STAR Student Support Services
Program Review – Fall 2009
Self Study Report

AREA 1 MISSION

1.1 State the Mission of the Program

The mission of the STAR (Student Transfer and Academic Retention) program is to increase the college retention and graduation rates of eligible participants, and to facilitate the process of transition from one level of higher education to the next. The program assists 160 eligible first-generation, low income, and/or students with a documented disability, through the use of a variety of services, to clarify their goals, succeed academically in their chosen program of study, and to graduate and/or transfer to the university level.

1.2 Comment on the areas of mission, vision and institutional learning outcomes (ILOs) of the college that are the most closely related to the mission of the program.

The STAR program aligns itself with the Institutional Learning Outcomes.

- ***IL0 # 1*** The development of self-awareness is accomplished through Goal Setting, Stress Management, Career Planning, Time Management, and Money Management workshops' cooperative learning environment.
- ***ILO # 2*** Students value and apply lifelong learning skills through working with STAR tutors in math and English, collaboration with Job Placement, collaboration with the Career/Transfer Center, and attending workshops in the STAR program, Learning Center, Counseling Department and Financial Aid.
- ***ILO # 3*** Students demonstrate their breadth of knowledge by meeting with the STAR Academic Advisor twice per semester to create an Ed plan which assists in their understanding of necessary classes to achieve their goal.
- ***ILO # 4*** Students work with our English tutors for oral and written communication, and attend STAR workshops.
- ***ILO # 5*** Students demonstrate good citizenship and teamwork daily in the STAR office. At any time, many things could be happening at once. There could be a tutoring session, a workshop, students on the computer writing papers, appointments being made, new applicants coming in for information, students eating, people making copies, etc. This is all going on in one room at one time, so tolerance and respect are critical components in this office.

- ***ILO # 6*** Students are strongly encouraged to attend the AVC Job Fair, to complete the DISCOVER and Eureka to know their major, and to attend workshops held through the Job Placement center on resume writing.
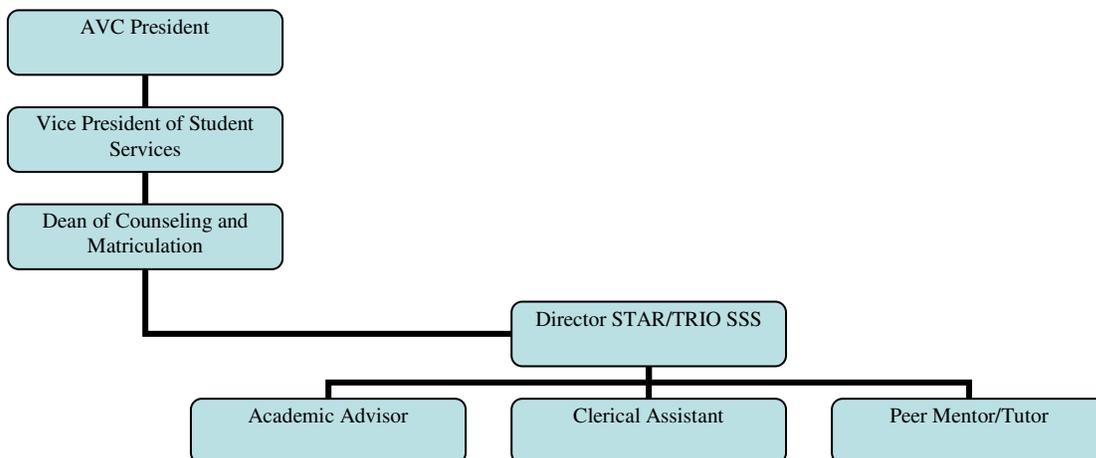
AREA 2 HISTORY

The STAR program is a Student Support Services TRIO program funded through the U.S. Dept. of Education. It was initially funded in 2001-2002 with the initial funding cycle from 09/01/2001 to 08/31/2002. The program received continuation funding from 08/31/2005 for the current grant cycle that runs 09/01/2005 through 08/31/2010. A grant was submitted to the U.S. Department of Education in fall 2009 for the next five year grant cycle which will begin 09/01/2010 if awarded. The program is currently receiving $235,689 to serve 160 students for the 2009-2010 year. The number of students we are mandated to serve stays consistent each year.

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

Over the last four years the STAR program has instituted and undergone a number of changes in policy/procedure and personnel. The STAR program saw the retirement of the Director in 2007 and the immediate hiring of the current Director. The Clerical Assistant position was increased from a part-time position to a full-time position, and a new Academic Advisor was hired with the new grant cycle.

STAR/TRIO SSS Organizational Chart

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                    AVC President
                         |
            Vice President of Student
                    Services
                         |
            Dean of Counseling and
                  Matriculation
                         |
                         |_____
                                          |
                              Director STAR/TRIO SSS
                                   |      |      |
              _____|      |      |_____
              |                           |                     |
       Academic Advisor          Clerical Assistant       Peer Mentor/Tutor
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The STAR program policies and procedure have been updated to include:
1) A strictly enforced program requirement for participants, with a consequence for not meeting the Participation Agreement Contract.

