INSTITUTIONAL PROGRAM REVIEW 2012 – 2013
Program Efficacy Phase: Student Services

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to or requesting information from appropriate committees

Our Program Review process is two-fold. It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase. Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input. The list of readers is being sent to you with these forms as a separate attachment.

Draft forms are due to the Committee Chair and Division Dean by Thursday, February 28, 2013, so that your review team can prepare comments for the draft review meeting (March 1 and/or March 8). Final documents are due to the Committee Chair by Friday, March 29, 2013 at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will provide feedback and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The efficacy process will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process.

Program Efficacy
2012 – 2013

Complete this cover sheet as the first page of your report.

Program Being Evaluated

STAR (Success Through Achievement and Retention) Program
Student Support Services - TRIO

Name of Division

Student Services

Name of Person Preparing this Report   **Extension**

Deanne Rabon – STAR Program Faculty Coordinator	8605

Names of Department Members Consulted

Suzan Hall (Program Substitute Secretary)
Reyes Quezada, Ed. D. (Adjunct Counselor)
Deanne Rabon, M.A. (Program Coordinator)

Name of Reviewers

Melinda Moneymaker and Denise Knight

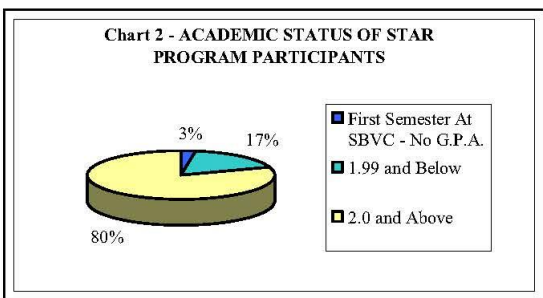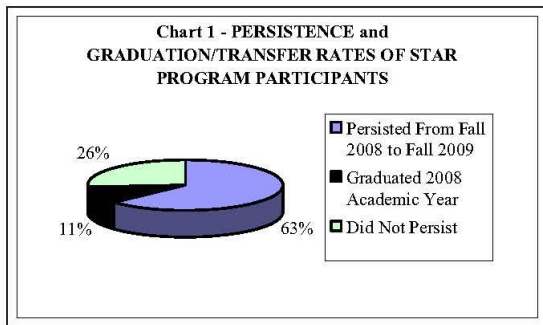| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		February 20, 2013
Final draft sent to the dean & committee		February 22, 2013
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	1	2	0
Classified Staff	1		
Non-Student Hourly			3
Total	2	2	3

STAR Program—Student Support Services TRIO

Student Distribution by Eligibility 2008 -2009			
Eligibility Criteria	#Students Enrolled at SBVC	% Students Enrolled at SBVC	Students Served by STAR
Low income & First-generation	13,501	72%	128
Low income	11,927	64%	15
First-generation	11,884	70%	22
Disabled	1079	4.9%	11
Disabled/Low Income	831	77%	29

Table 1

Chart 1 - PERSISTENCE and GRADUATION/TRANSFER RATES OF STAR PROGRAM PARTICIPANTS

- Persisted From Fall 2008 to Fall 2009 — 63%
- Graduated 2008 Academic Year — 11%
- Did Not Persist — 26%

Chart 2 - ACADEMIC STATUS OF STAR PROGRAM PARTICIPANTS

- First Semester At SBVC - No G.P.A. — 3%
- 1.99 and Below — 17%
- 2.0 and Above — 80%

Description:
STAR, Success Through Achievement and Retention, a Federally funded TRIO Student Support Services program, provides opportunities for academic development, assists students with college requirements, and serves to motivate students toward the successful completion of their AA/AS degree and/or transfer to a four-year university.

Table 1: STAR Program Demographics
STAR is funded by the Department of Education to serve 200 students annually. During 2010-2015 STAR will have to track and meet the following two objectives, in order to satisfy the terms of the new Student Support Services grant proposal.

