Comprehensive Program Review Self-Study Report

Please provide the following information, Respond NA to questions which are not applicable to your division/discipline area. The self stuffy reports of all divisions will include responses to parts 1 – 7. Self study reports of academic divisions will include a division overview in Part 1 and analysis of each discipline in parts 2 – 7.

Questions with an asterisk (*) were addressed in last year's program review report. The question numbers do not correspond with the numbers in last year's report.

Division/Area Name
S.T.A.R.TRIO Program (Student Transfer and Academic Retention)

Year – 2013

Part 1 – Division or Area Overview

1.1 Briefly describe how the division or area contributes to the district mission.

The mission of the Antelope Valley Community College District is to provide a comprehensive education to a diverse community of learners by placing student success and student centered learning as our number on priority through high quality educational standards and innovative programs and services in a professional team-driven environment. Antelope Valley College takes pride in providing a quality, comprehensive education for a diverse community of learners. We are committed to student success, offering value and opportunity to all members of our community.

The Antelope Valley College vision is to "provide quality education that enriches lives and builds futures." The S.T.A.R (Student Transfer and Academic Retention) Program takes pride in offering services to 1st generation, low income, and/or disabled students. This federally funded grant program offers services to students which are "above and beyond" the normal range of services provided, to ensure student success. STAR provides students with priority registration and a comprehensive counseling program that promotes degree and transfer completion. Supporting students on this mission is our goal. We offer support through a variety of workshops, from: How to Deal with Stress, Money Management, Transferring Tips, and many more. STAR has a small computer lab and a study area, we allow students to print their papers and syllabuses here, and to make copies, all for free. In addition, STAR has student tutors who tutor in basic skills areas (English and Math) but also in high level classes such as Physics, Calculus, and Statistics. The STAR grant only allows 160 students to participate so that close relationships can be built. We are on a first name basis with students and questions such as, How's your semester going?" are frequent. We make an effort to know how the student is progressing

and what issues they might be encountering. In addition, the counselor meets with our students twice a semester. One appointment is held before mid-term to determine how the student is progressing, and the second appointment is held after mid-terms to determine classes for the next semester. With the assistance from everybody in STAR, students learn how to navigate the complexities of the college system, and are supported along the way as they have bumps in the road or successes to celebrate.

1.2 Place an X by each Institutional Learning Outcome (ILO) supported by the division or area.

     X Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness

     X Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.

     X Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts, natural sciences, and mathematics.

     X Solve problems using oral and written communication, critical thinking and listening technologies.

     X Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.

     X Identify career opportunities that contribute to the economic well-being of the community.

1.3 After completing parts 2 – 7, prepare a one page summary of the division/area. Interpret the significance of the findings. Note successes in supporting district strategic goals and where improvements are needed.

The mission of S.T.A.R./Student Support Services Trio program is to provide 1st generation, low income, and/or disabled students with support services so they can be successful in obtaining an Associates degree or meeting the requirements to transfer.

The STAR grant states that we will "go above and beyond" what Antelope Valley College offers. The combination of these services, plus a central location with a caring staff, creates a perfect learning environment. The students are connected to something, some place. From the Orientation, they know that we are here to assist them, to answer questions, and to keep them on track so that they will be successful.

STAR offers a multitude of services to students. The basic requirements for a student to be in good standing are:

- Attend an Orientation with the Counselor to receive information regarding the STAR program and its requirements.
- Meet with the Counselor to establish an Ed plan.
- Attend 2 counseling appointments, one before mid-terms to go over their educational plan and determine if they are in the right classes and to access how they are doing, and one counseling appointment after mid-term to check their

educational plan and determine if they are progressing, also to evaluate and determine classes for the next semester.
- Attend one workshop per semester. A wide range of workshops are offered to ensure student success. These are: Note-taking techniques, CSU Transfer Requirements, Stress Management, Time Management, and UC Transfer Requirements. In addition, the federal government requires that all grant programs offer workshops on how to be stewards of the money that is granted to them. STAR requires their students to take one ED Fund workshop during the year. Students can select from Ed Fund Credit, Ed Fund Savings, and Ed Fund Budget.
- STAR attempts to have 4 tutors (two Math and two English) using Cal-Works and Federal Work study students. This past year, we were only able to hire 3.
- No additional employees were hired. We will remain consistent with 3 permanent staff, (Director, Counselor and Clerical III).

