Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: STAR Program	**For Planning Years: 2025-2026**
Name of person leading this review: Irene Carbajal Perez	
Names of all participants in this review: Sara Stanton and Qiana Brown	

Part 1. Program Overview: *Briefly describe how the program contributes to the district mission*

The TRIO/ STAR Program directly supports Antelope Valley College's mission by providing comprehensive student and instructional support services designed to enhance students' academic success. Through services like tutoring, counseling, and personalized education plan development and monitoring, the program empowers students on their educational journeys. Additionally, STAR promotes personal and professional growth by organizing trips to four-year institutions and fostering cultural awareness through experiences like concerts, plays, and museum visits. The program also offers workshops on essential skills, including financial literacy, transfer preparation, stress management, study skills, and time management. To further support students financially, STAR provides Grant Aid awards, helping them cover college expenses and invest in their future success.

Part 2A. Analyze the program review data for your area including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, etc.

Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?
- How is the work of your area measured or quantified? What is your measure of success?
- How do the demographics served by your area's work compare to AVC's service area demographics?
- Which race/ethnicity groups experience the largest equity gaps?
- What are the success and retention rates (S&R) for your area (if applicable)? Did they decrease or increase in the last year?

The STAR Student Support Services Program serves 160 eligible students who are first-generation, low-income, and/or have a documented disability. We provide each of these groups a variety of services designed to help clarify their goals, achieve academic success in their chosen program, and graduate or transfer to a university. Our program's effectiveness is measured by student participation, including required bi-semester meetings with counselors, attendance at one academic and financial workshop per semester, and participation in orientation.

The demographics of AVC align closely with those served by the STAR Program. In Fall 2024, minority students comprised over 81% of AVC's total enrollment: 14% African American/Black, 64% Hispanic, and 3.2% Asian. Along with this increase in ethnic diversity, there has been a notable rise in low-income, first-generation college, and academically underprepared students. Consequently, a large number of AVC students meet the STAR Program eligibility criteria. Our retention rate remains consistently strong at 72%.

Part 2B. Based on Part 2A and the reflection questions below, identify the program/area Strengths, Opportunities, Aspirations & Risks:

Use the following questions to guide your analysis:
- Who do you primarily serve and what services do you provide for each of the groups?

- Describe how your program/area incorporates constituent feedback.
- How does your program address equity gaps within the scope of work?

Strengths and Accomplishments: *(Include your data analysis of relevant metrics in your response.)*

Program greatest accomplishments:

The STAR Program excels at providing holistic support for 160 students who are first-generation, low-income, and/or have a documented disability. Our program is structured to ensure students receive individualized guidance through mandatory bi-semester counseling meetings, with 94% of students reporting satisfaction with counselor assistance, as well as academic and financial workshops, and orientation sessions. These consistent touchpoints not only clarify students' academic and personal goals but also equip them with the skills needed to excel academically, enhancing their overall college experience.

Practices to implemented to Increase Student Success and Retention:

1. **Bi-semester Counseling Meetings**: Students build a strong relationship with their STAR counselor through required one-on-one sessions each semester, held before midterms and after finals. This trust encourages students to share personal challenges, allowing counselors to connect them with resources such as basic needs, health services, and counseling. Additionally, these sessions provide proactive academic guidance, helping students address any need to drop or withdraw from courses, and direct them to academic support like the Learning Resource Center and STAR tutors for Math and English assistance.
2. **Academic and Financial Workshops**: Each semester, students participate in workshops focused on academic skills and financial literacy. These workshops are updated regularly to align with student interests and equip them with essential skills for managing academic pressures and financial planning. This support is particularly valuable for first-generation and low-income students who may lack access to such resources outside of STAR. In fact, 61% of students served by STAR find these workshops beneficial. This past year we partner with the Learning Resource Center, Transfer Center, EOPS, Schools First Federal Credit Union, RISE and the Health Student Center.

Opportunities and Challenges: *(Include your data analysis of relevant metrics in your response.)*

To address equity gaps, STAR can:

1. **Increase Male Participation**: Develop initiatives specifically aimed at engaging male students, such as targeted workshops and mentorship opportunities. Highlighting male student success stories or hiring male student workers to lead peer sessions may also encourage participation. Currently STAR male population is of 22% in comparison to women representing a 78%.

