

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?

With the declining economy, we see more students entering college right out of high school as well as the returning adult student. Because of this we are seeing a massive influx of applications each semester. The majority of the students who apply are looking for financial assistance, tutoring and priority registration.

From our survey:

GENDER	
Male	11.1%
Female	88.9%

AGE GROUP	
18-19	10.2%
20-27	30.6%
28-39	16.3%
40+ years	42.9%

ETHNICITY	
African American	46.0%
Asian	1.0%
Filipino	1.0%
Hispanic	32.0%
Native American	0%
White (Non-Hispanic)	12.0%
Other	8.0%

STAR has a grading rubric for each person applying to the program to determine their level of need, which is determined by the Department of Education. All students in the program are either 1st generation, low income, and/or disabled. Currently, 95% of STAR participants are low income which aligns with the trends and current economy.

Our largest age group is the returning student (42.9% of people over 40) which would indicate that many students are coming back to college to secure a degree due to the loss of jobs and a slow economy. The second largest group in our program are the 20 – 27 year olds (30.6%) which we believe are here for the same reason as the over 40 age group.

The program is specifically designed to assist these individuals. The surveymonkey results show a very high rate of program success, and our PLO and SLO success percentages exceeded our expectations. We attribute much of our success to the STAR tutors, who tutor in Math and English. In addition, we assist students with current information, counseling, priority registration, workshops and a place for them to go for encouragement and praise. This is a winning combination and we have seen the results. In addition, the STAR program has redesigned our Grant Aid process to align with student success and financial need.

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.

Strengths within STAR are individualized tutoring, counseling, mentoring, workshops and assistance with college related issues, i.e. transfer and graduation etc. Our weakness lies within our budgetary constraints and space.

Recommendations from the last Program Review were:

- Expanded Space for utilization of services provided by the program
Progress: AVC does not have room for the STAR program to expand.
- More computers for work area to promote student success
Progress: AVC does not have room for the STAR program to expand so that we might have a larger computer lab. We cannot add more to the current space and be in compliance with ADA.
- More personnel to provide mentoring and guidance
Progress: The grant will not allow additional personnel.

None of the recommendations were met.

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.

The Learning Outcomes in both the PLO's and SLO's were not only met, they exceeded our expectations. Having a personal counselor, using priority registration, receiving individual tutoring, our study area, and computer lab, assisted our students most in meeting their goals.

STAR Program Learning Outcome: (PLO)

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.

STAR Student Learning Outcomes: (SLO's)

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 Fall of 2011, 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 services and making progress which address Program and Student Learning Outcomes.

The program 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.

The student survey used the following six items to assess the program's effectiveness to meet the objectives of the Program and Student Learning Outcomes. Survey results for 2010/2011 follow in **bold**.

- I. The STAR Academic Advisor helped you to identify educational and career goals (PLO 1, SLO 1 and 3)...**85.0% 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)...**93.0% agreed.**
- III. The STAR Academic Advisor provided and reviewed your Student Education Plan (PLO 1, SLO 2)...**95.0% 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)...**80.0% 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)...**90.0% 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. **68% - 84% referred** (see attached survey)

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. 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. Student services and program satisfaction will be evaluated..

Action	Person responsible	Completion/target date
Revise current Program Evaluation to include SLO's and PLO's	Office of Institutional Research/ STAR Director	Spring 2012
Develop Student Survey as an Evaluation instrument	STAR staff	Completed Spring 2011
Implement Student Survey	Office of Institutional Research	Completed 2011 and ongoing
Evaluate data	STAR staff	Annual Performance Report due Jan. 2012
Implement adjustments to STAR program	STAR staff	Fall 2012

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: our goal in the grant is that 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 of 2009/2010 that was submitted to the Department of Education in January 2011 reported that our Persistence Rate for the year was **86%**.

2. Good Academic Standing Rate: our goal in the grant is that 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.

* The STAR programs Annual Performance Report of 2009/2010 that was submitted to the Department of Education in January 2011 reported that our Good Academic Standing rate for the year was **84%**.

3. Graduation: our goal in the grant is that 30% of new participants served each year will graduate with an associate's degree or certificate within four (4) years.

* The STAR programs Annual Performance Report of 2009/2010 that was submitted to the Department of Education in January 2011 reported that our Graduation Rate for the year was **35%**.

4. Transfer: Our goal in the grant is that 20% of new participants served each year will transfer with an associate's degree or certificate within four (4) years.

* The STAR programs Annual Performance Report of 2009/2010 that was submitted to the Department of Education in January 2011 reported that our Transfer Rate for the year was **42%**.

The STAR program exceeded all goals. We report these yearly through our Annual Performance Report (APR) which is submitted to the Dept. of Education.

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) and upgraded computers. 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 the study area and the computer lab. The small space makes it very difficult for students in wheelchairs to maneuver to the tables or the computer area.

- #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.

The Dept. of Education cut all TRIO programs by 3.1%. Due to this budget cut, and the omission of all monies from Cal-Works for our student workers, it is difficult to hire and maintain peer mentors/tutors on a full time (20 hour/week) schedule. Tutors are a large part of the success of this program. We are hopeful that Cal-Works will be able to assist us with our tutoring salaries next year. This would allow the STAR Program to keep tutors year round to better serve our participants.