



## 2020-2021 Program Review Report

<b>Division/Area Name: (Student Transition Academic Retention), Student Support/TRIO Program</b>	<b>For Planning Years: 2022-2023</b>
<b>Name of person leading this review: : Sandra Cooley-Watson</b>	
<b>Names of all participants in this review: Sandra Cooley-Watson: Director, Stephanie Mattila: Counselor, Sara Stanton: Administrative Assistant</b>	

### Part 1. Program Overview:

#### ***1.1. 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.

#### ***1.2. State briefly program highlights and accomplishments***

- The previous five year grant funding cycle ended in 2019. 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 programming.
- Data report provided by Institutional Effectiveness Research Planning indicates that STAR students exceeded the AVC student's statistics in the following comparisons: **Average Earned Hours: AVC 37.7 / STAR 53.1**, **Average GPA: AVC 2.8 / STAR 3.2** - **Completion Rate: AVC 79.4% / STAR 81.8%**, **Average AVC Earned Hours: AVC: 37.7, STAR: 53.1.**

<b>1.3. Check each <u>Institutional Learning Outcome (ILO)</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<b>X Communication</b>	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <b>X</b> Demonstrates listening and speaking skills that result in focused and coherent communications
<b>X 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. <b>X</b> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<b>X 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. <b>X</b> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<b>X Career and Specialized Knowledge</b>	<b>X</b> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.
<b>1.4. Check each <u>Educational Master Plan (EMP)/Strategic Plan Goal</u> supported by the program. Type an "X" if checkbox is unavailable.</b>	
<input type="checkbox"/> <b>Goal 1:</b> Commitment to strengthening institutional effectiveness measures and practices.	
<b>X</b> <b>Goal 2:</b> Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	
<input type="checkbox"/> <b>Goal 3:</b> Focus on utilizing proven instructional strategies that will foster transferable intellectual skills.	
<input type="checkbox"/> <b>Goal 4:</b> Advance more students to college-level coursework-Develop and implement effective placement tools.	
<input type="checkbox"/> <b>Goal 5:</b> Align instructional programs to the skills identified by the labor market.	

**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.:**

Program services were limited during COVID, however the program continued to offer services remotely. Tutoring and other in person services were either referred to the Learning Center. In spite of limitations students stayed engaged and received needed services. After returning to campus, the STAR program conducted a student satisfaction analysis through the use of a survey developed in Survey Monkey, which 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.

In addition, the STAR program conducted a Student Satisfaction through Survey monkey to 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. ***(See Survey Results attachment 1)***

**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>	<p>Please refer to <b><i>(Student Profile Spring 2021: Attachment 2)</i></b> Which compares the progress of STAR students in comparison to other AVC students which shows the areas that STAR students have progressed over the general student population. We attribute this distinction largely due to services that the STAR program has provided our students.</p> <p>The program provided students two individual counseling appointments online during COVID, in addition the requirement to attend two workshops the</p> <p>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.</p>
<b>Weaknesses</b>	<p>The program has faced challenges keeping in-person appoints a float during this period, providing college tours because of restrictions on travel and not a lot of virtual tours are available. In additional with only one part-time Adjunct Counselor on staff, and no student peer tutors working this period it has affected the amount and quality of services that the program offers.</p>
<b>Opportunities</b>	<p>The program has received additional funding this program year from the Department of Education which will fund additional student participants and increase Grant Aid for students who have a greater financial need. In addition we are embarking on the use of a new Financial Literacy program to provide financial management skill building.</p>

<b>Threats</b>	The COVID-19 pandemic has caused a decrease in the number of program participants which can affect our funding in a negative way. Some students have opted out of the program because of lack of technical skills to keep up with school requirements on line. Hopefully, some circumstantial consideration will be given by the DOE to offset the lower of number of participants. The program staff are working diligently to recruit and maintain more students by offering incentives.
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**Part 2.C. Review and comment on progress towards SLO/PLO/OO Outcomes 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 2.D. Review and comment on progress towards past program review goals:**

To expose STAR students to California colleges and universities: This past year during college closures because of COVID the STAR program has offered students visual college tours and provided additional online workshops which included careers and Educational Plan reviews . As a result several students chosen to consider other career options and choice of schools to transfer to after graduation.

**Part 3. Based on Part 2 above, please list program/area goals for 2021-2022:**

<b>Program/Area Goal #</b>	<b>Goal supports which ILO/PLO/SLO/OO?</b>	<b>Description of Goal</b>	<b>Steps to be taken to achieve goal?</b>
<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.	During COVID virtual tours will be provided each term for California colleges/universities. Included in visit: a virtual college tour, resources and 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.
<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.	<b>*4.</b> Advance more students to college level course work.	Student peer tutors will be provided to students by appointment for those students experiencing challenges in Math and English.	The STAR staff will seek to recruit additional peer tutor to work one on one with those students identified and in addition will refer students to the AVC Learning Center for further assistance.