Objective 1: Chart 1
60 % of all participants served by the STAR/SSS Program will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.

Objective 1: Chart 2
70% of all enrolled participants served by the STAR/SSS Program will meet the performance level required to stay in good academic standing at the grantee institution.

Assessment:
Documentation will be kept in student files indicating continuous enrollment in courses (Class schedules & transcripts will be kept in all student files), along with documentation of enrollment in the program and exit dates.

Program Goals:
The goal of STAR/SSS is to increase the college retention and graduation rates of its participants, and facilitate the process of transferring to a four-year university.

Challenges and Opportunities:
To encourage students to utilize the services provided to them. To meet the needs of underrepresented and/or at-risk students during difficult economic times.

Action Plan:
Continue to enhance the following areas: 1. Academic success strategies that begin as soon as a student is accepted into the program. 2. Track student participation, academic standing and review student progress to ensure that participants are meeting or have met requirements for academic success and graduation and/or transfer. 3. Students will work directly with STAR counselors at the beginning of each semester to create a Student Success Plan, focusing on academic and personal goals as well as tutorial recommendations. 4. STAR will offer support services, grant aid, and a privately funded book scholarship to assist students to persist towards graduation and/or transfer. 5. Students will participate in the STAR Academic Intervention plan if their GPA falls below 2.0. Overall, Staff will continue work to increase participant persistence rates.

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an <u>analysis</u> of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides <u>evidence</u> that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Program: STAR	Demographics Fall 2009 – Fall 2012	Campus
3%	**Asian**	6.2%
38%	**African-American**	20.3%
43%	**Hispanic**	48.6%
2%	**Native American**	1.0%
1%	**Pacific Islander**	0.7%
7%	**White**	21.0%
1%	**Other/Unknown**	2.1%
65%	**Female**	54.6%
35%	**Male**	45.2%
11%	**Disability**	5.4%
Min: 18	**Age**	Min: 15
Max: 72		Max: 88
Avg: 30+		Avg: 29.47

Provide an analysis of how internal demographic data compare to the campus population. Alternatively provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

STAR Program demographics in the flowing areas are very similar to SBVC data:
- Hispanic
- Native American
- Other/Unknown
- Pacific Islander

Data in others areas, including African American is not similar and in some areas the difference is substantial.
- African American Students at SBVC = 20.3%
- African American Students in the STAR Program = 38%

Because STAR is grant funded with admission and service guidelines, it is difficult to have a true comparison of data. STAR serves students that come from a specific pool of qualifying candidates, which can and likely have affected the data reflected. STAR Program participants must be working on and AA/AS or Certificate. They must also be enrolled in 9 units or more. In addition, they must be either a first-generation college student, low-income or disabled. With that in mind there would need to be a data base that reflects this population only in order to have more accurate data to work with. In addition, one would need to look at the ethnic ratio of first-generation students to determine if African-Americans in this area are in or near the thirty-eight / forty percentile.

The gender data is also slightly off from the campus. Programs like STAR often have a greater number of female students. However, over the past two or three years there has been a steady increase in male students that have entered into the program. See Examples Below

- 2009 – 2010 Annual Performance Report for STAR
  434 Active and Inactive Students Reported On
  97 Male   (22.5%)
  337 Female   (77.5%)

- 2010 – 2011 Annual Performance Report for STAR
  348 Active and Inactive Students Reported On
  103 Male   (29.5%)
  245 Female   (70.5%)

The data below is being provided as a substitute for the Annual Performance Report because the APR was not accessible at time of Program Efficacy Report.
- 2011 – 2012 Actively Enrolled Student Data
  210 Active and Inactive Students Reported On
  73 Male   (35%)
  137 Female . (65%)

Pattern of Service

How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

STAR Provides a variety of support services to program participants.
Hours of operation are Monday – Friday 8:00 a.m. to 4:30 p.m.
(Program participant and employee size are used to determine hours of service)