STAR has a high level of minority students in a medium age range. These re-entry students need support in order to persist. The STAR Program has proven results, higher than those set by AVC, throughout the years in persistence and in transfer rates.

Although the number of students is not as large as some other programs, STAR meets the federal regulation of 160 students per year. \

The support services provided by STAR are in line with AVC, providing services to disadvantaged students, who are 1st generation, low income, and/or disabled. The Federal grant that was awarded to Antelope Valley College, states that two thirds of STAR students MUST be 1st generation and low income.

1.4 Name of person leading this review:
   Linda Noteboom

1.5 Names of other participants:
   Sara Stanton, Clerical III
   Walter Briggs, III, Counselor

Part 2—Data Analysis and Use

2.1 Review the five year headcount and FTES enrollment data provided. Comment on trends and how they affect our program.
   o Trends do not affect the STAR Program as our maximum number of students served remains at 160.

2.2 Report and analyze program/area data showing the quantity of services provided over the past four years (e.g. number of students served, books sold, employees hired, acreage maintained).

<u>Total students served 2008 – 2012</u>
2008 – 2009:   160
2009 – 2010:   160
2010 – 2011:   160
2011 – 2012:   160
Total: 640 (Unduplicated count)

2.3 Please review the five year data on sections offered, faculty ratios, and efficiency data provided on the web link. Comment on trends and how they affect your program.

N/A

2.4 Using the discipline student success data provided by web link, please comment on any similarities or differences between race, gender, location, and modality groups in meeting the Institutional standard of 68% for student success (students earning grades of A, B, V, Pass, or Credit). Identify what actions are planned to address trends and achievement gaps in the current academic year.

- o   Approximately 90% of the total student body at Antelope Valley College fall into three groups. They include African American (AA), Hispanic (Hisp) and White. Antelope Valley College's Program data for 2011-2012 is not available at this time.

Table: *AVC/STAR Ethnicity Comparison*

	2008 - 2009	2009 - 2010	2010 - 2011	2011 – 2012	2012 – 2013
African American					
AVC	21.5%	18.9%	19.7%	N/A	N/A
STAR	47.7%	45.7%	45.0%	46.9%	46.8%
Hispanic					
AVC	30.7%	26.6%	31.9%	N/A	N/A
STAR	26.4%	25.3%	24.4%	24.4%	32.9%
White					
AVC	32.9%	26.4%	28.2%	N/A	N/A
STAR	17.2%	14.2%	14.4%	15.0%	15.1%

STAR consistently has a large population of African American students. Many of these students are also in EOPs and Cal Works. The system is such that students get referred to our program because they are in other programs and have need for services.

STAR -- Age Demographics

Table: *Age*

	2008 - 2009	2009 - 2010	2010 - 2011	2011 – 2012	2012 – 2013
<18	0	0	0	0	0
Percent	*0%*	*0%*	*0%*	*0%*	*0%*
18 – 19	10	7	9	6	21
Percent	*5.8%*	*4.3%*	*5.6%*	*3.8%*	*12.0%*
20 - 24	41	36	40	29	44
Percent	*23.6%*	*22.2%*	*25.0%*	*18.1%*	*25.0%*
25 - 29	23	21	18	22	22
Percent	*13.2%*	*13.0%*	*11.3%*	*13.8%*	*12.7%*
30 – 34	16	24	23	20	18
Percent	*9.2%*	*14.8%*	*14.4%*	*12.5%*	*10.0%*
35 – 39	25	19	14	14	9
Percent	*14.4%*	*11.7%*	*8.8%*	*8.8%*	*5.0%*
40 - 49	34	28	25	32	24
Percent	*19.5%*	*17.3%*	*15.6%*	*20.0%*	*14%*
50+	25	27	31	37	35
Percent	*14.4%*	*16.7%*	*19.4%*	*23.4%*	*20.0%*
TOTAL	174	162	160	160	173

STAR students are almost always re-entry students. They come to the college to get a degree or learn a new skill and need assistance in their math or English. Our program is valuable to them, as we have tutoring and an environment that is safe, informative, and encouraging.

STAR-- Student Persistence

Table: *AVC/STAR Persistence Comparison*

	2008 - 2009	2009 - 2010	2010 - 2011	2011 – 2012	2012 – 2013
AVC	*66.8%*	*63.4%*	*72.2%*	*N/A*	*N/A*
STAR	*70.0%*	*73.0%*	*76.0%*	*81.0%*	*86.0%*

STAR maintains and exceeds the level of Persistence as noted in the chart above.

