are listed and students responded that the Academic Advisor referred them to each of the service providers.

Great effort was taken to get students to respond to the survey. On the first initiation the response was minimal. Collaboration of the STAR staff via personal phone calls was needed to generate participation to achieve results. The STAR program student survey will be given annually. Expectations are to increase student participation without additional encouragement.

**6.2 How have adjunct faculty and/or part time staff in your program been made aware of the need to assess SLOs and PLOs and been included in assessment activities?**

N/A

**6.3 What specific plans have been made for assessing student learning over the next four years? Programs should provide a timeline for defining and assessing all SLOs and PLOs.**

Monitoring is the most critical component with the SSS project and will begin immediately following SSS acceptance. The participant's Student Education Plan (SEP) is used to monitor progress and performance and provides a comprehensive base from which SSS staff and participants can measure progress toward goals. The monitoring process includes the following components:

- ✓ Participants meet with STAR Academic Advisor a minimum of two times each semester to select appropriate courses, identify relevant support services, discuss financial aid, review and update the SEP, identify any additional services needed and discuss progress toward goal accomplishments.
- ✓ Participants identified by the Counseling department as having been placed on Basic Skills academic hold are required to meet with the STAR Academic Advisor immediately to assess and discuss transcripts in relation to the total number of basic skill units taken and sign an agreement of release.
- ✓ Participants identified in the early and mid-term alert process are required to engage in additional peer tutoring, referred to other support services

- and monitored appropriately.
- ✓ STAR Academic Advisor, as part of AVC's advising system, will receive participants grades as they are posted, review them with participants, and make referrals as needed.
  - ✓ Peer mentors make at least weekly contact with participants to determine academic and/or personal concerns.
  - ✓ Peer mentor/tutoring reports are reviewed regularly by the STAR Director to determine academic progress of students. Weekly meetings with peer mentor/tutors are held to monitor participant progress.
  - ✓ Final grades of all participants are reviewed each semester by the STAR Director and Academic Advisor.
  - ✓ Subsequent class schedules are reviewed by participants and the STAR Academic Advisor during pre-enrollment to determine appropriateness to participants' goals, objectives, abilities and time commitments. The Academic Advisor also reviews progress toward graduation and transfer, as well as potential need for additional services during the upcoming semester.

The STAR program will collaborate with Institutional Research to use Survey Monkey to evaluate services from a student stand point.

<b>Action</b>	<b>Person responsible</b>	<b>Completion/target date</b>
Revise current Program Evaluation to include SLO's and PLO's	Office of Institutional Research/ STAR Director	Spring 2011
Develop Student Survey as an Evaluation instrument	STAR staff	Spring 2011
Implement Student Survey	Office of Institutional Research	Spring 2011
Evaluate data	STAR staff	Summer 2011
Implement adjustments to STAR program	STAR staff	Fall 2011

**6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need. List items in order (rank) of importance.**

N/A

## **Area 9 Goals and Objectives – Updated annually**

**List the goals and objectives the program has for the next four years.**

The information listed below for each required project objective indicates how the percentage listed in each addressed the previously identified need and is ambitious yet attainable. The TRIO Grant states that the time frame for graduation and/or transfer for a participant should be no longer than four years.

**1. Persistence Rate:** 65% of all participants served 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 during the academic year.

\* The STAR programs Annual Performance Report will be due late January 2011. At this time we are unable to report data analysis for area 5.

**2. Good Academic Standing Rate:** 75% of all enrolled participants served by the SSS project will meet the performance level required to stay in good academic standing at the grantee institution.

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**3. Graduation:** 30% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

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**4. Transfer:** 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

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## **Area 10 Long Term Resource Planning – Updated annually**

If applicable, describe significant long-term resource needs that should be addressed in the next four years. The Educational Master Plan, student learning outcomes assessment reports, and data analysis may provide reference information to support your response. Use lists and tables to clarify your requests and make them easy for the Strategic Planning and Budget Council to review quickly. If there may be negative consequences for enrollment, safety or other important concerns if the funding is not provided please make this known in context.

**10.1 List faculty and staff requirements to meet program needs in the next four years. Be specific and brief when offering a reason for the position (e.g. replacement, increased demand for subject, growth in student population). Mark the position as new or replacement. Place titles on list in order (rank) of importance.**

N/A

**10.2 List facilities (remodels, renovations or new), equipment and technology needed to provide a safe and appropriate environment for student learning in next four years. Place items on list in order (rank) of importance.**

Due to budget constraints outlined in the grant, the STAR programs resources are limited. Allocated funds for technology and equipment are not adequate to purchase and replace antiquated equipment (copy machine). The STAR program, while only serving 160 students per year, is growing in student participation. The space provided is becoming cramped with only 26 seats available for both study area and computer lab.

- #1.....A larger office is needed to better serve our students. We only have space for 26 students (4 tables for 22 students and 6 in the computer area) to be in our center at once. Students have signed a contract to use our services, and occasionally, we have no place for them.
- #2..... Having a larger area would give us space for a larger, much needed computer area. Six computers are not sufficient for 160 students.

**10.3 Identify funding needed to support student learning.**

Due to budget constraints within the grant awarded amount, it is difficult to hire and maintain peer mentors/tutors on a full time (20 hour/week) schedule. Having the district absorb 50% of these funds would allow us to keep our students year round to better serve our participants who need tutoring throughout the year.

## **Peer Review Guidelines and Procedures**

The Program Review Committee will be guided by the program review process and objectives. The Program Review Committee will recognize the need for confidentiality in fulfilling its duties.

Members of the Program Review Committee will examine the annual program review update report. They will then meet in order to:

- Discuss their general reactions to and perceptions of the report.
- Identify areas that require clarification, verification, or additional information.
- Request clarification of any institutional research or additional data.
- Determine the type and scope of data that needs to be collected and/or analyzed.
- Plan visits with members of comprehensive self-study teams.
- Determine if visits are needed with members of annual update self-study teams.

The committee will recommend either full or conditional approval of comprehensive and annual update reports. Conditional approval will require the program self-study team to make specified revisions to the report to gain full approval.

The Program Review Committee membership should have:

- Program Review Coordinator appointed by the Academic Senate
- SLO Faculty Co-chair appointed by the Academic Senate
- Four faculty representatives appointed by the Academic Senate
- One classified representative appointed by mutual agreement between the Academic Senate and the Vice President of Student Services
- One dean or chair appointed by the Vice President of Academic Affairs
- One dean, director or chair appointed by the Vice President of Student Services

The Program Review Coordinator shall serve as a resource person for peer team members and general members, monitor the peer review process, and serve as a liaison between the Peer Review Committee, the self-study team, Office of Institutional Research and Planning, the Academic Senate, and the Vice President of Academic Affairs.