2) Initial intake meeting with Academic Advisor has been changed to an Orientation/Counseling Appointment to introduce the student to the program and assess their individual needs.
3) Peer mentor/tutors have been changed from general tutors to that of more specified subjects, math and English, to serve the basic skill needs of our target population.
4) Brochures, applications and website information has been updated and made user friendly.
5) Computer lab was upgraded from four computer stations to six.
6) Tutors schedule individual appointments in addition to accepting walk-in's.

2.2 Briefly describe the program's activities and services in the past four years.

The following activities and services were provided to STAR students in the past four years:

- Orientation—An hour long student orientation is individually given to each student that is invited into the STAR program.
- Student Intake appointment—The student receives an educational plan, reviews and signs documents and tutoring contract for basic skills if needed.
- Workshops – A variety of workshops are held throughout the fall and spring semesters. Workshops are geared toward helping students be successful.
- Academic Advising—The STAR Academic Advisor meets twice per semester with the students to assist them with their educational plans and transfer goals.
- Computer lab—Six computers are available to students.
- Printer—A printer is available so that students can print their syllabi, their papers, or research information.
- Copy machine—A copy machine is available for students to make copies.
- Priority Registration—STAR students are given first priority registration to ensure that their educational goals are met.
- Academic Support—The STAR program has four tutors which assist students in math and English. The peer mentors/tutors see students individually, in groups, by appointment, or on a walk-in basis.
- Study area—Five tables are available for students to study individually, in a group, or with a tutor.
- Scholarships—The peer mentors conduct workshops on How to Write Your Personal Statement for scholarship applications. In addition, a notebook with a variety of scholarships is updated weekly.
- Student Recognition—A Wall of STAR's recognizes student achievement; graduation, transfer, scholarships, and Dean's List.

- Referral services—Students are referred to the Learning Center, Job Placement office, Career/Transfer Center, and the Financial Aid office to support student success.
- Reference letters—Letters of reference are written by the Academic Advisor and Director upon request.
- Grant aid—Grant aid is awarded to students who meet all of the STAR requirements and have an unmet need.
- Cultural event—Students who complete the STAR requirements are eligible to attend a cultural event in the fall and spring semesters. This event is a grant requirement which enhances cultural awareness for students who otherwise might not have the opportunity. It is free to STAR students.
- Specialty events—STAR hosts specialized events such as Welcome Back Week, Mid-term Munchies, Cookies and Cram, and assorted holiday related events to promote student success. In addition, coffee and hot chocolate are provided every Wednesday,
- Collaboration—The directors of EOPS, CalWORKs, the Office of Students with Disabilities and STAR meet weekly to discuss areas in which communication and the integration of categorical services can be improved.

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2.3 Did the program receive outside funding during the last four years?

The STAR program is primarily funded by a grant from the U.S. Department of Education to serve 160 students yearly. The current grant cycle will run until 2010; a proposal for a new SSS grant will be submitted in December 2009.

AREA 3 CURRICULUM

3.1 Identify degrees and certificates currently offered in the program.
The STAR Program does not offer degrees or certificates to participants**.**

3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs.
N/A

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.
N/A

3.4 Recommend ways to improve completion of certificate, major and transfer requirements.
N/A

3.5 Are all Course Outlines of Record current?

N/A

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

N/A

AREA 4 STUDENT SUPPORT AND DEVELOPMENT

4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

The Dept. of Education has three main eligibility criteria that the STAR program upholds: A student must be 1st generation, low income, and/or have a documented disability. Per our grant, two thirds of our students must be 1st generation and low income. The STAR program also requires our students to be enrolled in at least 9 units per semester as the Dept. of Education requires program completion in 4 years per cohort (graduation or transfer).

The STAR office is open Monday through Thursday, 7:30 a.m. to 5:00 p.m., and Friday from 8:00 a.m. to 4:30 p.m. Staff is available during these times both in person and on the phone to provide information regarding the program and its services.

Accurate and current information regarding the STAR program is published in the AVC catalog, AVC Board Policy, and the STAR website in the myAVC group. Brochures pertaining to the STAR program are available in the STAR office. All information is well maintained.

The institution provides all prospective and currently enrolled students with current accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint/grievance procedures.

Prospective students can access general program information through the avc.edu website, Student Services, and then the STAR page. Eligibility, services, and the STAR application is available at this site.

Current communication consists of program eligibility notification for orientation attendance is sent to students via email and letter. Program ineligibility notification is sent to students via email. Students receive courtesy calls via SARS and personal phone calls via Peer Mentors as appointment and workshop reminders. Students receive program information and forms upon completion of orientation and initial intake appointment. Forms include: office hours, Peer Mentor/Tutor hours and availability, participation agreement, basic skills contract for tutoring, and a STAR workshop schedule.