Table: ***Persistence, Graduation/Transfer and Academic Standing Rates***

	2008 - 2009	2009 - 2010	2010 - 2011	2011 – 2012	2012 – 2013
Persistence (65%)	70%	73%	76%	81%	86.%
Grad (20%)/Transfer (30%)	28%	29%	28%	31%	24%/56%
Good Academic Standing (75%)	91%	94%	92%	90%	94%

2.5 Analyze and summarize trends in student progression through basic skills courses, if applicable.

Statistical data is not available at this time.

2.6 List degrees and certificates currently offered in the discipline. Analyze how resource adjustments or other changes during the past four years have impacted degree and certificate completion rates.

N/A

2.7 Using the data provided by web link, please comment on transfer rates to four year institutions, license exam results, and job placement/post testing. If applicable, cite examples of using additional resources, or making other changes during the past four years that have resulted in improvements in transfer rates to 4 year institutions, license exam results, and job placement/post testing.

N/A

2.8 Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline. Comment on the occupational projections for employment in your discipline for the next two years. Comment on how the projections affect your planning.

N/A

Part 3 – Outcome Analysis and Use

3.1 Analyze changes in student learning outcome (SLO) and program learning outcome PLO assessment findings over the past five years. Cite examples of using data during that time as the basis for resource allocation (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved learning outcome findings over the past four years.

Over the past four years, STAR has stayed consistent with their Student Learning Outcomes (SLO's). It is our goal to make certain that students have an Educational Plan that is updated twice a semester. This is the nuts & bolts of the program, as our goal is to maintain a high level of accountability so that we can ensure our students are having high levels of persistence and transfer and graduation rates.

STAR Program Learning Outcomes:

- Students will identify appropriate educational and career goals. (2008 – 2011)
- Each student will demonstrate knowledge of AVC's general education curriculum to develop an educational plan that supports their goal toward degree, certificate and/or transfer

Student Learning Outcomes: approved 2008

- Students will understand cultural diversity through discussion and field trip participation (concerts, plays, museums, libraries, etc.)
- Students will identify appropriate educational goals.
- Students will identify areas of strength and weakness.
- Students will apply effective study skills
- Students will demonstrate ability to use technological resources at AVC
- Students will work collaboratively with fellow STAR students and staff
- Students will demonstrate the knowledge of services and programs within Antelope Valley College and community to meet educational, personal and career goals.

The established cycle of the new ILO's, PLO's and SLO's began in 2009. They were shortened, but still reflected the mission and importance of AVC and STAR.

- **ILO 2, PLO 1, SLO 1 -** Students will identify appropriate educational and career goals.
  - **Measure:** The STAR staff will pull and review all active student files to determine if the student has an educational plan. **Finding:** All active STAR students have an educational plan.

- **ILO 3, PLO 1, SLO 2 -** Each student will demonstrate knowledge of AVC's general education curriculum to develop an education plan which supports their goals toward degree, certificate and/or transfer requirements.
  - **Measure:** During a required contact, the STAR counselor will review general education and degree or certificate requirements with the student and will explain the process in which the student needs to meet the requirements to persist and succeed. **Finding:** 85% of the students surveyed felt that their counselor was able to help them understand the curriculum at AVC related to their goals.

- **ILO 4, PLO 1, SLO 3 -** Students will make decisions about their academic and career goals bused upon their personal assessment information as well as academic success in their chosen major.
  - **Measure:** 100% of STAR students will understand the curriculum that is related to their career goal. **Finding:** 80.6% of students surveyed felt that

their counselor was able to help them understand the curriculum at AVC that related to their goals.

In 2012, the college changed to doing OO's.

OO1 - Active STAR participants will meet with the counselor twice per semester to receive or update their educational plans.
- o **Measure:** 100% of STAR students will meet with counselors twice a term
  Finding: 41% of STAR students met with the counselor twice per term.

OO2 - Supply and/or update STAR student educational plan.
- o **Measure:** 100% of the STAR students will have an active educational plan. **Finding:** 100% of STAR students have an active educational plan.