- Identify 2-3 challenges within your department and explain why these challenges pose a risk to the institution. These challenges can be systems, functions or programs involving financial/business processes, information technology, policies, program administration, compliance issues, etc. What is the likelihood they will pose a disruption to your program/processes with 1 being unlikely and 5 being highly likely?

Challenge	Likelihood (1 being unlikely and 5 being highly likely)
Limited Staffing and High Demand With only three staff members—a director, a counselor, and an administrative coordinator—serving 160 students, our department operates with limited capacity. This small team must manage high-touch services, including bi-semester counseling, workshops, orientations, and academic support. The risk of burnout or staffing shortages is significant, which could disrupt service delivery, affecting student retention and satisfaction. If any team member is unavailable for an extended period, students may experience delays in critical support, impacting their academic progress and wellbeing.	4

Limited Funding from the Department of Education Grant The STAR program is reliant on funding from the Department of Education grant, which has limitations in usage and amount. This funding affects our ability to expand resources or invest in promotional items that increase program presences or enhance student pride. Without sufficient financial support, the program faces challenges in meeting the growing salary of staff. This funding limitation poses a risk to maintaining the quality and sustainability of our services.	4

Aspirations: *(Include your data analysis of relevant metrics in your response.)*

The STAR Program wants to be known for its commitment to student success, equity, and holistic support. We aim to be recognized for empowering students to overcome barriers and achieve their academic and personal goals, whether that involves earning a certificate, an associate degree, a bachelor's degree, or transferring to a university. In the future, the STAR Program aims to secure a successful new grant and implement targeted initiatives to address emerging challenges, such as increasing male participation.

Part 2C. Review and comment on progress toward past Outcomes Improvement Plans

List your past **Outcomes Improvement Plans** and progress toward meeting those plans. *If you have not completed your Outcomes Improvement Plans, please review Operational Outcomes and Outcomes Improvement Plans training in Canvas and contact the Outcomes Committee directly.*

Past Outcomes Improvement Plans	Progress Made
Course improvement plans for the course have not been established for the 23-24 academic year. To align with program review, STAR will create improvement plans for academic year 2024-2025.	

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

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
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	A survey was conducted to gather student feedback on universities they would like to visit. The top choices were CSUN and CSU Bakersfield. We attempted to schedule a student visit to CSUN's transfer session; however, the event had to be canceled during the summer due to the late release of the grant funds and the absence of two staff members.

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.	The program is excited to work toward achieving this goal in Spring 2025.
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.	This goal has been achieved, with three tutors currently providing services in Math and English. Demand for these services continues to grow due to the limited tutoring options available on campus. To support this growth, we plan to hire an additional student worker/tutor for the Spring semester, bringing the total number of tutors to four.

Part 3. Based on Part 2 above, please list program/area goals:							
Program /Area Goal #	**Goal Supports which:**				**ESP Goal** **Primarily Supported:**	**Goal** (Student-focused)	**Steps to be taken to achieve the goal?**	**Measure of Success** (How would you know you've achieved your goal?)
	ILO	**PLO****	**SLO****	**OO** (Service area Outcomes)				
#1	ILO 4. Career and Specialized Knowledge				Goal #6 Success: Boost success rates by prioritizing the student experience.	Increase awareness of campus and STAR resources.	Actively promote campus and STAR resources through emails, student interactions, and orientations. Refer students to campus resources and personally guide them to these services when needed.	Student Feedback, conduct surveys each semester to asses student satisfaction with the resources available for them.
#2	ILO 4. Career and Specialized Knowledge				Goal #4 Vision: Being more future-thinking, agile, innovative, and proactive.	Increase awareness of the Airframe Manufacturing Technology bachelor's programs.	Host information workshops for program representatives to provide detailed information about Airframe Manufacturing Technology program.	Track attendance rates of students who attend the workshops. Follow up with students interested in applying to Airframe Manufacturing Technology.

|								
#3	Choose ILO				Choose an item.			
#4	Choose ILO				Choose an item.			

