



2018-2019 Program Review Report

Division/Area Name: S. T. A. R. (Student Transition Academic Retention), Student Support/TRIO Program	For Years: 2020-2021
Name of person leading this review: Saundra D. Cooley	
Names of all participants in this review: Saundra D. Cooley: Director, Stephanie Mattila: Counselor, Sara Stanton, Administrative Assistant	

Part 1. Program Overview:

<p>1.1. Briefly describe how the program contributes to the district mission:</p> <p>Antelope Valley College's Mission includes providing a quality, comprehensive education to a diverse population of learners. The STAR/TRIO program contributes to this mission by offering educational services to first generation college students, low income individuals, and students with disabilities that need additional support to ensure college retention and promote transference to four year colleges and/or universities. In alliance with AVC's Mission the STAR/TRIO program provides tutoring services to support students who have academic challenges, provides counseling which includes Education Plan development and monitoring, provides trips to four year colleges to expose students to higher institutions of learning for their consideration and observation in addition STAR/TRIO provides Grant Aid Awards to help offset college cost. The program also offers students Workshops such as: Financial Literacy, Transfer tips, Stress Management, Study Skills, and Time Management all of which helps support the student now and in the future.</p>					
<p>1.2. State briefly program highlights and accomplishments:</p> <ul style="list-style-type: none"> <li>The program received a \$24,540 increase in funding (Supplemental Grant Award) for the Department of Education because of outstanding program performance. The additional funds is being used to increase Grant Aid to students and increase the number of students served.</li> <li>The program is funded to serve 160 students annually, however the program served 204 students according to the APR accounting.</li> <li>Data report comparing AVC students to STAR students: Average Earned Hours: AVC 35.0 / STAR 54.0, Average GPA: AVC 2.6 / STAR 2.8, Completion Rate: AVC 77.9% / STAR 78.2%, Retention Rate: AVC 86.3% / STAR 87.9%.</li> </ul>					
<p>1.3. Check each Institutional Learning Outcome (ILO) supported by the program.</p> <table border="1"> <tr> <td><input checked="" type="checkbox"/> Communication</td> <td><input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td><input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications.</td> </tr> </table>		<input checked="" type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis.	<input type="checkbox"/> Communication	<input checked="" type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications.
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<input type="checkbox"/> <b>Creative, Critical, and Analytical Thinking</b>	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input checked="" type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input checked="" type="checkbox"/> <b>Community/Global Consciousness</b>	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well-being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> <b>Career and Specialized Knowledge</b>	<input checked="" type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<b>1.4. Check each Educational Master Plan (EMP)/Strategic Plan Goal supported by the program.</b>	
<input type="checkbox"/> Goal 1*: Commitment to strengthening institutional effectiveness measures and practices.	
<input checked="" type="checkbox"/> Goal 2*: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> Goal 4*: Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> Goal 5: Align instructional programs to the skills identified by the labor market.	

\*Indicates College-Wide Priorities for 2018-2021 as of fall, 2018.

**Part 2.A. Please provide the results of any internal and external environmental scan information you have gathered related to the program e.g. surveys, interviews, focus groups, advisory groups, licensure exam scores, job placement, State mandates, etc.:**

Work with other campus categorical program Directors has increased visibility of the program and supported networking efforts. In addition a student satisfaction survey was given to a random group of participants and the results indicated that the students were overall satisfied with the guidance and support provided by the counselor in their Educational Plan, they benefited from the one on one Orientation and individual counseling. As a result the student survey indicated that the participant believed that they could graduate and/or transfer. The survey also indicated that the following services best benefitted them in this order of importance: Priority Registration, Counseling, Peer tutoring, Supplemental Grant Aid, Workshops, Photocopying/Lab and providing a Study area.