**Part 4. Resource Requests that Support Program Needs (Based on above analyses and listed in priority order):**

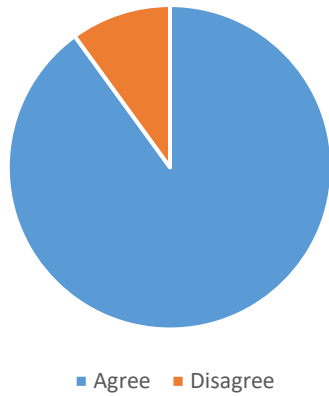
<b>Type of Resource Request</b>	<b>Summary of Request</b>	<b>New or Repeat Request</b>	<b>Amount of Request, \$</b>	<b>One-Time or</b>	<b>Contact's Name</b>
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				<i>Recurring Cost, \$</i>	
<i>Faculty</i>					
<i>Classified Staff</i>					
<i>Technology</i>					
<i>Physical/Facilities</i>					
<i>Supplies</i>					
<i>Professional Development</i>					
<i>Other</i>					
Request is to fund an additional Student peer tutor for the STAR program.	The STAR program is in need of an additional peer tutor for Statistics because of the increasing academic need of students facing challenges in Statistics which has not been offered in the program before.	Repeated Request	\$4,500 annually	Recurring cost of \$4,500	Sandra Cooley-Watson STAR Director

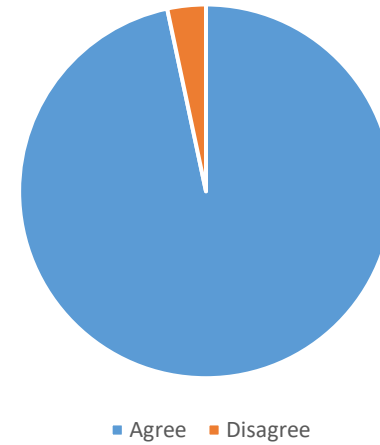
**\*\*REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee: <https://www.surveymonkey.com/r/20-21ProgramReview>**

**Part 5. Insert your Program Review Data here, as well as any other supporting data. (See Part 2.B above.)**  
**STAR Satisfaction Survey Attachment 1**

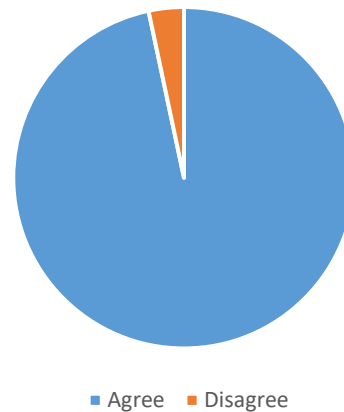
The counselor helped you make decisions about your academic and career goals based on your career interests and academic success.



The counselor helped you to identify educational and career goals.



The counselor provided and reviewed your Student Educational Plan.

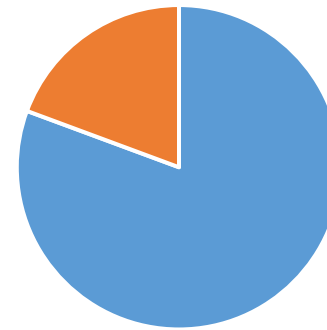


The counselor helped you make decisions about your academic and career goals based on your career interests and academic success.



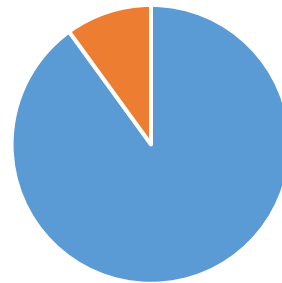
■ Agree ■ Disagree

The counselor made you aware that personal and/or relationship issues interfere with your academic performance and progress.



■ Agree ■ Disagree

After receiving your Educational Plan you now understand the general education and major requirements needed to complete your certificate, degree and/or transfer goals.



■ Agree ■ Disagree

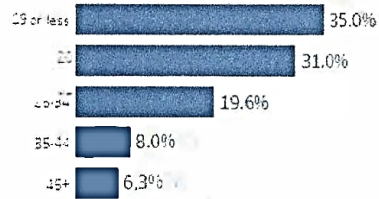




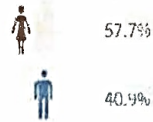
## Fall 2019 Student Profile (as of Census Day, 9/5, 2019)

Cohort Selector  
Students

### Age Groups

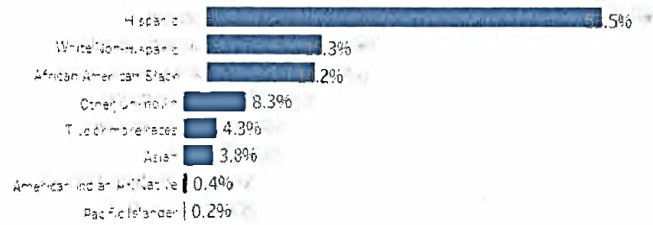


### Gender



Avg. # of Terms	2.6
Avg. GPA	2.7
Avg. AVC Earned Hours	37.0
Completion Rate	77.7%
Avg. Transfer Earned Hours	22.0
Transfer Completion Rate	92.0%
Avg. Enrolled Units	8.5
Number of Students	14,692