**If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	
Choose an item.			Choose an item.		Choose an item.	

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).
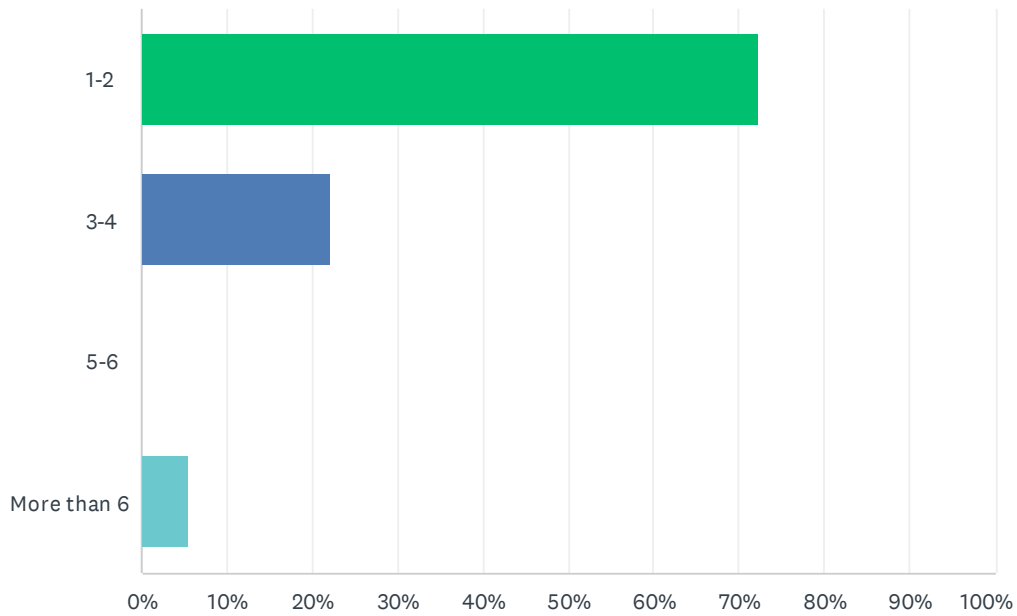Required:
- Supporting data/information
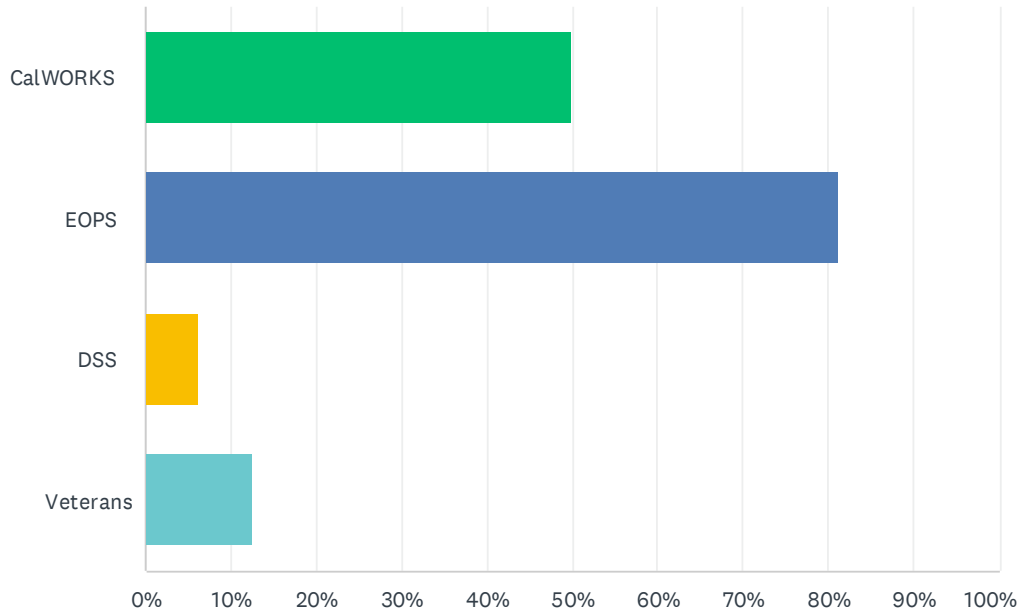
Q2 How many semesters have you attended AVC?
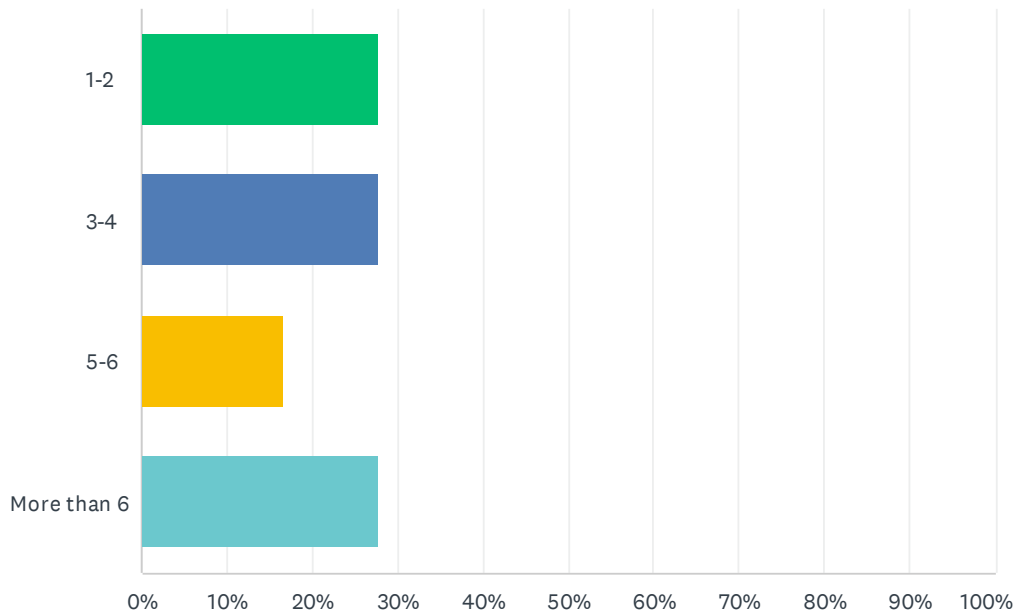
ANSWER CHOICES	RESPONSES
1-2	27.78%
3-4	27.78%
5-6	16.67%
More than 6	27.78%