**Part 2.B. Analyze the program review data (please see the program review data retrieval instructions and attach your program review data page with any other supporting documents), the above environmental scan information, and anything else related to your area to identify the program strengths, weaknesses, opportunities, & threats (SWOT):**

<b>Strengths</b>	By providing two individual counseling appointments per term with and the requirement to attend two workshops the STAR students the program has significantly increased the percentage of students receiving an educational plan. Which in turn has increased the chances of students staying on track to graduate and or transfer.
<b>Weaknesses</b>	Due to the adjunct counselor part time status it makes it difficult to provided additional appointments as needed by students.
<b>Opportunities</b>	The program has received a Supplemental Grant for the Department of Education which will fund additional student participants and increase Grant Aid for students who have a greater financial need.
<b>Threats</b>	None noted.



**Part 2. C. Review and comment on progress towards SLO/PLO/OO Action Plans:**

**PL0-1.** Students will identify appropriate educational and career goals. On an on-going basis the STAR Counselor provides two individual counseling appointments and requires the students to attend two workshops on careers per term which focuses on updating their Educational Plan and addresses careers.

**PL0-2.** Each student will demonstrate knowledge of AVC's general education curriculum to develop and Educational Plan that supports their goal toward a degree, certificate and/or transfer. On an on-going basis as a result of all active student participants meeting regularly with the Counselor all have met the criteria of having an updated Educational Plan which is reviewed and revisions are made when needed. Therefore, students are on track meeting their goals of graduation, transfer and/or receiving a certificate.

**OO-1.** All active student participants will have an updated Educational Plan. On an on-going basis STAR Counselor reaches out the students who have failed to meet program requirements and updated their Educational Plan. Program incentives have been offered to inactive students in efforts to get students back on the active track.

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

To expose STAR students to California colleges and universities: This past year the STAR program provided three college visits to participating students on a merit basis. As a result several students chose one of the universities as their choice of schools to transfer to after graduation.

**Part 3. Based on Part 2 above, please list program/area goals for 2020-2021:**

<i>Program/Area Goal #</i>	<i>Goal supports which ILO/PL0/SLO/OO?</i>	<i>Description of Goal</i>	<i>Steps to be taken to achieve goal?</i>
<b>Goal 1.</b> To expose STAR students to California college and universities.	<b>*2.</b> Increase effective use of all resources: Technology, Facilities, Human Resources, Business Services.	The exposure of students to colleges/universities will promote and encourage them to stay on track for transfer upon completion of course work at AVC.	A trip will be provided each term to a California college/university. Included in visit: a college tour, resources to purchase food, assistance with completion of admission applications and financial aid paper work.
<b>Goal 2.</b> An ongoing review of participant files and Educational Plans to ensure success.	<b>*1.</b> Commitment to strengthen Institutional Effectiveness.	Provide student with feedback status of Educational Plan to ensure student stays on track for graduation and/or transfer.	The STAR counselor will provide a minimum of two counseling appointments per term and workshops will be provided as a resource for success.