STAR did not meet their 001 objective. It will be important for STAR to evaluate this finding and create a better plan to ensure that a higher proportion of our students meet with our counselor twice per semester.
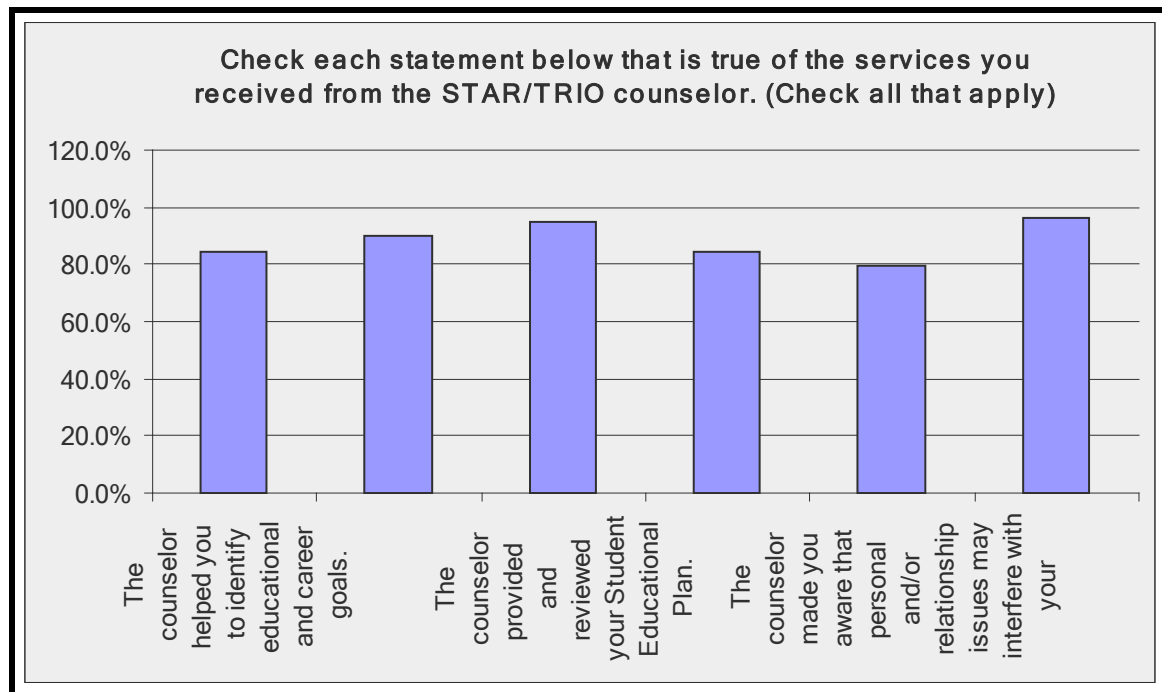

Part 4 – Stakeholder Assessment

4.1 Assess how well the program serves the needs of the students, district, and community. Support statements with findings from student, employee, and/or community surveys. Include feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement.

STAR is committed to working with all stakeholders to develop and continue a positive working relationship. For the purpose of the grant, 33 stakeholders signed a pledge to support the STAR program at the beginning of this grant period, (2008) which included community agencies, district employees, and students.
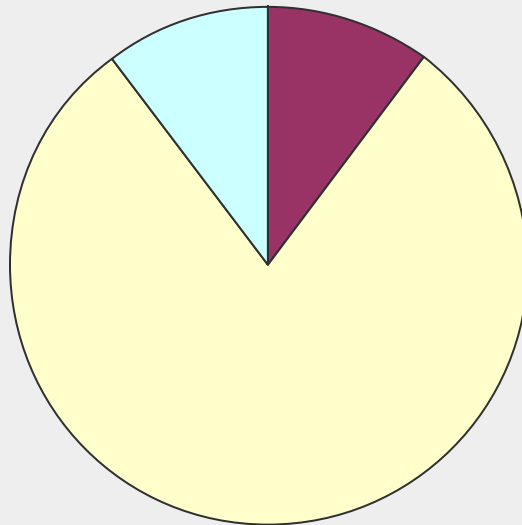
In addition, STAR sent out a survey on surveymonkey to determine if the program was meeting their needs in a variety of areas. The survey results show positive feedback from students.

