



Fall 2024 Program Review Report | Non-Instructional Areas

Department /Area Name: General Counseling For Planning Years: 2025-2026

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Names of all participants in this review: All faculty and staff

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

The Antelope Valley College Counseling Division serves as a main hub for student services. From pre-application to graduation, the counseling division assists students with their academic, personal, and career goals. The counseling faculty is also at the core of academic affairs, including curriculum development and course articulation. Human Development courses taught by counseling faculty teach students the tools to succeed in college, which is especially important for first-year, first-generation college students. Counseling supports student transition to college at local high schools by having embedded bridge counselors available at the school sites. The counseling division offers services such as individualized comprehensive education plans, in-person and virtual express counseling, same-day walk-in counseling, academic advisement workshops and webinars, student support referrals, major and career research and exploration, Academic Guidance support (below 2.0 GPA/50% completion rate), transcript evaluations, online and distance counseling, transfer planning, university application assistance, and recommended term-by-term course sequencing.

When it comes to local, district, and statewide collaboration, the counseling division staff and faculty actively participate and often lead in shared governance, special programs, and other student success initiatives such as, but not limited to the following:

Shared Governance Committees: AP&P, Academic Senate, Deans & Chairs, Guided Pathways, Basic Skills, Calendar, Distance Education, Faculty Professional Development, Student Equity, Student Discipline/Grievance Panel, Strategic Planning, Veterans Advisory, Financial Aid Second Level Appeals.

Special Committees/Workgroups: EduNav, SHATATR cleanup, up front transcript evaluations, AP&P Tech Review and counseling review of all new/revised courses and programs

Special Programs: EOP&S, OSD, CalWorks, STAR, Honors, Veterans, Puente Program, Nursing, Academic RISE, Transfer Center, Career Center, Law Scholars, UMOJA, Rising Scholars, AMFT, E.S.L., ISP/AVC Cares (suicide prevention), BIT, AVC Dreamers Center, LGBTQIA, Basic Needs, FYE, SYE, High School Bridge, TAPP (Teacher Accelerated Preparation Program, Bachelors Programs.

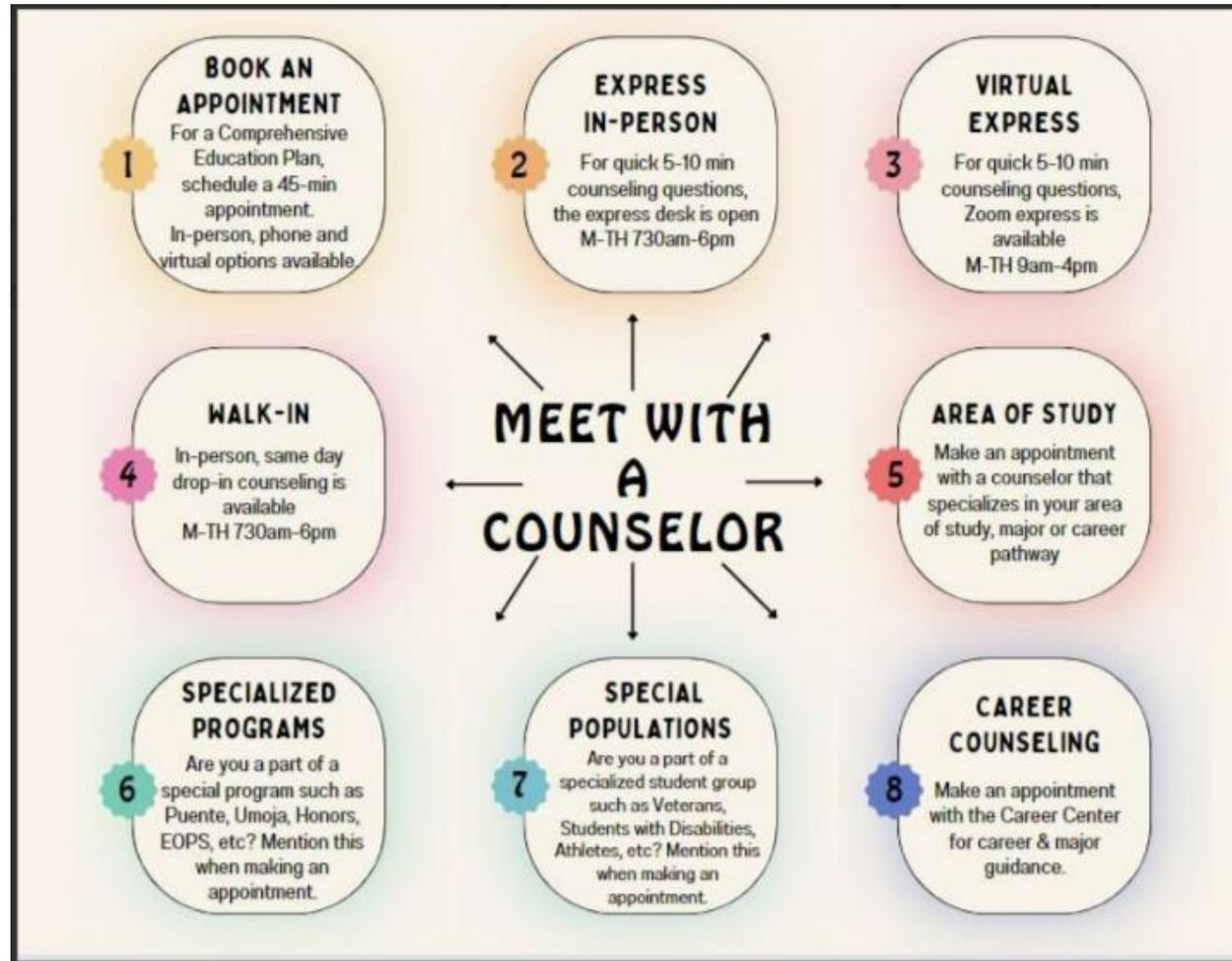
Student Club Advising: AVC STEM Club, H.O.L.A. (Heritage of Latin America), A2Mend, ANYA (American Native Yonutenen Association), Ballet Folklorico de AVC.