Program information is announced and posted on myAVC website, in the spring and fall newsletters. Fliers are posted in the marquee outside the STAR office, and at additional areas on campus.

The STAR program provides appropriate comprehensive, reliable, and handicapped accessible services to its students in the STAR office. Accessible transportation to meet the needs of students traveling to cultural events or college campuses is provided. An accessible computer workstation and office space is provided for handicapped staff and students.

The diverse student population served by STAR includes first generation, low income, and/or students with a documented disability. Our student population includes older returning students, English as a second language student, as well as students directly out of high school.

Applications to the program are taken year round. These applications are reviewed prior to each fall and spring semester. A Student Score Card is used to evaluate each applicant's eligibility and need. Students are ranked by their score. Students with the highest score will be the first to be admitted that semester. All applicants will be notified of their status, whether admitted or denied. Students who are admitted will be sent a letter and will receive an email. Students who are denied will be notified by email.

The STAR program provides workshops on various positive health and stress reduction issues, which compliment the maintenance of a healthy campus climate. These workshops are based on a variety of learning techniques, as well as workshops on the transfer process, and money management. The program also refers students to the Learning Center, Job Placement Center, Financial Aid office, and to the Career/Transfer Center for additional workshops. Credit is given to students for attending any of these workshops.

STAR students must complete one workshop, two counseling appointments, and use program services each semester to remain in good standing. Students who do not meet these requirements will not be eligible for the grant award or cultural events. Students are notified via email (myAVC) that they have been exited from the program. An Exit Form is placed in their file to show why they have been exited. Students who have not used our services in a semester will be placed on inactive status and their access to services will be suspended. These students may write a letter to the director to state their reason(s) for their lack of participation, and may be eligible to continue receiving services.

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

The following program additions and revisions in services have contributed significantly to improving student success, in meeting program goals and in making adequate progress towards their academic progress and career goals.

- Orientation—Students who have been accepted into the program will receive an individual orientation. **Revision:** Group orientations did not allow quality time with student.
- Tutoring—Due to the high numbers of basic skill students, our tutors currently set appointments as well as take walk in students for math and English tutoring. **Revision:** Tutors used to tutor in any area they had received a "B" or better grade. Concentration is now on math and English.
- Applications—Applications are currently accepted throughout the year but students are only accepted at the beginning of the fall or spring term. **Revision:** Students used to be accepted into the program throughout the semester.
- Categorical collaboration—Categorical directors meet weekly to create a flow of services. **Revision:** Categorical directors did not meet.
- SARS—Obtained SARS which creates an electronic copy of all student contact. **Revision:** Student records were paper copies.
- Computers—Two computers have been added to our computer lab. **Revision:** Four computers were not enough to meet the needs of our students.
- Newsletter—The STAR newsletter is sent electronically through myAVC. **Revision:** Newsletters used to be mailed to students which cost us postage.
- Funding for student workers—STAR collaborated with CalWORKs to pay for a student worker. **Revision:** STAR grant monies were used to pay for all student workers.
- Email acceptance to program—Email is now used for acceptance or denial into the program. **Revision:** Letters were previously used which cost us postage.
- Wall of Stars—Recognition of STAR students who have graduated, transferred, received a scholarship or are on the Dean's List. **Revision:** No mention of any accomplishment a student had achieved was noted in the center.
- College going culture—College pennants cover an entire wall. **Revision:** Drab pictures did not promote college awareness or a college going culture.

- Workshop ticket—Signed Proof of Workshop ticket allows credit for workshops outside of STAR. **Revision:** There are many great workshops that AVC offers. We want students to attend these, so credit is now given for them in addition to STAR workshops.
- Strict guidelines for cultural events and grant aid—Through the use of SARS, strict guidelines are adhered to and are checked. **Revision:** Students were allowed to attend events and receive grant aid even if they had not met all requirements.
- Career testing—New students must take DISCOVER and attend a career interpretation. **Revision:** Students didn't complete a career assessment.
- **Deleted:** College Planners are not given to students due to AVC budget constraints.

AREA 5 DATA ANALYSIS AND ENVIRONMENTAL SCAN

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

The STAR program consists of faculty, staff and Peer Mentor/Tutors who come from diverse backgrounds and experiences. The STAR staff and Peer Mentor/ Tutors are African American, Hispanic, White, male, female, young, and less-

SSS Eligible Students at AVC, Fall 2008		
	Number	**Percent**
Total Enrollment	15,180	100%
Low Income	7,135	47.0%
First Generation College	11,445	75.4%
Low Income & First Generation	5,578	36.7%
Disabled	896	6.0%
% of Disabled also Low Income	663	74.0%
Incoming Freshmen with Academic Need	5,166 of 5,740	90.0%
Total SSS Eligible	**12,945**	**85.3%**
AVC Institutional Research; Student Survey		

young which has an effect of enriching our interactions with colleagues and the students that we serve. The staff embraces diversity in all of it's splendor by modeling behavior of acceptance for all people.

