



Fall 2022 Program Review Report

Division/Area Name: STAR (Student Transition Academic Retention), Student Support/TRIO Program	For Planning Years: 2023-2024
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Name of person leading this review: Dr. Rashitta Brown-Elize

Names of all participants in this review: Dr. Rashitta Brown-Elize: Dean, Qiana Brown: Counselor, Sara Stanton: Administrative Assistant

Part 1. Program Overview: *Briefly describe how the program contributes to the district [mission](#)*

In alliance with Antelope Valley College’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.

Part 2A: Analyze the [program review data \(retrieval instructions\)](#) focusing on equity and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities, & Aspirations:

Strengths and Accomplishments: (Guiding Question: What does your program/area do well, including capabilities and greatest accomplishments?)

In 2020 a new grant was submitted to the Department of Education for funding and it was refunded for the next five years with a \$44,000 increase annually because of exceptional programing.

The STAR Program has purchased a license to utilize a Financial Literacy Program through Decision Partners LLC to further educate participants on the importance of budgets, saving and credit. The program collaborates with like-minded support services on campus to provide workshops for students for enrichment and education.

Data report provided by Institutional Effectiveness Research Planning indicates that STAR students either averaged or exceeded the AVC student’s statistics in the following comparisons:

**Average Earned Hours: AVC 39.6 / STAR 51.3, Average GPA: AVC 2.8 / STAR 3.0 Completion Rate: AVC 79.1% / STAR 79.7%,
Average Enrolled Units: AVC: 8.3, STAR: 11.2.**

Opportunities and Challenges: (Guiding Question: What does your program/area need to do better to support/improve student success?)

The STAR Program faces a challenge to balance the needs of students who prefer to use online services with the students who are coming back in person with limited private space to host both. The current location of the program is an open office space for students and staff with only two occupied offices being private. While transitioning back to in person services with the absence of students in the office, the program has done what’s necessary to be successful. The Proposed and final Administrative Reorganization of 2022 created an atmosphere of uncertainty within the program that slackened student progress. Vagueness of leadership, support and transparency created a chasm between faculty/staff and students as the reorganization took place publicly at Board Meetings with students wary of remaining in a program without direction. The hiring of tutors to fit the outlined needs in the

grant has not been as successful as projected and services are being referred to the Learning Center. The STAR Program, though faced with challenges has been open, honest and creative in ways to strengthen our student participation and increase our participant numbers.

The STAR program conducts a student satisfaction analysis through the use of a survey developed in Survey Monkey, which was given to a randomly selected 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.

In addition, the conducted survey helped determine if the program was meeting student needs in a variety of program areas. The overall survey results show positive feedback from program student participants.

The STAR program staff continues to meet with other campus categorical program Directors and/or their staff to discuss networking opportunities and to educate them on STAR services. There were no significant deficiencies noted through the results of the Student Satisfaction Survey. Therefore, the STAR program will continue to offer its services on an on-going basis and strive to improve in all areas of service.

Aspirations: (Guiding Questions: What does your program/area want to be known for? What is a desired future?)

The STAR Program is part of the Student Support Services Department and would like to be acknowledged and known as our acronym states; Student Transition Academic Retention. From the onset of the grant in 2001, the STAR Program has been known as the smaller sibling amongst the SSS Department and the one where individual attention is primary to student success. While the program offers similar functions to other student services, it's our responsibility to the Grant that funds the department to adhere to the guidelines and assist our participants to graduate and/or transfer to a four-year university. The saying of being small but mighty fits the STAR Program and our student success over the many year's stands as proof and testament.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

The STAR Program does not and has not had an Advisory Committee. No Recommendations can be provided.

Insert Labor Market Data here <https://www.labormarketinfo.edd.ca.gov/commcolleges/>

Part 2C: Review and comment on progress toward past SLO/PLO/OO Analysis (fka Action Plans):

PLO-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.

As a result the number of students how have their Educational Plan updated have far exceeded the number in the past. This improvement has kept students on track to transfer and/or graduate to go on and further their education. In additions students have participated in career workshops and have definitively chosen their career paths, and are enrolling in classes that will be necessary for degree and transfer completion.