### Race/Ethnicity



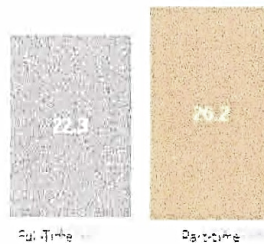
### Top Declared Majors

1	Registered Nursing	13.6%
2	AS-T Business Administration	5.4%
3	AA-T Psychology	5.1%
4	LAS Arts and Humanities	3.7%
5	AS-T Administration of Justice	2.9%
6	AS-T Biology	2.6%
7	Administration of Justice	2.0%
8	Biological Sciences	2.6%
9	Child & Family Education	2.4%
10	Aircraft Fabrication & Assembly	2.3%
11	AA-T Sociology	2.3%
12	LAS Social, Behavioral Science	2.3%
13	General Business	2.2%
14	AA-T Kinesiology	2.0%
15	AS-T Early Childhood Education	1.9%
16	Radiologic Technology	1.8%
17	Computer Software Developer	1.7%
18	Mechanical Engineering	1.6%
19	Aircraft Fab & Assem Cert	1.5%

### Part-Time vs. Full-Time



### AVG. Age





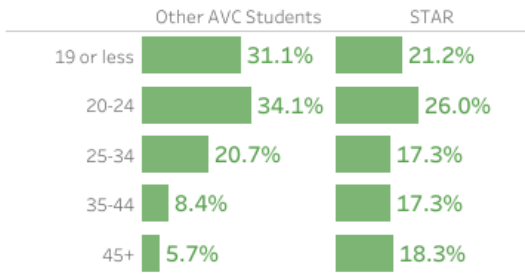
# SPRING 2021 Student Profile (as of 1/22/2021)

Each bar works as a Filter

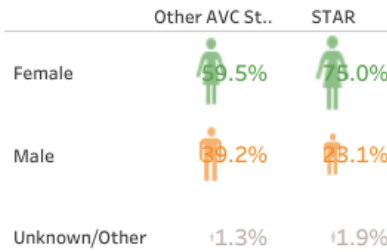
Cohort Selector

STAR

## Age Groups



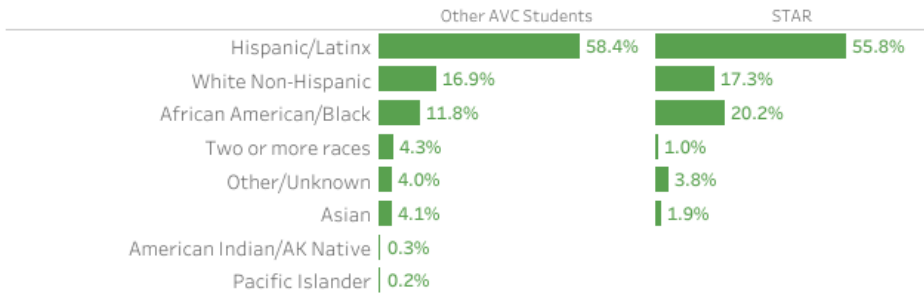
## Gender



11,030  
104

	Other AVC Students	STAR
Avg. # of Terms	4.4	5.3
Avg. GPA	2.8	3.2
Avg. AVC Earned Hours	37.7	53.1
Completion Rate	79.4%	81.8%
Avg. Transfer Earned Hours	22.0	17.3
Transfer Completion Rate	92.0%	93.5%
Avg. Enrolled Units	8.7	12.0
Number of Students	11,030	104

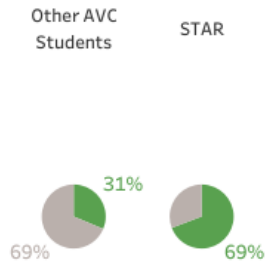
## Race/Ethnicity



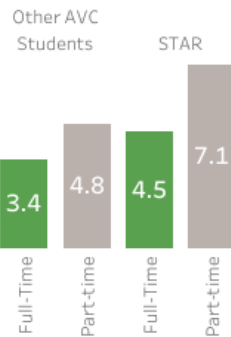
## Top 20 Majors

Rank	Major	Other AVC St..	STAR
1	Registered Nursing	14.3%	13.5%
2	AS-T Business Administration & Business Administration	5.7%	
3	AS-T Biology & Biological Sciences	5.5%	
4	AA-T Psychology	5.1%	
5	Administration of Justice & AS-T Administration of Justice	4.5%	
6	LAS: Arts and Humanities	4.5%	
7	Undeclared	3.1%	
8	Aircraft Fabrication&Assembly	2.7%	
9	AA-T Sociology	2.3%	
10	AS-T Early Childhood Education	2.4%	
11	Child & Family Education	2.2%	
12	General Business	2.1%	
13	LAS: Social/Behavioral Science	2.0%	
14	Mechanical Engineering	1.9%	
15	AA-T Kinesiology	1.9%	
16	Radiologic Technology	1.8%	
17	AA-T Communication Studies	1.7%	
18	Aircraft Fab & Assem Cert	1.7%	
19	AS-T Mathematics & Mathematics	1.4%	
20	Computer Software Developer	1.2%	

## Part-Time vs. Full-Time



## AVG.# of Terms



## Enrolled Units