<p><b>Goal 3.</b> To provide additional tutoring for students in need of Math and/or English who are facing challenges in these academic areas.</p>	<p><b>*4.</b> Advance more students to college level course work.</p>	<p>Student peer tutors will be provided to students by appointment for those who face challenges in Math and English.</p>	<p>The STAR staff will seek to recruit additional peer tutors to work one on one with those students identified.</p>
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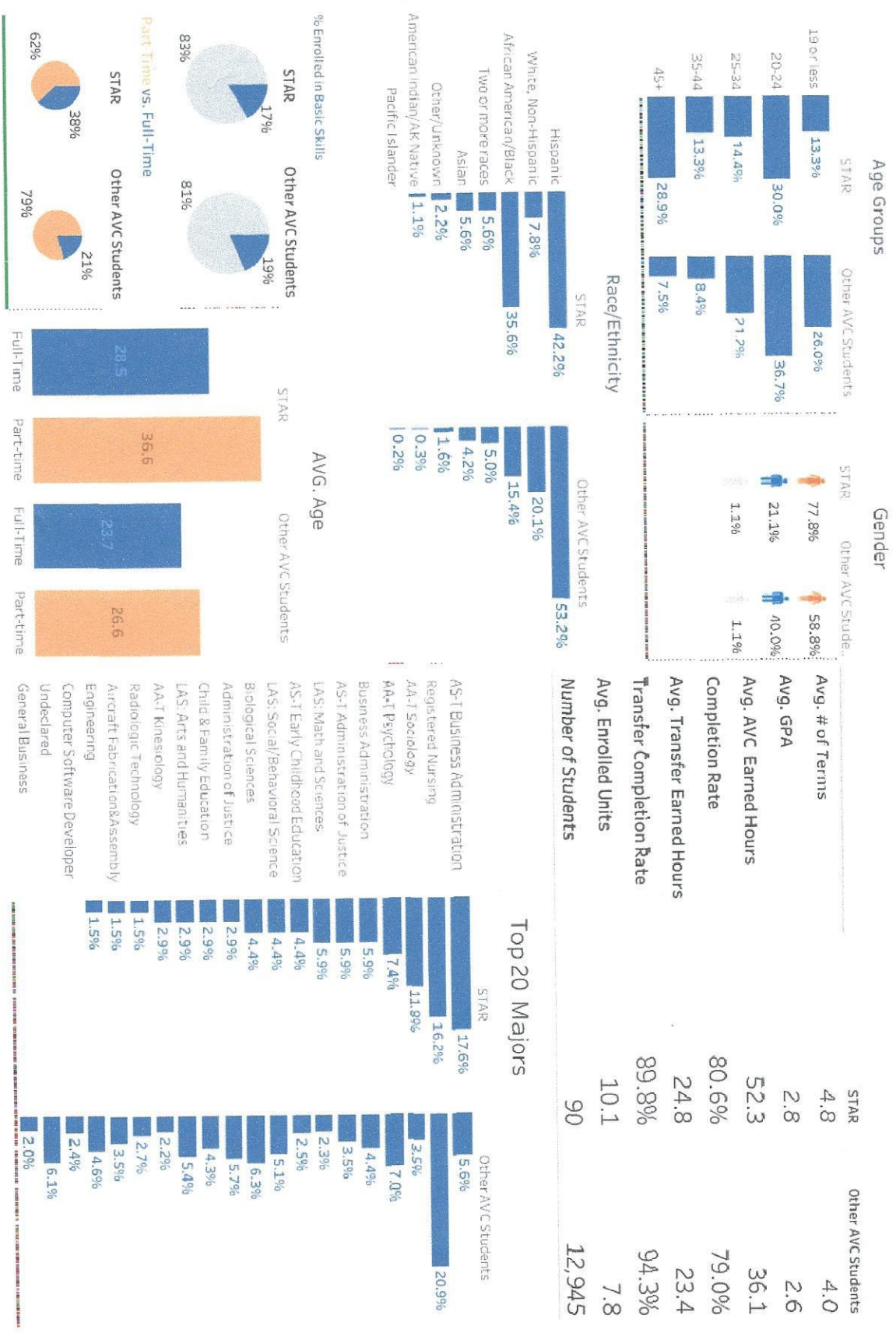
**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

<i>Type of Resource Request</i>	<i>Summary of Request</i>	<i>New or Repeat Request</i>	<i>Amount of Request, \$</i>	<i>One-Time or Recurring Cost, \$</i>	<i>Contact's Name</i>
Faculty					
Classified Staff					
Technology					
Physical/Facilities					
Supplies					
Professional Development					
Other	<p>The STAR program is in need of two (2) additional peer tutors for Math and English in order to meet the increasing academic need of students facing challenges in these areas. In addition, this need has been created because the program has increased the number of students being served</p>	Repeat request	\$9,000	Recurring cost of \$9,000 annually.	Saundra Cooley, STAR Director.