PLO-2.

Each student will demonstrate knowledge of AVC's general education curriculum to develop an 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. As a result an increase in the number of 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. Our results has shown a decrease in the number of students that fail to stay on track. Therefore, our intentional efforts have proven to be effective.

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

To expose STAR students to California colleges and universities:

This past year as the program returns to in person services with students opting for more online/remote services, the STAR program has offered students visual college tours and provided additional online workshops which included careers and Educational Plan reviews. The Program works diligently to find the balance between online and in person services to better benefit our student participants. This is a new design for the program and while a bit uneven, the path toward fully offering all services the grant entitles to students that fits their needs remains a high priority.

To provide additional tutoring for students in need of Math and/or English who are facing challenges in these areas:

With the removal of Basic Skills courses via AB 1705, the need of focused tutoring in English and Math has decreased. Students now have the opportunity to choose alternative courses that are not traditional and students who frequented the program for individualized tutoring no longer require the level of tutoring that was once offered. Students have been surveyed as to coursework they deem a necessity for tutoring and a revision of how tutoring services are provided is ongoing. Hiring of in person tutors without the technological support nor the private space for online tutoring remains a struggle for the program.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

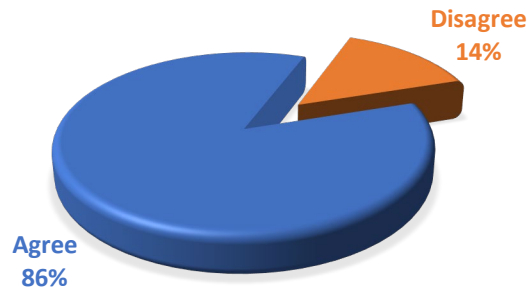
Program /Area Goal #	Goal Supports which:				EMP Goal Primarily Supported:	Description of Goal	Steps to be taken to achieve goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4. Career and Specialized Knowledge	1,2		1	Goal 5: Align instructional programs to the skills identified by the labor market	Students will meet with the program counselor twice a semester; once before midterms and once after to review their educational plans and assess needed changes with skilled guidance for specialized knowledge of labor market.	Reminders sent via email to students regarding scheduling of required appointments bi-weekly to those who've yet to schedule an appointment. Emails will be ongoing throughout the semester.	Student record maintenance through data consolidation showing appointments made and attended.
#2	ILO 1. Communication	1,2		1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Students will attend workshops online and/or in person that focus on communication and intellectual skills from the community college to the four-year institutions, workforce and beyond.	Collaborate with AVC faculty primarily in the Learning Center to foster workshops for STAR Participants to gain and use this knowledge.	Student record maintenance through date consolidation showing workshop attendance as well as providing students with forms for feedback.
#3	ILO 3. Community /Global Consciousness	1,2		1	Goal 3: Focus on utilizing proven instructional strategies that will foster transferable intellectual skills	Students will gain knowledge to help understand cultural diversity through discussion and field trip participation (concerts, plays, museums, libraries, etc.)	Offer exposure of students to colleges, universities, concerts, museums, libraries etc. to strengthen students awareness of not only their community on campus but within the valley, county, state, nation and worldwide.	Student record maintenance through data consolidation showing interest, progress and attendance.

Part 4: Resource Requests that Support Program Needs (based on above analysis)

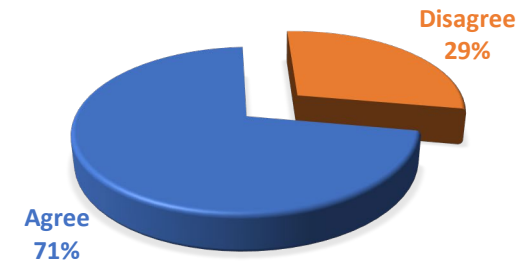
Fill out your resource request via Survey Monkey: https://www.surveymonkey.com/r/2022_STAR

Part 5: Insert your Program Review Data here, as well as any other supporting data. (See Part 2A above).