No-cost Student Services Include

Academic Counseling	Financial Aid Advising and Appeals
Personal Counseling	Academic Tutoring (English, math, paper writing)
Program Orientations	Educational Field Trips To Four Year Universities
Classroom Presentations	Willie Charles Williams Book Scholarship
Cultural Field Trips	On Campus Outreach
Educational Field Trips	Interpret Assessment Scores / Class Placement
Supplemental Grant Aid	Academic Renewal / Exception Petitions
Meal Vouchers	Probation / Dismissal Counseling
Transfer Guidance	Prerequisite Checks and Course Revisions
Transfer Application Assistance	Course Overload Petitions
Social Activities	Educational Plan Revisions
Graduation Petitions	Follow-Up Services

Lap Top Compute Loan Program
Scientific Calculator Loan Program
Student Workshops
   - Academic Workshops
   - Personal Growth Workshops
   - Transfer Workshops
   - Financial Aid Workshops

STAR works to meet the needs of the ethnically and economically diverse population it serves as follows:

- Academic Support is provided through in person and online workshops and individual and group tutoring, to meet the needs of working and multi-tasking students.

- Financial literacy workshops and packets are provided to students to educate them in the areas of budgeting, student loans, fico scores, personal finances, etc.

- Students Centered Counseling is available Monday – Friday by African American and Hispanic, Male and Female faculty members.

- Tutorial services are provided by a diverse group of male and female professionals with BA/BS degrees and higher.

- Students have access to computer lab, printing, Scantrons, green books, lap top computers, scientific calculators, and 4G Wi-Fi Hot Spots at no cost. (These free services help offset some of the exorbitant educational expense.)

- Field trips to four-year universities occur annually, providing student access to campuses that they may not otherwise have the opportunity to travel to and explore. All trip expenses are covered by the STAR Program including, but not limited to, charter bus fees, hotel fees, food and beverages, and cultural excursions when applicable.

- Students may schedule counseling visits for the entire semester in advance, to meet their busy and fluctuating schedules.

- Students have the change to conduct counseling sessions over the telephone, in special circumstance situations, when restricted mobility or illness occurs.

- Students can schedule 30 – 60 minute counseling sessions based on their need.

- Counselors are flexible and work with students to provide workshop and forum materials to those that could not attend meetings but want to read the literature provided.

- Students can complete 'Self-conducted' workshops in the STAR Program office or online to fit into their busy schedules.

- Workshops focus on specific areas of interest to STAR Program participants and include: male and female forums, health and learning, scholarships, career readiness, etc.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success - Rubric		
Data demonstrating achievement of instructional or service success	Program does not provide an adequate *analysis* of the data provided with respect to relevant program data.	Program provides an <u>analysis</u> of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.
Student Learning Outcomes and/or Student Achievement Outcomes	Program has not demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.	Program has demonstrated that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the college since their last program efficacy.

Explain how the services in the program support student success.

Data Demonstrating Student Success				
Data Elements	2012 - 2013	2011- 2012	2010 - 2011	2009-2010
Unduplicated Student Count	210	181	200	188
Positive Academic Standing	96%	92%	100%	91%
Persistence	75%	84%	60%	70%
Graduates *Graduate rates are not calculated by percent due to cohort year variations.*	Data Not Available	21	28	23

<u>Academic Intervention Program – AIP</u>
All incoming program participants enter the program as AIP students. This program is designed to immerse students into the program and fully acclimate them to the tools that are accessible to them to increase their chances of academic success. Counseling sessions cover academic goal planning as well as modules designed to improve student confidence and knowledge of navigating the educational system. Students may promote out of the program at the completion of their first semester, as long as they have a cumulative GPA of 2.3 or higher. The GPA baseline is set to ensure that students avoid academic or progress probation and loss of financial aid.

<u>Supplemental Instruction/Tutoring</u>
Tutoring in English, math and paper writing is available to all program participants and is required of first semester participants only. Counselors provide tutoring recommendations and regularly follow-up with students to discuss progress. Tutors provide individual and group tutoring, giving students the chance to receive help in a setting that they are most comfortable with.