Q3 How many semesters have you been in the STAR/TRIO program?

ANSWER CHOICES	RESPONSES
1-2	72.22%
3-4	22.22%
5-6	0.00%
More than 6	5.56%

# Q4 What other AVC student services programs do you participate in? (Select all that apply)

ANSWER CHOICES	RESPONSES
CalWORKS	50.00%
EOPS	81.25%
DSS	6.25%
Veterans	12.50%

Q5 What is your educational goal? Check the areas that best apply to you.
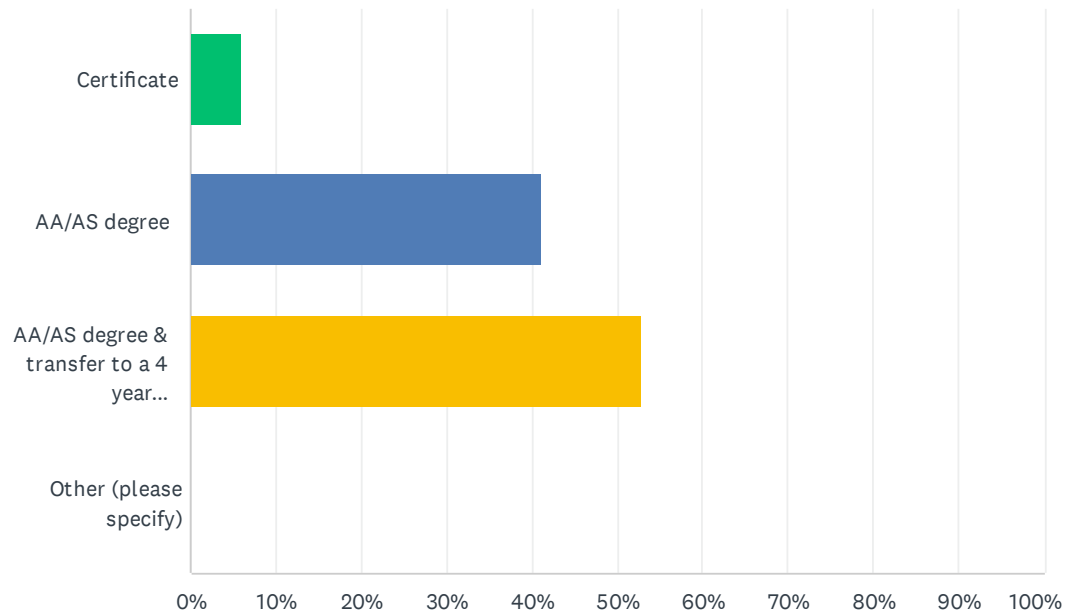
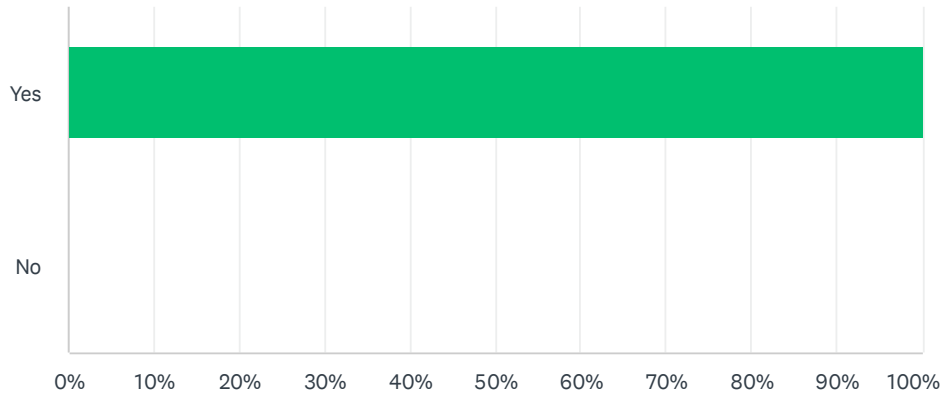| ANSWER CHOICES	RESPONSES
Certificate	5.88%
AA/AS degree	41.18%
AA/AS degree & transfer to a 4 year university/college?	52.94%
Other (please specify)	0.00%