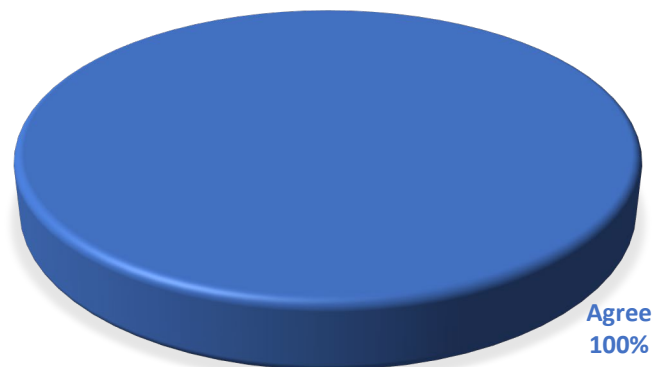
THE COUNSELOR HELPED YOU TO IDENTIFY EDUCATIONAL AND CAREER GOALS



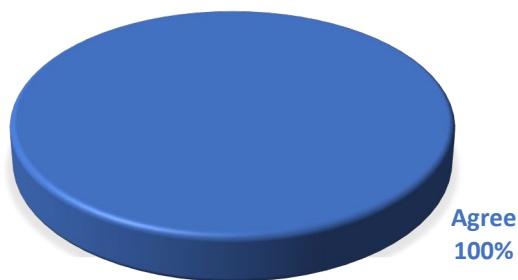
THE COUNSELOR HELPED YOU MAKE DECISIONS ABOUT YOUR ACADEMIC AND CAREER GOALS BASED ON YOUR CAREER INTERESTS AND ACADEMIC SUCCESS



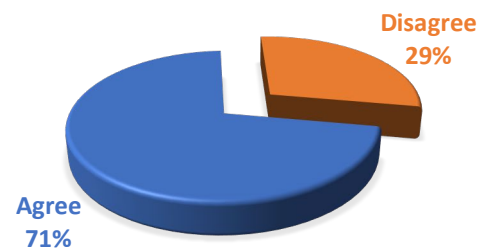
THE COUNSELOR PROVIDED AND REVIEWED YOUR STUDENT EDUCATIONAL PLAN



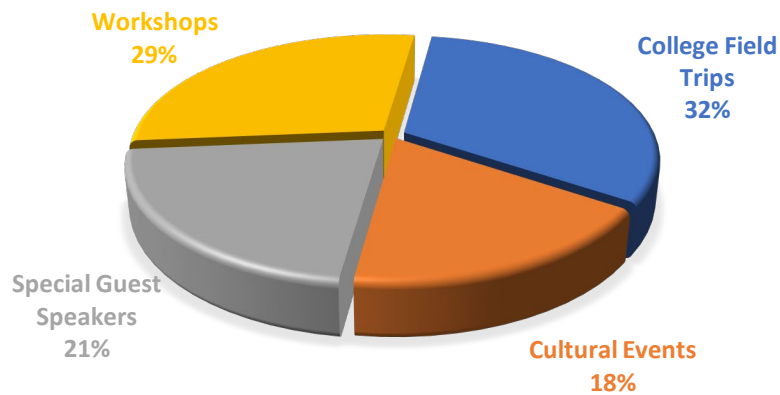
THE REQUIRED 2 COUNSELING CONTACTS ARE MEANT TO HELP YOU IDENTIFY EDUCATIONAL AND CAREER GOALS AND ESTABLISH AND UPDATE YOUR EDUCATIONAL PLAN. WERE THESE MEETINGS BENEFICIAL?