<u>Transfer</u>
Many STAR Program Alumni have gone on to four-year universities like CSUSB, UCLA, UCR, and the University of Alaska, to continue their educational pursuits. Because STAR is a federally funded TRIO Program our students have the chance to learn about other student centered programs at four-year universities. When they transfer they are often able to transition from STAR to another TRIO Support Program, making the transfer process a little less challenging and a little more welcoming. (*Students that transfer to colleges within the Student Support Services Inland Empire/High Dessert Consortium are given priority consideration when applying to TRIO Programs at a new/transfer institute.*)

<u>Supplemental Grant Award</u>
$14,000 in supplemental Pell Grant was awarded to qualifying STAR Program students annually. These funds are allocated to help students meet the financial challenges that come with the pursuit of higher education. SBVC STAR has chosen to make this award a part of the TRIO Grant. This is optional and not all TRIO Student Support Services Programs have this component.

Demonstrate that your program has continued to make progress on Student Learning Outcomes (SLOs) and/or Service Area Outcome (SAOs) based on the plans of the college since the program's last efficacy report. Describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). If your program offers neither a degree nor a certificate, describe how the SLOs/SAOs are mapped to the core competencies.

See <u>Strategic Initiative 5.1</u>

The SAOs for the STAR Program are updated often and designed to provide information that will uphold and lead to best practices for the program. STAR Program SAOs allow students the opportunity to demonstrate tool learned through counseling, tutoring and workshops. Students also have an opportunity to share what other factors have played a key role in their educational success. (See SAO Executive Summary on next page.)

STAR Program SAOs have a direct correlation to the Strategic Initiatives listed below, in that they promote retention, persistence, and the successful completion of Certificate and/or Associate degree course work.

(Blue Sheet)
5.2.1 By 2012, the overall retention rate for SBVC students will increase 1% a year.

5.2.1a. By 2012, ARCC reporting data will indicate that persistence of cohort students will increase 2% a year.

5.2.2 By 2012 there will be an increase of 2% in the number of students in the ARCC cohort, who complete a certificate or a degree, transfer, or become transfer directed or prepared within six years of their enrollment

(B&W)
5.2.1 By 2012, 80% of the students whose goal is certificate or degree completion will be retained to the following semester.

5.2.2 By 2012, there will be an increase in the percent of full-time students whose goal is certificate or degree who complete within 6 years of enrollment.

<table>
<tr><td colspan="2" align="center">**Service Area Outcome (SAO) Assessment 2012-2013**
EXECUTIVE SUMMARY</td></tr>
<tr><td>Division Dean</td><td>Marco Cota</td></tr>
<tr><td>Division</td><td>Counseling and Matriculation</td></tr>
<tr><td>Service Area</td><td>STAR Program</td></tr>
<tr><td>Objective(s)</td><td>(Objective 1) To help students identify key factors leading to their educational resiliency and academic success.
(Objective 2) STAR Program students will learn to utilize and apply skill building tools, supplementary to classroom instruction.</td></tr>
<tr><td>Defined or rewritten expected SAO(s) 2012-2013</td><td>The goal of the STAR Program /TRIO is to increase the college retention and graduation rates of first generation, low-income, and physical or learning disabled students, and facilitate the process of transferring to a four year university.

The STAR Program provides a variety of student activities and services to 200 students each year. Services Include, but are not limited to: counseling & tutoring assistance, the STAR Academic Intervention Program (A.I.P.), workshops, desktop and laptop computer access, same-day and overnight educational field trips, etc.</td></tr>
<tr><td>Assessment</td><td>End of Semester Survey Consisting of the Following Sections
(Objective 1) Counseling Information Retention and Comprehension Survey
(Objective 2) Tutoring Information Retention and Comprehension Survey
(Objective 2) Workshop Evaluation Surveys</td></tr>
<tr><td>Evaluation of Assessment Findings</td><td>(Objective 1) Program participants attributed the following three items as the top factors in their academic resiliency: Self-Motivation, Family, Friend/Peer Support.