**Figure 1.8. STAR (Student Transition Academic Retention) Students Profile | Spring 2018**

Spring 2018 Student Profile (as of 05/07/2018)



Source: Antelope Valley College Banner database

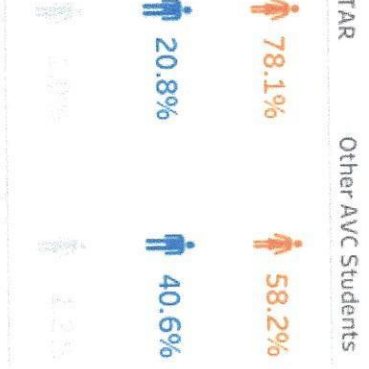




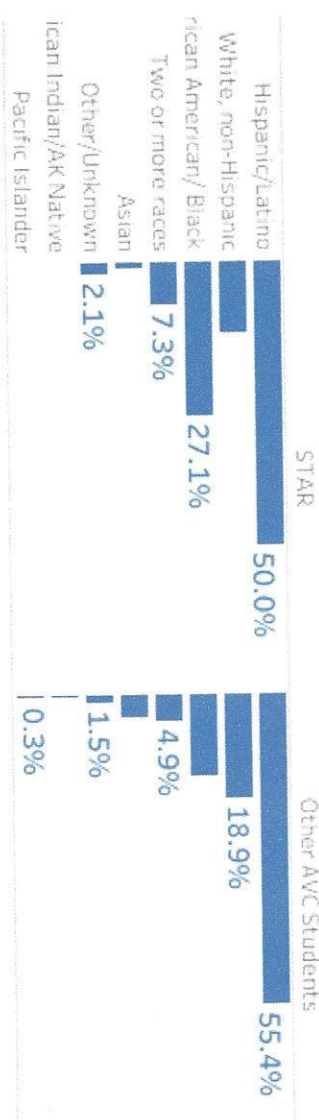
Groups



Gender



Race/Ethnicity



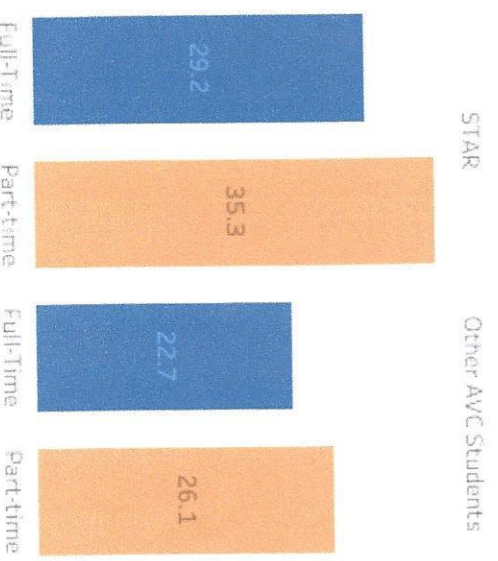
Enrolled in Basic Skills



Time vs. Full-Time



AVG. Age



	STAR	Other AVC Students
Avg. # of Terms	3.9	2.9
Avg. GPA	2.9	2.9
Avg. AVC Earned Hours	46.7	143
Max. AVC Earned Hours	143	143
Completion Rate	80.4%	78
Avg. Transfer Earned Hours	27.8	27.8
Transfer Completion Rate	87.2%	92
Avg. Enrolled Units	11.0	11.0
Number of Students	96	13,

Top 20 Declared Majors

Rank	Major	STAR	Other AVC Students
1	Registered Nursing	8.3%	13
2	AS-T Business Administration	9.4%	2
3	AA-T Psychology	6.3%	2
4	LAS: Arts and Humanities	1.0%	3
5	Biological Sciences	2.1%	2
6	Administrational of Justice	1.0%	2
7	LAS: Social/Behavioral Science	3.1%	2
8	AS-T Administration of Justice	1.0%	2
9	Engineering	4.2%	2
10	Child & Family Education	11.5%	2
11	AA-T Sociology	3.1%	2
12	General Business	2.1%	1
13	Aircraft Fabrication&Assembly	1.0%	1
14	AS-T Early Childhood Education	1.0%	1
15	Radiologic Technology	4.2%	1
16	Computer Software Developer	2.1%	1
17	AA-T Kinesiology	7.3%	1
18	AS-T Biology	1.0%	1
19	LAS: Math and Sciences	1.0%	1
20	LAS: Math and Sciences	1.0%	1