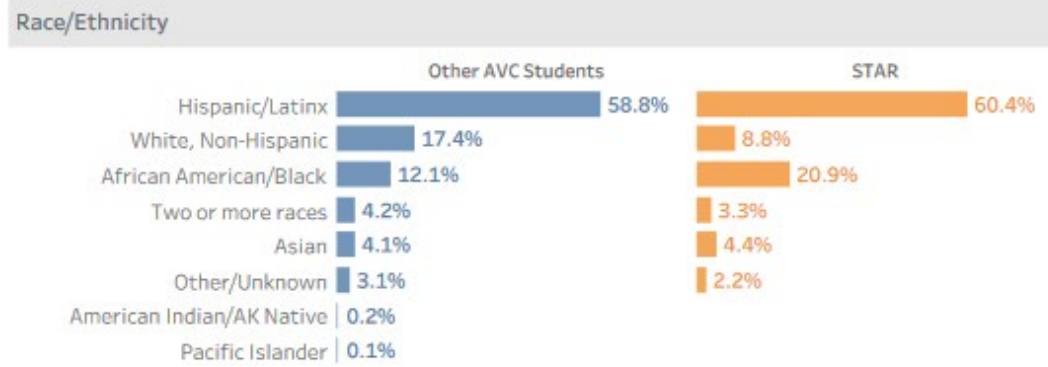
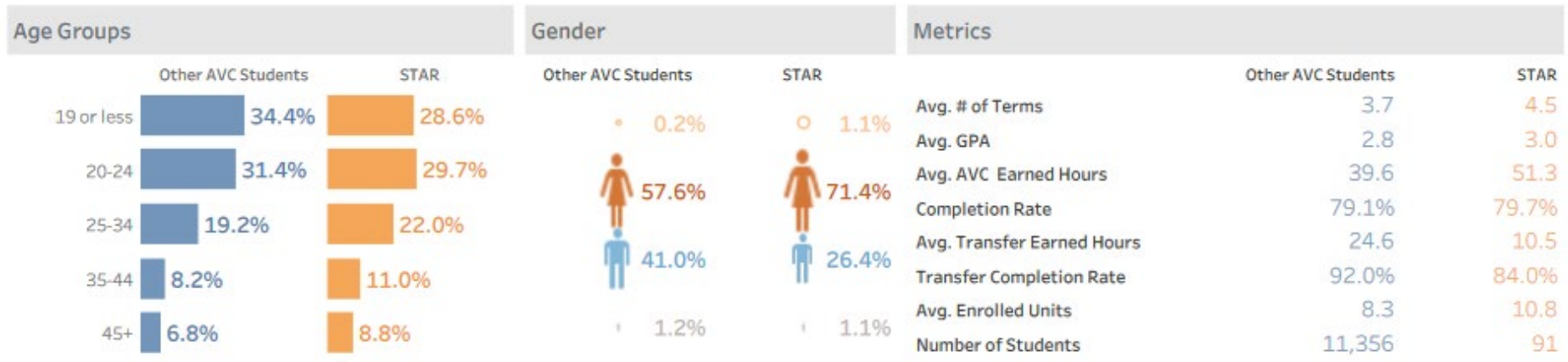


AFTER RECEIVING YOUR EDUCATIONAL PLAN YOU NOW UNDERSTAND THE GENERAL EDUCATION AND MAJOR REQUIREMENTS NEEDED TO COMPLETE YOUR CERTIFICATE, DEGREE AND/OR TRANSFER GOALS



WHAT ADDITIONAL SERVICES WOULD YOU LIKE TO SEE PROVIDED?





Top 20 Majors

Rank	Major	Other AVC Stu..	STAR
1	Registered Nursing	13.2%	14.3%
2	AS-T Biology & Biological Sciences	5.3%	
3	AA-T Psychology	5.0%	
4	AS-T Business Administration & Business Administration	4.7%	
5	LAS: Arts and Humanities	4.5%	
6	Administration of Justice & AS-T Administration of Justice	4.1%	
7	Undeclared	3.8%	
8	Child & Family Education	2.5%	
9	Aircraft Fabrication&Assembly	2.5%	
10	AA-T Communication Studies	2.4%	
11	General Business	2.3%	
12	AS-T Early Childhood Education	2.1%	
13	Mechanical Engineering	2.2%	
14	AA-T Sociology	2.1%	
15	Radiologic Technology	2.0%	
16	AA-T Kinesiology	1.9%	
17	LAS: Social/Behavioral Science	1.8%	
18	Aircraft Fab & Assem Cert	1.7%	
19	AS-T Mathematics & Mathematics	1.2%	
20	Computer Software Developer	1.1%	