(Objective 2) Over 90% of the students surveyed could list and explain in detail, one or more items they Learned, from a STAR Program Counselor or Tutor, that aided and/or strengthened them academically.

(Objective 3) Program participants attributed the following three items as the top factors in their academic resiliency: Self-Motivation, Family, Friend/Peer Support.</td></tr>
<tr><td>Response to Findings(s)</td><td>The STAR Program will continue to work with students to aid in their academic growth and empowerment.</td></tr>
</table>

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

STAR, Success Through Achievement and Retention, provides opportunities for academic development, assists students with basic college requirements, and serves to motivate students toward the successful completion of their AA/AS and/or certificate.

The STAR Program has played a key role in many SBVC student success stories. We strive to motivate and empower students to reach their academic and personal goals, as well as work through and prevail in times of challenge and adversity. Most importantly, all of the STAR staff focus on helping students meet their educational needs in a positive supportive setting.

The goal of STAR, a TRIO Student Support Services program Federally funded by the Department of Education, is to increase the college retention and graduation rates of its participants, and facilitate the process of transferring to a four year university.

For the past nineteen years, the STAR Program has been a prominent part of the San Bernardino Valley College Student Services family. Having received a commendation from the Western Association of Schools and Colleges Accreditation Committee in 2002, STAR is proud to continue to provide SBVC students with outstanding student service.

The STAR tutorial center, serving *200 students each year, offers tutoring assistance in a comfortable, student-friendly environment. Many of the STAR tutorial staff have earned a Bachelor's degree and are pursuing teaching credentials and/or Master's degrees.

The outstanding STAR counseling staff also work closely with SBVC students to develop and implement successful educational plans and cultivate educational dreams.

STAR is funded to serve 200 students annually. STAR my serve as up to 220 students and remain within the TRIO - Student Support Services Grant Guidelines

How does this purpose relate to the college mission?

San Bernardino Valley College provides quality education and services that supports a diverse community of learners.

This directly relates to the college mission in that both strive to uplift and empower a diverse population of learners, through quality service and learning experience. STAR – Student Support Services Students receive a range of services designed to strengthen learning skills, and promote retention of at risk, underrepresented, low-income, first generation, and disabled students.

Productivity

Explain how your program defines and measures satisfaction and productivity. What do these measures reveal about your program over a three year period?
Include data that is relevant to your program. Examples of data may include:
- Relative status of the department at SBVC in comparison to the same department at other multi-campus districts in terms of
  - i. staffing levels
  - ii. compliance with state, local, and federal regulations
- Average time to respond to requests for service
- Average time to respond to complaints
- Results of user satisfaction surveys
- Results of employee satisfaction/staff morale surveys
- Additional identified benchmarks of excellence for the department, and department standing relative to these benchmarks of excellence

PROGRAM COMPLIANCE AND SUCCESS

As a grant funded program STAR is required to meet grant objectives. The grant objectives are used as a benchmark for determining if the program is in compliance and meeting many of the program objectives. In addition, the program follows federal regulations within EDGAR. (Education Department General Administrative Regulations) These are two key ways in which levels of success and compliance are tracked.
(See Example for 2010 – 2011Reporting Year On Next Page)

2010 – 2011 STAR PROGRAM
STUDENT SUPPORT SERVICES GRANT OBJECTIVES DATA

OBJECTIVE 1: The project will identify, select and serve 200 participants each year. Two-thirds will be both low-income and first generation and students with disabilities. One third will be low income, first generation or disabled and of all students with disabilities of which at least one third of the disabled student will also be low-income.