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?
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- Who do you primarily serve and what services do you provide for each of the groups?
 - General Counseling serves all students at all stages at AVC (pre-enrollment, enrolled, graduation, transfer).
 - General Counseling provides individual education plans (abbreviated/first semester, comprehensive 2+ year).
 - General Counseling provides academic, career, major, and transfer counseling and planning.
 - General Counseling provides specialized academic, career, and personal/social counseling and educational planning for students enrolled in the Umoja Program, Puente Program, TAPP (Teacher Program), Prison Program, and SOAR.
 - General Counseling provides tailored academic, career, and personal/social counseling and educational planning for special populations such as Dreamers, students on academic probation/guidance, E.S.L., veterans, athletes, honors, Palmdale Center.
 - General Counseling provides various modes of counseling services: online/virtual, phone, in-person, express, walk-in, appointments.
 - General Counseling provides transcript evaluations and transfer articulation services.
 - How is the work of your area measured or quantified? What is your measure of success?
 - MIS Data (# appointments, # ed plans, etc.)
 - Annual Student Climate Survey
 - How do the demographics served by your area's work compare to AVC's service area demographics?
 - Counseling serves all student demographics, representative of the service area.
 - Which race/ethnicity groups experience the largest equity gaps?
 - Black and Latino males 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 HD course retention rate for Black/African American averaged 83.4% over the past three years. Clearly significant strides have been made to meet the needs of this population and provide them with the support needed to be more successful. Hispanic/Latine students are outperforming their peers with retention rates (2021, 2022, & 2023) averaging 92.2% (vs 87.9% for gen pop), and success rates (2021, 2022, & 2023) averaging 77.6% (vs 72.8% for gen pop).

Expansion of counseling service modalities for access and equity



HD Courses (100, 101, 102, 103, 104, and 105)

- Counseling offers a variety of Human Development courses 100 (Basic Strategy/College Success), 101 (College and Life Management), 102 (Soldiers to Scholars), 103 (Career Planning), 104 (new Fall '25– College Success/ Student Athletes), and 105 Personal Development.
- In fall 2023 Counseling offered HD 100, 101, 103, & 105 courses in a variety of modalities including face-to-face (Lancaster/Palmdale), Hybrid (Lancaster/Palmdale), Online (Palmdale), and Dual Enrollment (F2F at high school hosting course) totaling 41 sections in fall 2023, 41 sections for spring 2024, and 11 sections for summer 2024 offered to students (internal schedule for Counseling).