Q9 Check each statement below that is true of the services you received from the STAR/TRIO counselor. (Check all that apply)
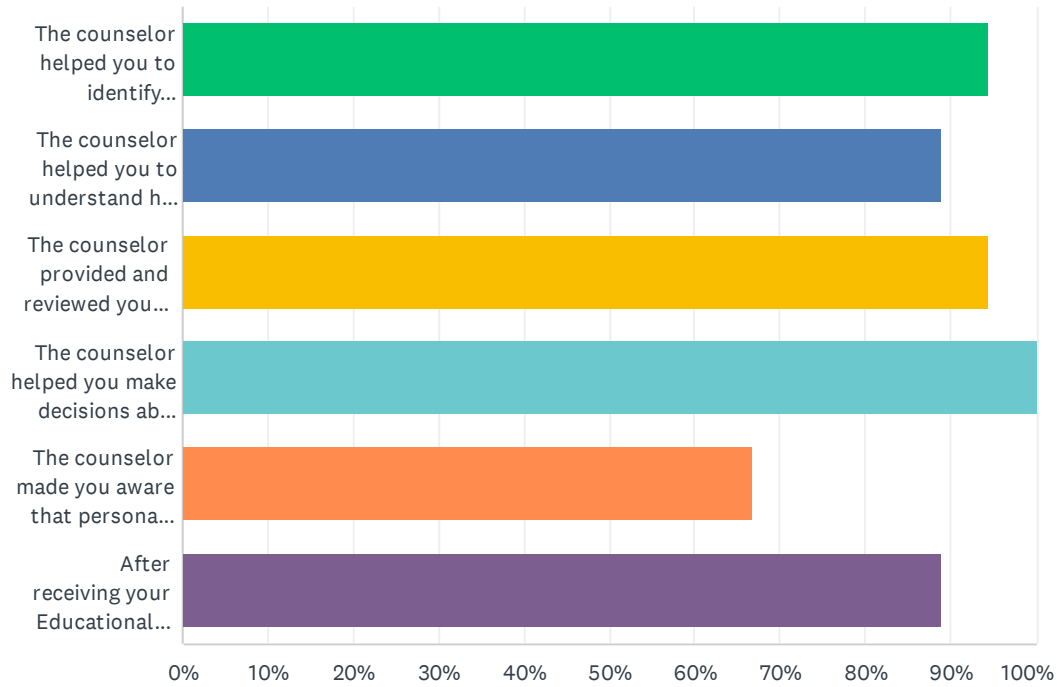
ANSWER CHOICES	RESPONSES
The counselor helped you to identify educational and career goals.	94.44%
The counselor helped you to understand how general education courses support your goals towards a certificate, degree and/or transfer.	88.89%
The counselor provided and reviewed your Student Educational Plan.	94.44%
The counselor helped you make decisions about your academic and career goals based on your career interests and academic success.	100.00%
The counselor made you aware that personal and/or relationship issues may interfere with your academic performance and progress.	66.67%
After receiving your Educational Plan you now understand the general education and major requirements needed to complete your certificate, degree and/or transfer goals.	88.89%