Year	Participants Served	Low-Income/First Generation	Disabled/Low Income
2010 – 2011	200	171 of 200 (86%)	35 of 37 (95%)

OBJECTIVE 2: 70% of the participants will maintain good academic standing with a 2.2 GPA or better, (4.0 Scale) by end of the academic year.

189 or 94.5% of current/active STAR Program participants have a cumulative GPA of 2.2 or above.

OBJECTIVE 3: To ensure that among each cohort of entering participants 49% will persist to the (third semester) second year towards graduation and/or transfer. We project continue persistence as follows: 24% fifth semester; 12% seventh semester; 6% to the ninth semester.

Of the 33 STAR Program participants that were first-year students in 2009 – 2010
20 of them (60.75%) advanced to second year/third semester status during 2010 – 2011.

The Annual Performance Report does not provide an area to list student advancement beyond second year status.

Over the past three years the program has successfully met the program objectives in these and other areas. The data is collected and tabulated at the end of the annual reporting period for TRIO Student Support Services Programs.

STUDENT SATISFACTION

Data regarding student satisfaction is collected at the end of the academic year, at the completion of fieldtrips and in a graduation/exit survey. Over the past three years student surveys have reflected a strong satisfaction with STAR Program services and the employees that provide.

In addition to surveys, students are encouraged to come in and meet with the Program Coordinator to discuss any questions or concerns. In the past they have received written invites to come in at the end of the year and share their questions, concerns and comments.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum (e.g., seminars, workshops, presentations, classes, etc. for Student Services).

N/A

If applicable, describe your formal curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

Note: Content Review Summary not applicable for this program.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

N/A

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC
N/A		

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

N/A

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

Program information for the STAR Program is accurate.

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program <u>identifies and describes</u> major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

Recession
The biggest impact that has been a recurring issue is money. Currently TRIO has implemented a 3.2% reduction in the initial grant awards for the current funding cycle. Though not an extraordinarily large percent it still has a large impact on budget, trip planning, hours worked by part-time employees, etc. The STAR Program continues to provide outstanding and student centered services, regardless of monetary concerns. However, should a second round of reductions occur, extensive planning will be needed to make modifications that will allow the program to function full speed without the students feeling the impact.

Financial obstacles posed as a result of the current recession have also played a role in the lives of the students we serve. More students are coming to college, but they seem to have fewer resources. Their needs are often greater than the parameters of the grant. STAR Program employees are continually working to advise students on how they can purchase books at a savings, apply for scholarships, get information of government sponsored programs that may help them with find affordable housing, medical care, etc.

Limited Admission to CSU Campuses
More students are facing the harsh reality that being admitted to a CSU could prove challenging and time consuming. In order to alleviate some of the stress related to the long wait for admission, the STAR Program continues to give students no-coast tours to in and out of state campuses that they may later consider transferring to. Recent trips: UC Santa Barbara and Arizona State University.

Students are also kept abreast of changes in admission requirements, like the new Associate of Transfer for CSU.

Job Displacement and Needed Training
Older and reentry students continue to find themselves back in school in need of a supportive programs, to guide them to a new career path.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. <u>In what way does your planning address accomplishments and strengths in the program?</u>

- Awarded 1.5 Million Dollar Grant for 20010 – 2015
- Implemented the Academic Intervention Program for New student Success
- Implemented Online Financial Literary Workshops with USA Funds
- Continue to Maintain STAR Student Graduation Rate at 10 – 15% Annually
- Continue to Maintain STAR Program Academic Positive Standing Rate of 90% or higher
- Continued Membership in the Student Support Services TRIO Inland Empire/High Desert Consortium
- Faculty Presented at the Innovations Community College Conference 2011
- Students Attended and Actively Participated in the First TRIO Student Collaborative at CSUSB.