AVC's student body continues to expand rapidly in size and diversity. The College's enrollment grew from 10,568 in fall 1999 to more than 15,000 in fall 2008. The majority of this enrollment surge has been among our minority population, particularly Hispanic and African-American students. Both groups have almost doubled in number in the past five years, while the number of Caucasian students has decreased by more than 1,700 in the same time span. Currently, 64% of AVC students are members of an ethnic minority with Hispanics comprising the largest minority group (34% of all AVC students). A very large number of AVC students meet the criteria for SSS eligibility and participation. In fall 2008, the unduplicated number of SSS eligible students exceeded 12,900.

The chart to the right illustrates the number of participants served in the STAR program for the reported 2008-2009 year and shows eligibility criteria as determined by the Department of Education.

STAR/TRIO Students Served 2008-2009		
Eligibility	**Number**	**Percent**
Low Income	7	4%
Low Income & First Generation	149	86%
First Generation	14	8%
Disabled	1	0.5%
Disabled also Low Income	3	1.5%
Total Students Served	174	**100%**
STAR/TRIO 2008-2009 APR		

Low Income AVC Students   More than 7,100 (47%) of AVC students are low income and 59.7% receive need-based aid. Financial aid disbursements at AVC have increased 33% in the past eight years from $5.9 million in FY 1999 to $20.1 million in FY 2008 – further evidence of the great needs of our students.

Moreover, a significant income level disparity exists among various student ethnic groups (*see table at right*). Hispanic and African Americans (our fastest growing student groups) are also more economically disadvantaged, and as data will show, our least prepared for college level work.

Low-Income Students at AVC (Fall 2008)			
Population	Total	Low Income	
Total AVC Students	*15,180*	*7,135*	*47.0%*
Hispanic	5,079	*2,616*	*51.5%*
African American	3,903	*2,379*	*61.0%*
Native American	140	*42*	*30.0%*
Asian/Pacific Islander	714	*294*	*41.2%*
Caucasian	3,861	*1,175*	*30.4%*
Source: AVC Fall 2008 Student Survey			

AVC's service area is divided among the northern region of Los Angeles County and the southeastern region Kern County. A June 30, 2009 article in the

Antelope Valley Press noted, *"Los Angeles County officials estimate they face more than $244 million in major funding reductions… including a $114.2 million reduction in the county's CalWORKs funds which provide child care, employment, and transportation services to welfare recipients."* Many of AVC's students are CalWORKs recipients, attempting to get an education and raise their standard of living. A reduction in state aid programs makes the necessity for a TRIO SSS program that much greater. AVC's STAR SSS program serves students grappling with a multitude of socio-economic hardships while working to get an education and develop skills that will allow them to rise above their current poor economic status.

Low-Income STAR Students 2008-2009			
Population	**Total**	**Low Income**	
Total STAR Students	*174*	*145*	*83.0%*
Hispanic	46	*46*	*100%*
African American	81	*74*	*91.0%*
Native American	6	*6*	*100 %*
Asian/Pacific Islander	4	*3*	*75%*
Caucasian	21	*16*	*76%*
Source: STAR/TRIO 2008-2009 APR			

First Generation AVC Students: Institutional data indicates that 11,445 (75.4%) of our students are first-generation in college. However, we know this is a conservative figure given that **87% of adults in the area do not have a bachelor's degree**. A large percentage of our students are children of the hardworking low and middle-class families that have moved into this part of the state in search of affordable housing and stable employment. For these individuals, AVC represents the best opportunity for advancing beyond low-paying, service-oriented jobs.

The obstacles indicated by first-generation students include working while attending school, attending

First Generation College Students (Fall 2008)			
Population	**Total**	**First Generation**	
Total AVC Students	*15,180*	*11,445*	*75.4%*
Hispanic	5,079	4,323	85.1%
African American	3,903	2,379	61.0%
Native American	140	42	30.0%
Asian/Pacific Islander	714	294	41.2%
Caucasian	3,861	1,175	30.4%
Source: AVC Fall 2008 Student Survey			

school part-time, more likely to have dependent children, and less likely to be involved in school activities. AVC students exhibit all of these at-risk characteristics. Data from a fall 2008 survey conducted by the STAR program reveals:

➢ 44% of AVC students report they must work while enrolled in college.

- ➢ 36% attend classes part-time.
- ➢ 38% have dependent children.
- ➢ 24% are single parents.

SSS eligible students come from homes where attending college is not expected, or necessarily encouraged. The 2000 U.S. Census indicates only 9% of Antelope Valley

First Generation STAR Students 2008-2009		
Population	**Total**	**First Generation**
Total STAR Students	*174*	*154*	*89%*
Hispanic	46	44	96%
African American	81	81	100%
Native American	6	6	100%
Asian/Pacific Islander	4	4	100%
Caucasian	21	19	90%
Source: STAR/TRIO 2008-2009 APR		

(where close to 100% of AVC students reside) adults have a bachelor's degree, which is far below the state average of 26.6%. According to Ernest Pascarella, a researcher previously at the University of Illinois, first-generation students often have fewer academic skills, show less improvement in these skills over time, are more likely to have non-academic obligations such as work and family, take fewer credit hours, study less, receive less encouragement from family and friends, and are under-prepared mentally for the college experience. To address these problems, Pascarella says, *"…first-generation students need more support than older students."* AVC's STAR Student Support Services program is doing just this and our participants are experiencing considerable success.