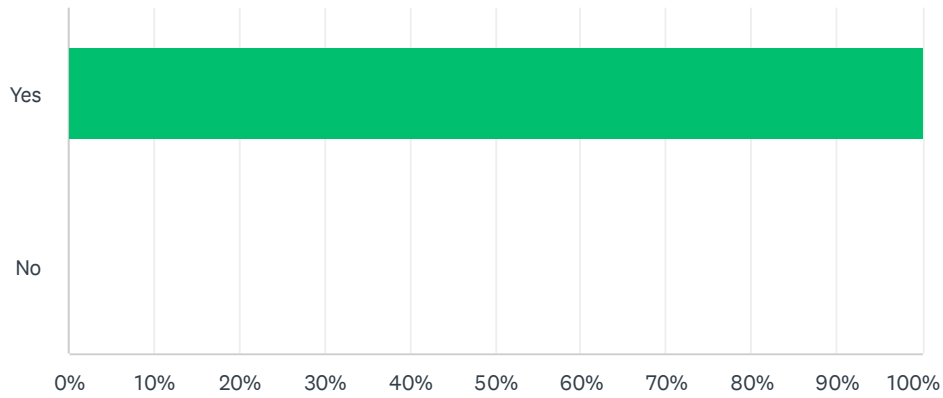# Q10 Were you satisfied with the services you received from the STAR counselor?

Answered: 18   Skipped: 0

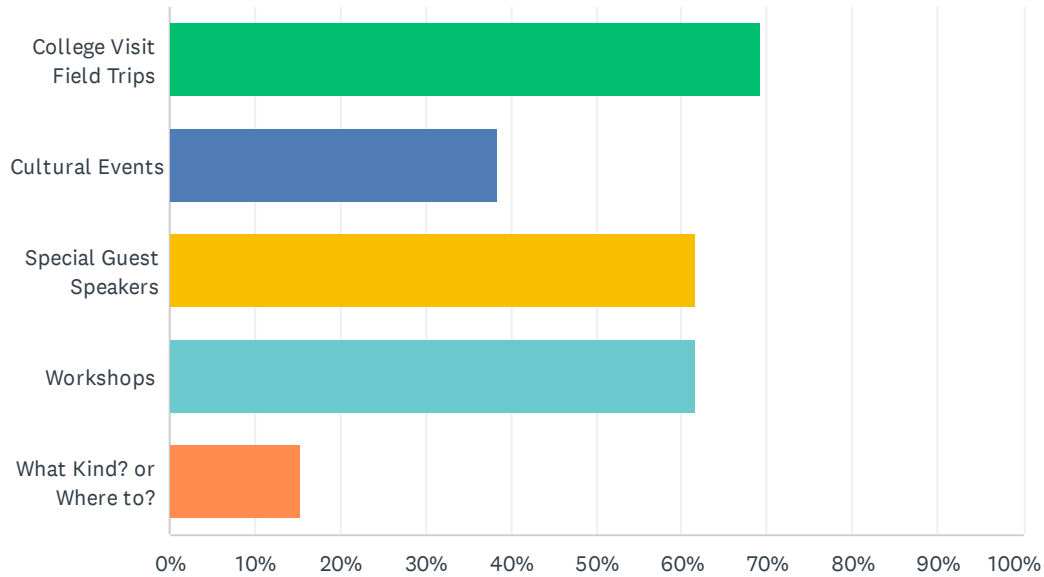| ANSWER CHOICES	RESPONSES
Yes	100.00%
No	0.00%
TOTAL	

Q12 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?

Answered: 18   Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00%
No	0.00%

Q14 What additional services would you like to see provided? (Select your top three)

ANSWER CHOICES	RESPONSES
College Visit Field Trips	69.23%
Cultural Events	38.46%
Special Guest Speakers	61.54%
Workshops	61.54%
What Kind? or Where to?	15.38%