Challenges

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding planning for the program. <u>In what way does your planning address trends and weaknesses in the program?</u>

N/A

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

TECHNOLOGY
The STAR Program provides students with the following technology, at no cost to them.
Laptop Computers for Student Use (Overnight Loan Program)
Desk Top Computer Lab For Student Use
Free Laser Jet Printing
Free 4G Wi-Fi Personal Hot Spots
Online Workshops
Blackboard Access
Scientific Calculator Loan
Micro Cassette Recorder Loan
Student Friendly Software For Student Sign-In and Sign-Out
SARS for Counseling Appointments and Student Appointment Verification
STAR Program Web Site

CAMPUS CLIMATE
STAR Program employees keep an open door policy with program participants. Students are encouraged to share concerns and the goal is to make them feel welcome and valued.

In addition, STAR Program employees promote self-awareness, positivity, and empowerment of students.

The program prides itself on providing a positive learning environment for all students. To ensure this students are held to a standard of self-respect and respect for others. Students are given a code of conduct. The first paragraph of the STAR Program Code of Conduct reads as follows:

In order to maintain an atmosphere conducive to educational success, productivity and positivity, STAR/Student Support Services TRIO maintains a Code of Conduct. All participants are expected to behave in a manner consistent with the mission of both the College and the program. Participants are reminded that they are representatives of SBVC and STAR when they are on and off campus.

PARTNERSHIPS

PARTNERSHIPS INDIVIDUAL OR DEPARTMENT	COMMITMENT
Dean of Counseling and Matriculation Vice President of Student Services	Program supervision, involved in, and advocates of the program. (Daily)
Associate Dean of Admissions and Records, Director of Financial Aid, Director of Disabled Students, District Computer Services, Director Research, Director of EOPS/Care, CalWORKs Counselors, General Counseling, and Coordinator of Transfer and Career Center.	Have committed support to the program. • Refer eligible students • Participate In Shared Student Activities • Maintain STAR Equipment
The President, Vice President of Student Services, and the Dean of Student Development	Support STAR students by attending at the annual end of the year, Academic Achievement and Graduate Awards Ceremony. (Annually)
Vice President of Student Services and the Dean of Student Development	Meet with the STAR students annually to discuss their concerns and answer their questions (Annually)
Director of Financial Aid	Conduct a Financial Aid Information workshop specifically for STAR students, focusing on the benefits of completing the FAFSA. (Annually)
SBVC Campus	In-kind Contributions: Absorb cost such as mailing, Internet access, and the telephone system with the use of local and long distance calling, computer technical assistance, janitorial service, 2 offices and one tutorial/computer lab, access to the campus library and other classroom facilities (As Needed)

EXTERNAL ENTITIES	RELATIONSHIP

Student Support Services Inland Empire Desert Consortium
 	
(Coordinator of STAR is a Member)
	This is a group of TRIO Student Support Services Directors and Coordinators. Meetings are held quarterly. Current College Membership
	
	   o Antelope Valley College
	   o California State University San Bernardino
	   o College of the Desert
	   o Mt. San Jacinto Community College
	   o Norco College
	   o Riverside Community College
	   o San Bernardino Valley College
	   o University of California Riverside
	
	Member schools work together to discuss program needs, issues, and other matters, related to TRIO – Student Support Services Legislation and Regulations. This is a positive and valuable Student Support Services Support Group.

California State University California San Bernardino – SAIL Student Support Services Program	The CSUSB SAIL Program is a TRIO Student Support Services Program. This sister program has agreed to give Priority Consideration to applications submitted by former STAR Program students, when transferring to California State University San Bernardino. Since STAR students have already been a part of a TRIO program, they will have met the majority of the program requirements, and will continue to benefit from the TRIO services available to them at a new campus.

VI: Previous Does Not Meets Categories

Reference your most recent Program Efficacy document, and list below those areas which previously received "Does Not Meet." Then, either describe below how your program has remedied these deficiencies, or, if these areas have been addressed elsewhere in this current document, provide the section where these discussions can be located.

The previous Program Efficacy document has some areas with Exceeds, Meets and Does Not Meet. The STAR Program has given careful consideration to all comments and rankings and continues to provide the best services to SBVC students on a regular basis.