What services from the STAR program did you find most beneficial?		
Answer Options	Response Percent	
Priority Registration	91.4%	
Two Counseling Contacts/Services	72.4%	
Peer Mentoring/tutoring	69.0%	
Supplemental Grant Aid	60.3%	

Workshops	70.7%
Photocopying	70.7%
Cultural Event	46.6%
Computer lab	84.5%
Study area	81.0%
Other	13.8%

Check each statement below that is true of the services you received from the STAR/TRIO counselor. (Check all that apply)
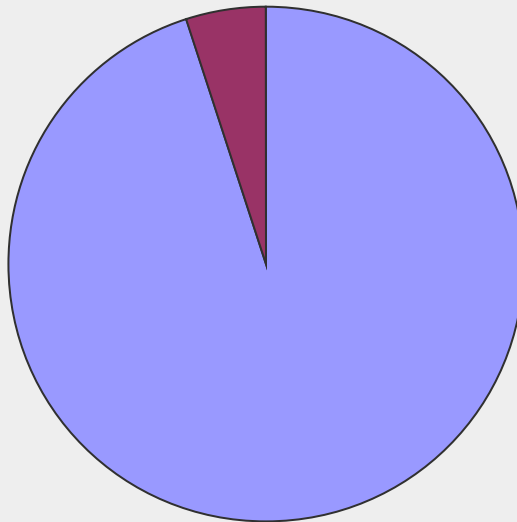
What is your educational goal? Check the areas that best apply to you.

- Certificate 0%
- AA/AS degree 10.2%
- AA/AS degree & transfer to a 4 year university/college 79.7%
- Other (please specify 10.2%)

Were you satisfied with the services you received from the STAR counselor?

- Yes
- No

The required 2 counseling contacts are to help you identify educational and career goals and establish and update your educational plan. Were these meetings beneficial?	
Answer Options	Response Percent
Yes	98.3%
No	1.7%

Part 5 - Goals and Objectives

5.1 Review the goals identified in your most recent comprehensive self-study report and last year's annual report. Indicate which have been completed and which have been eliminated.

Action/Goal	Person responsible	Completion/target date
Revise current Program Evaluation to include OO's	Office of Institutional Research/ STAR Director	Spring 2014
Develop Student Survey as an Evaluation instrument	STAR staff	Completed Fall 2012
Implement Student Survey	Office of Institutional Research	Completed Fall 2014 and ongoing
Evaluate data	STAR staff	Ongoing
Implement adjustments to STAR program	STAR staff	Ongoing

5.2 List discipline/area goals and objectives related to improving outcome findings and/or the success of the various learner populations in completing courses, certificates, degrees, and transfer requirements. Discipline/area goals must be guided by district strategic Goals and Plan Summaries in the Educational master Plan (EMP). They must be supported by an outcome action plan, data analysis, national or professional standards, and/or a requirement of guideline from an outside agency (e.g. legislation, Chancellor's Office, accrediting body, professional board). Consider curriculum, instruction, assessments, program services, operations, collaborations, scheduling, location, technology, etc.

Current (up to three years)

STAR Goal #1: To expose STAR students to California colleges & universities

- Guided by district **Strategic Goal # 2**
- Guided by **2c Plan Summary** in EMP
- STAR students used to take campus tours through the Career Center. When the funding for that ended, the field trips ended. Although there are virtual tours online of each campus, nothing takes the place of an "on campus" visit.
- Many STAR students do not have transportation to visit campuses.
- The STAR Program will set a goal to take one college visit per semester to a college or university so that students can get relevant information from their staff, and experience the "feel" of the 4 year institution.

Near Term: (three to five years)

STAR Goal #2: Expand Career Technical options for STAR Students

- Guided **by District Strategic Goal # 3**
- Guided by **3a Plan Summary** in EMP
- STAR students take the Kuder Career inventory as part of their admission into this program.
- Many students are unaware of career opportunities in the career technical field
- STAR will invite teachers and individuals from the career/technical area to speak to STAR students about opportunities in these fields.
- STAR will take a tour of our career/technical area to better understand the opportunities of careers in these fields

Long term (five to ten years)

STAR Goal #3: Strengthen the link between SLO/PLO assessment and action plan development and evaluation

- Guided by district **Strategic Goal # 1**
- Guided by **1b Plan Summary** in EMP
- STAR OO's need revision
- Action Plan development will be checked

5.3 List discipline/area goals and objectives directly related to advancing Strategic Goals. Discipline/area goals must be guided by district Strategic Goals and Plan Summaries in the Educational Master Plan (EMP). They must be supported by data analysis or other documentation.