Low-Income and First Generation AVC Students: Studies have shown the relationship between educational attainment and earning potential. According to the latest U.S. Census Bureau, annual earnings for high school graduates average $26,827, compared with $48,012 for those with a baccalaureate degree.

It is therefore not surprising that low educational attainment and low incomes go hand-in-hand in AVC's service area, thereby resulting in a large number of low-income and first-generation college AVC students.

Low-Income and First Generation Students		
Population	**Total**	**Low-Inc. & First Gen.**
Total Students	*15,180*	*5,578*	*36.7%*
Hispanic	5,079	2,350	46.3%
African American	3,903	1,875	48.0%
Native American	140	42	30.0%
Asian/Pacific Islander	714	182	25.5%
Caucasian	3,861	839	21.7%
Source: AVC Fall 2008 Student Survey		

More than 5,500 of our students are low-income **AND** first-generation in college. NCES (National Center for Education Statistics) reports that students from low-income families are six times more likely to drop out of school than students from high-income families. Thus, in order for these students to be successful in obtaining a college degree, they need considerable additional support and encouragement. This is being provided by the STAR program.

Disabled AVC Students: Disabled students frequently do not identify themselves to their institutions for a variety of reasons. They often are embarrassed about their disability, do not know whom to contact, or they may have an undiagnosed learning disability. In the 2008-2009 academic year, the Office for Students with Disabilities served 849 unduplicated students with disabilities. In a fall 2008 survey of AVC students, a total of 6% (896) reported a learning or physical disability. However, the percentage of disabled students at AVC is likely closer to 10% with the inclusion of undiagnosed learning-disabled students and the rate is expected to increase approximately two percent annually over the next five years.

 According to Higher Education Opportunities for Students with Disabilities – a Primer for Policymakers (June 2004) *"Although the gap in achievement is improving between those with disabilities and their peers, students with disabilities are underrepresented among those graduating from college due to a variety of factors: low high school graduation rates, inadequate preparation, and unique challenges with transition to college."*

Socio-Economic Factors Impeding Success: SSS eligible students face a multitude of challenges as they struggle through college. Results of a spring 2008 student survey conducted by STAR indicate:

➢ 42% of SSS eligible students are employed at least part-time.
➢ 41% of SSS eligible students are parents and 62% of those with children are single parents.
➢ 30% of SSS eligible students report their families never expected them to attend college.
➢ 35% of SSS eligible students report having dropped out or have temporarily stopped going to college.

Institutional data clearly illustrates that SSS eligible students are the vast majority (85%) of all AVC students. While SSS eligible and non-eligible students share many characteristics, SSS eligible students are less prepared academically, have higher financial need, and possess few (if any) of the advantages afforded students whose parents have college educations. As a consequence, SSS eligible students earn lower grades, are retained at lower rates, and more often fail to reach their goals of graduation and transfer. To demonstrate the disparity in performance levels (retention, graduation, transfer to four-year institutions and GPAs), AVC conducted a comparative study of SSS eligible students (low-income, first-generation college, disabled) and non SSS eligible students from a cohort of First Time in College (FTIC) students enrolled in the fall 2004 semester. A cohort of FTIC fall 2004 AVC students were identified and separated into SSS eligible and non-eligible. The table below demonstrates the large gap in performance for all four criteria when comparing SSS eligible and non-eligible students.

Summary of Performance Level Comparison, Cohorts Derived from FTIC in 2004		
	SSS Eligible	Non-Eligible
Fall 2004 to Fall 2005 Retention	42.5%	49.0%
Fall 2005 to Fall 2006 Retention	26.5%	32.5%
Fall 2006 to Spring 2007 Retention	21.5%	27.0%
Graduation within 4 years (By Spring 2008)	12.0%	16.0%
Transfer to 4-year institution within 4 yrs (By Spg, 2008)	12.0%	20.0%
Average 1st Year Cumulative GPA	2.15	2.57
SOURCE: AVC Office of Institutional Research		

As is evident by the figures above, AVC's overall student performance is well below desired levels. Nevertheless, there is a clear distinction between the performance of SSS eligible and non-eligible students. As shown in the table below, the fall to fall retention of students in the STAR program is consistent with the numbers set forth by the TRIO Grant.

STAR/TRIO Students Persistence Rate by Cohort And Year 2005-2009								
Cohort	Number of New Participants	Year Persisted (2006-2007) # of students		Year Persisted (2007-2008) # of students		Year Persisted (2008-2009) # of students	
2005-2006	73	63	86.30%	40	63.49%	16	40.00%
2006-2007	61			58	95.08%	32	55.17%
2007-2008	50					33	66%
2008-2009	84					65	77.38%
Source: STAR/TRIO Database and Annual Performance Report							

Good Academic Standing is reported on our Annual Performance Report (APR) each year. Good Academic Standing is determined if the participant has a cumulative GPA of 2.0 or greater. The table below shows the reported data of STAR participants and year to year percentages for Good Academic Standing.

		Good Academic Standing (2005-2006) # of students		Good Academic Standing (2006-2007) # of students		Good Academic Standing (2007-2008) # of students		Good Academic Standing (2008-2009) # of students	
Cohort	**Number of New Participants**								
2005-2006	73	55	75%	48	76%	35	87%	15	94%
2006-2007	61			50	82%	47	81%	30	94%
2007-2008	50					42	96%	28	85%
2008-2009	84							64	76%
Source: STAR/TRIO Database and Annual Performance Report									

STAR/TRIO Students Good Academic Standing (2.0 or greater) Rate by Cohort and year reported (2005-2009)

Graduation and Transfer rates are set by the grant. The U.S. Department of Education rules that each cohort either transfer or graduate within four years of becoming a TRIO participant. The table to the right shows these rates.

STAR/TRIO Student Graduation/Transfer Rate by Cohort Ending Year 2008-2009

Cohort	Number of New Participants	Graduated		Transferred	
2005-2006	73	22	30%	14	19%
2006-2007	61	14	23%	11	18%
2007-2008	50	13	26%	11	16%
2008-2009	84	3	3%	3	3%
Source: STAR/TRIO Database and Annual Performance Report					

❖ The trends in enrollment show that low income and 1st generation students are the key population at Antelope Valley College. We believe that these students understand the importance of education in this highly competitive world of work.

❖ The current economic status takes a larger hit on the exact population of our students as jobs are hard to find. With financial aid monies still available, at least a student can go to school and learn a skill or obtain a degree.

❖ CSU's and UC's have reduced their enrollment due to budget, so students must come to a community college and then transfer.

❖ The STAR program has continued to receive a higher number of

applications each semester as the economy decreases and the AVC enrollment increases.

❖ Referrals are made to the STAR program because of services offered; priority registration and grant aid, our biggest draw.

❖ With the increase of applicants, we have created a more efficient process for screening, accepting, and retaining students.

❖ The grant is written to provide services above and beyond the standard services. Free copying, printing, tutoring, counseling, and computer services are readily available to our students.

5.2 Report on the progress of recommendations and accomplishments 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.

The Peer Report team from spring 2006 made these recommendations. The accomplishment of these goals is addressed under it.

- Enhance public relations and marketing.
  - ➢ Community agencies, schools and departments on campus wrote letters of support for our current grant proposal. STAR brochures were distributed to each constituency. Many groups had not referred to our program in a long time and made a commitment to again refer students to us. The Director collaborated with the Dean of Health Sciences to provide a presentation on the STAR program and services.
- Streamline services by utilizing technology to go paperless and provide more online services.
  - ➢ The STAR application and a copy of the workshops are on myAVC, and the STAR website, notification of eligibility and the STAR newsletter are sent via email.
- Encourage students to take full advantage of the programs services.
  - ➢ Peer mentors make weekly to bi-weekly calls to encourage students to use our tutoring and other services. Students are encouraged to take full advantage of our services to maintain their status to be eligible for grant aid, priority registration and cultural events.
- Notify students of their current status.
  - ➢ Students are notified via email of their active or inactive status.
- Look into linking the current student program (Student Access) to Banner.
  - ➢ This has not been accomplished.
- Encourage more student accountability.
  - ➢ Students seem to understand that they will not get priority registration, grant aid or attend cultural events if they do not use our

services. The implementation of SARS TRAK will assist us with accountability.

- Develop a STAR manual.
  - ➢ This has not been addressed.
- Hire an additional Academic Advisor and more peer mentors
  - ➢ The grant specifies one Academic Advisor only. Another peer mentor/ tutor was hired which gives us four, two English and two math.
- Offer opportunities for staff to receive professional development.
  - ➢ Staff can attend the High Desert Consortium meetings that are a group of other SSS programs in the high desert. These meetings talk about best practices and are very informative. Our Academic Advisor attends FLEX activities and the Clerical Assistant serves on the Students on the Move committee.
- Provide more training for peer mentors.
  - ➢ Peer mentors attended Peer Mentor training in the Learning Center and Customer Service training (Fall 09).
- Provide computers and a fax machine.
  - ➢ Two more computers were purchased for students. A fax machine is not vital to the program. We will not pursue this.
- Receive additional district funding.
  - ➢ Additional district funding is not available with the budget cut backs.
- Enhance the connection with the local high schools.
  - ➢ Presentations have been made at various high school counselor events by the STAR director.
- Re-establish an Advisory Board and mentoring program.
  - ➢ No progress on these two items.
- Strengthen the link with the Learning Center.
  - ➢ Students are referred to the Learning Center, a calendar of their workshops is on our bulletin board, and credit is now given to students when they attend any of their workshops.
- Strengthen links with the community
  - ➢ Link was strengthened with the grant proposal as letters of commitment were needed from the community.