Current: (up to three years)

STAR Goal #4: Improve OO/PLO's to align with student success and secure data to improve the evaluation of Action Plans

- Guided by district **Strategic Goal # 1**

- Guided **by 1b Plan Summary** in EMP
- To improve the student success rates in STAR, the link between OO/PLO assessment needs to be improved with a better evaluation of these measures so action plans can be created.
- STAR will research ways to develop and improve data links to better collect and evaluate student success and are aligned to OO/PLOs.

Near Term: (five to ten years)
STAR Goal #5: Strengthen the relationship with the Assessment Center
- Guided by **district Strategic Goal # 1**
- Guided by **1d Plan Summary** in EMP
- Develop a working relationship with the Assessment Center to gather assessment scores. A working relationship would assist STAR with the assessment scores, which would ensure correct student educational plans and student success.
- STAR will develop a system to ensure that all students who are in Basic Skills have a tutoring log. Although STAR and the Learning Center have tutoring, many students do not access this service. An online log can be created and evaluated to ensure that the student is getting the tutoring and assistance they need.

Long Term (five to ten years)
STAR Goal #6: Establish an online orientation and student file for STAR students
- Guided by district **Strategic Goal # 7**
- Guided by **7b Plan Summary** in EMP
- STAR currently has an online application but does not have an online orientation. The STAR counselor meets with students for this hour long Orientation.
- Finding a room to conduct the STAR Orientation has been difficult, and students are rushed through all the information they have to digest. An on-line orientation would give them the time to comprehend the services STAR has to offer and what the federal regulations they need to meet.
- A student file would assist the student in recognizing what regulations have not been met throughout the semester. Without meeting all the qualifiers, students will not be eligible for grant aid.

Part 6 – Resource Needs

Identify significant resource needs that should be addressed currently (up to three years, near term (three to five years) and long term (five to ten years. If there may be safety issues, enrollment consequences, or other important concerns if a resource is not provided, please make this known.

6.1 List needed human resources. List titles in priority order. Identify which discipline area goal guides this need.

- The STAR grant does not have (federal) funding or space for additional employees.

6.2 List needed technology resources in priority order. Identify which discipline/area goals guides this need.
- Updated computers, accessories, software applications and direct support for current and emerging technologies. **Strategic goal 7, EMP Plan Summary 7b, STAR Goal #4**
- Scanner needed to complete purchase requisitions and to support student needs. **Strategic goal 7, EMP Plan Summary 7b, STAR Goal #4**
- Larger computer lab of 15 stations for instructional support, career development and assessments, and assignment completion. **Strategic goal 7, EMP Plan Summary 7b, STAR Goal #4**

6.3 List facilities/physical resources needed to provide a safe and appropriate student learning and/or work environment. List needs in priority order. Identify which discipline/area goal guides this need.
- The current STAR office is not large enough for 160 students. This one area serves as a welcome/check in area, a secretarial area, a copy machine area, a computer lab, a study area, and a workshop area. There is too much noise for student's to concentrate. A larger room/space is needed to ensure greater student success. **Strategic goal 7, EMP Plan Summary 7b, STAR Goal #6**

6.4 List needed professional development resources in priority order. Identify which discipline area goal guides this need.

- The STAR director and counselor need to attend the annual WESTOP Conference. **Strategic Goal 5, EMP Summary 5d, STAR Goal #3**
- The STAR director, counselor and clerical III needs to be trained in all software applications and upgrades used by AVC that are relevant to their duties. **Strategic Goal 5, EMP Summary 5d, STAR Goal #3**
- The STAR director and counselor need to attend all training for Degree Works which will assist students with their Educational plans. **Strategic Goal 5, EMP Summary 5d, STAR Goal #3**
- The STAR director and counselor need to attend all Counseling division meetings for up to date information, policies and procedures. **Strategic Goal 5, EMP Summary 5d, STAR Goal #3**

6.5 List any other needed resources in priority order. Identify which discipline/area goal guides this need.

N/A

Part 7 – Recommendations and Comments

7.1 List recommended changes to the Educational Master Plan to:

- Address external issues or mandates such as legislation, industry, and professional standards, etc.
- Respond to outcome findings.
- Reflect changes in technology, methodology, and/or disciplines.
- Address student achievement gaps and/or meet other student needs.

None at this time.

7.2 What changes in the program review process would improve institutional effectiveness or make the results more helpful to the program?

- The Institutional Research department needs to meet with each categorical director to determine what research can be conducted so that information can be assessed in a timely manner for the program review process, and to make program changes.