The Clerical Assistant has been increased from 50% to 100%.

AREA 6 STUDENT AND PROGRAM LEARNING OUTCOMES

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 2009, 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 2008/2009 follow in **bold**.

   I. The STAR Academic Advisor helped you to identify educational and career goals (PLO 1, SLO 1 and 3)…**81.8% 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)…**96.7% 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)…**72.8% 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)…**84.8% 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?

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. Currently, only one survey was given through Survey Monkey.

Action	Person responsible	Completion/target date
Revise current Program Evaluation to include SLO's and PLO's	Office of Institutional Research/ STAR Director	Spring 2010
Develop Student Survey as an Evaluation instrument	STAR staff	Spring 2010
Implement Student Survey	Office of Institutional Research	Spring 2010
Evaluate data	STAR staff	Summer 2010
Implement adjustments to STAR program	STAR staff	Fall 2010

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.
N/A

AREA 7 COLLABORATION WITH OTHER PROGRAMS
Discuss collaborative efforts undertaken with other Instructional, Student Services of Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

- The STAR program collaborates with a variety of programs as this is essential to meet the needs of our students.
- The STAR director attends bi-monthly Administrative Council meetings and Counseling and Matriculation Directors' meetings. She provides program information to the college administrative team and department directors and delivers relevant information that is shared at the meetings with STAR staff.
- Counseling and Matriculation Department: The STAR director and academic advisor attend weekly general counseling meetings. These meetings assist with information and updates on counseling issues and changes, speakers from the community and departments give program information, and forms and implementations strategies are discussed.
    - Success: information from these meetings is extremely helpful.
        - Challenges: Uniformity of educational plans has been an issue. With the recent purchase of Degree Works, this challenge should be resolved.

- The Transfer Center: Assists our students with campus tours and the Transfer Center Day. In addition, they have workshops our students can attend to complete the UC or CSU application. In addition, they have an articulation counselor to assist our students.
    - Success: Our students are encouraged to use these services to learn about transferring to a university.
        - Challenges: Not as many campus tours due to budget constraints.
- The Learning Center: Provides tutoring and workshops to STAR students upon verification of program status.
    - Success: Our students benefit from their services.
        - Challenges: Students do not readily use services available to them.
- The Financial Aid office: Provides verification for SAP, Pell Eligible, unmet need verification and adjustment for the grantee.

- o Success: Accurate information is always received.
  - Challenges: none
- The Career Center: Provides career assessment and interpretation.
  - o Success: STAR students have career information which confirms that their major is appropriate for them or that they need to consider changing it.
    - Challenge: Making certain all new students complete DISCOVER and attend an interpretation session.
- The Job Placement Center: Provides announcement of student worker openings, hire paperwork, SERF's, workshops and Job Fairs.
  - o Success: Good student workers are hired and records are maintained.
    - Challenges: None.
- The CalWORKs office: Provides student worker funding through the Transition of Subsidiary Employment office.
- The Office for Students with Disabilities: Provides verification of documented disability for students.
- The AVC Business office: Provides fiscal grant management.
- ITS: Provides computer and software maintenance and installation.
- Transportation office: Provides buses and vans for cultural events.

AREA 8 OUTREACH ACTIVITIES
Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs.

Per the Dept. of Education, the STAR program is not allowed to recruit at any agency or high school. Community outreach is also limited due to guidelines in the grant, yet program information is available and visible for campus outreach programs to promote.

Our staff Academic Advisor, director, clerical assistant, and peer mentors have presented information about the STAR program to individuals and groups through high school orientations, presentations for specialized majors such as the Registered Nursing Program and through the Alpha Iota Honors Society.

A group of other SSS programs in the desert area has begun to meet quarterly to discuss a variety of issues that our TRIO program addresses. Included in the Inland Empire/ Desert Consortium is: Cal Poly Pomona, Copper Mt. College, College of the Desert, CSU San Bernardino, Victor Valley College, Pasadena City College, Riverside Community College, and Antelope Valley College.

AREA 9 GOALS AND OBJECTIVES
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.

Goal:	Attainable Based on Services, Budget, Personnel & Institutional Commitment:
♦ AVC's fall to fall retention rate of SSS eligible students is only 42.5%. ♦ SSS eligible students enter AVC severely deficient in academic skills and face a multitude of other socio-economic barriers that prohibit academic persistence. Many face severe financial challenges and have work and family responsibilities.	♦ AVC's SSS participants will be provided with focused academic/career advising and assessment, tutoring, supplemental instruction, goal setting and study skills workshops, financial aid counseling and assistance, mentoring, and cultural enrichment activities to encourage and facilitate persistence. ♦ The proposed budget includes sufficient funds for SSS personnel to provided needed services and grant aid to students to decrease financial burden. ♦ Services to be provided by SSS project staff will be complemented, supported, and assisted by commitments of AVC faculty/staff, and community members.

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.

Goal:	Attainable Based on Services, Budget, Personnel & Institutional Commitment:
♦ Avg. GPA for SSS eligible students is 2.15 compared to 2.57 for non-eligible students. ♦ Percentage of SSS eligible students in good academic standing is only 59%. ♦ The average SSS eligible student lacks the knowledge and skills with which to seek assistance when in academic peril.	♦ Participants will receive individualized and group tutoring, supplemental instruction as well as goal setting and study skills workshops so that they may achieve and maintain a good academic standing. ♦ SSS Staff will monitor participant progress regularly and intervene with appropriate services as necessary. ♦ In addition to staff and services included in the SSS budget, the project will be supplemented through extensive institutional resources (advising, guidance, financial aid counseling,

	coordination with other projects, etc.) which will ensure SSS participants remain in good academic standing

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

Goal:	Attainable Based on Services, Budget, & Personnel:
♦ AVC's four-year graduation rate for SSS eligible students is only 12%. ♦ SSS eligible students face a multitude of academic and other barriers which often result in attrition and/or prolonged time to graduation.	♦ Participants will receive focused academic/career advising and assessment, tutoring, supplemental instruction, goal setting and study skills workshops, financial aid counseling/assistance, mentoring, and cultural enrichment activities to encourage/facilitate timely graduation. ♦ The proposed budget includes grant aid to ease the financial burden which often impedes progress toward graduation. ♦ AVC student services staff will provide focused financial literacy workshops to assist participants in effective financial planning for degree completion.

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

Goal:	Attainable Based on Services, Budget, & Personnel:
♦ AVC's four-year graduation rate for SSS eligible students is only 12% and only 12% transfer to 4-year institutions. ♦ SSS eligible students face a multitude of academic and other barriers which often result in attrition and/or prolonged time to graduation.	♦ Participants will receive focused academic/career advising and assessment, tutoring, supplemental instruction, goal setting and study skills workshops, financial aid counseling/assistance, mentoring, and cultural enrichment activities to encourage/facilitate transfer to a four-year institution. ♦ Staff will organize visits to/with area four-year schools to ensure that the identification of transfer and pursuit of a four-year degree is a goal that is identified early and consistently among participants. ♦ Participant travel to four-year institutions and attendance at cultural events is included in the proposed budget.

AREA 10 LONG TERM RESOURCE PLANNING

10.1 List faculty and staff requirements to meet program needs in the next four years.
N/A

10.2 List facilities, equipment and technology needed to provide a safe and appropriate environment for student learning in the next four years.

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.

AREA 11 RECOMMENDATIONS AND COMMENTS

11.1 List recommended changes to the Educational Master Plan.
 N/A

11.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program.
N/A

AREA 12   REPORT TO THE BOARD OF TRUSTEES

The mission of STAR (Student Transfer and Retention) Student Support Services program is to increase the college retention and graduation rates of eligible participants and facilitate the process of transition from one level of higher education to the next. The program assists 160 eligible first-generation, low income, and/or students with a learning disability through the use of a variety of services to clarify their goals, succeed academically in their chosen program of study, and to graduate and/or transfer to the university.

The STAR program is primarily funded by a grant from the U.S. Department of Education to serve 160 students yearly. The program is currently receiving $235,689 to serve students for the 2009-2010 year. The current grant cycle will end August 31, 2010. A new grant will be submitted for a 5 year funding cycle.

The STAR program saw the retirement of the Linda Jansen in 2007 and the immediate hiring of Linda Noteboom, the current Director. The Clerical Assistant position currently held by Sara Stanton was increased from a part-time position to a full-time position as well as the hiring of a new Academic Advisor, Mr. Walter Briggs III.

The STAR program policies and procedure have been updated to include:
1) A strictly enforced program requirement for participants, with a consequence for not meeting the Participation Agreement Contract.
2) Initial intake meeting with Academic Advisor has been changed to an Orientation/Counseling Appointment to introduce the student to the program and assess their individual needs.
3) Peer mentor/tutors have been changed from general tutors to that of more specified subjects, math and English, to serve the ever increasing needs of our target population.
4) Brochures, applications and website information has been updated and made user friendly.

The STAR program provides the following services: priority registration, small computer lab, personal, academic, and career counseling, peer mentoring and tutoring, study area, printing and copying services, cultural events and workshops. Special events include Welcome Back Week, Mid-Term Munchies, Finals Week, Cookies & Cram and assorted holiday related events. All services are implemented to ensure student support and success.

Although STAR is a small program, we strive to go above and beyond the services currently offered at AVC. Our target population benefits from the

personalized attention and services they receive. This assists them in building confidence and skills to pursue their dreams.