- Per Tableau Public, fill rates for 2023-2024 showed a much higher fill rate for fall than for spring, with fill rates for HD courses at 83.2% for fall 2023 vs 68.8% for spring 2024.
- Per Tableau Public, our fill rates for HD 100 have been historically low (~30 spring '24 & ~56% fall 2023) and the course was not offered in the 24-25 AY. The course was deactivated in fall 2024. Our fill rates for both HD 101 and 105 have been consistently higher (averaging much closer to 80%) and courses have been added to the schedule for the 24-25 AY. For HD 103 fill rates for the 23-24 AY averaged around 57% and the course was evaluated and re-written, transforming it from a 1.5-unit non-transferable course to a robust 3-unit transferable course which will be offered in fall 2025. HD 102, Soldiers to Scholars, services AVC's Veteran's population and has been consistently offered to meet that need (one section fall/spring) despite persistently low fill rates. HD 104 was developed specifically to address the needs of AVC's student athletes and will be offered for the first time in fall 2025.
- Per Tableau Public, HD course enrollments have increased over the last three years: 21-22 AY 1,460 enrollments, 22-23 AY 1,776 enrollments, and for 23-24 AY 2,266 enrollments, showing an overall increase of 35.5%. HD success and retention rates continue to be higher than the campus average with Hispanic/Latine students having consistently higher enrollments than other demographic groups, and women having 25-30% higher enrollments than men. Retention rates have averaged 90% for the 2022 & 2023 AYs, and success rates have averaged 74.9% for 2022 & 2023.
- Per Tableau Public, Hispanic/Latine students are outperforming their peers with retention rates (2021, 2022, & 2023) averaging 92.2% (vs 87.9% for gen pop), and success rates (2021, 2022, & 2023) averaging 77.6% (vs 72.8% for gen pop).
- Per Tableau Public, Black/African American students have shown improved success rates over the last three years with success rates of 56.7% for 2021, 60.8% for 2022, and 62.0% for 2023, showing a ~9.4% increase. The retention rate for Black/African American averaged 83.4% across the three years. Clearly significant strides have been made to meet the needs of this population and provide them with the support needed to be more successful.
- Per Tableau Public, Women have consistently had higher success rates than Men, with Women averaging 77.2% success over the last three years (2021, 2022, & 2023), and retention rates averaging 90.7% over the last three years (2021, 2022, & 2023). Over the same three years Men averaged success rates of 68.8% and retention rates of 89.1%, with significant gains in success rates from 2021 (64%) to 2022 (71.2%) and 2023 (71.3%).
- These increases in success rates for both Men and Black/African American students could be attributed to a variety of factors including the following: return to F2F courses following the pandemic, increased HD courses specific to Umoja and Puente cohorts, and a diverse and representative HD instructional faculty body. This could also shed some light on the consistently higher success rates for our Hispanic/Latine students, as we have added Puente restricted HD 101 courses.
- Data review, including fill rates for HD courses, is reviewed regularly and Counseling has made many adjustments to better serve our students: increasing our Dual Enrollment courses from 4 in fall 2023 to 7 in spring 2024, having HD courses available in all modalities (online, DE, Hybrid, F2F) and available at both the Lancaster and Palmdale campuses. Courses where fill rates and success rates are consistently low have been deactivated (HD 100) or had significant revision (HD 103) to meet the needs of our students.

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.)*

Strengths, Opportunities, & Highlights of Specialized Services in General Counseling



Academic R.I.S.E. Counseling Services: R.I.S.E. (Reflect, Improve, Succeed, Excel) educates students on what it means to be on academic probation and/or progress probation and academic/progress dismissal. Students on any type of probation must complete a mandatory online or in-person workshop in which students learn about probation, strategies for getting back in good standing, management skills, building good study habits, procrastination, and

the resources that Antelope Valley College has to offer to assist students in being successful. R.I.S.E. Counselors/Advisor provide individualized holistic academic advisement/counseling to ensure students stay on track academically, provide a support system by engaging with students through interactions that center on self-development, motivation, and cycles of change, and connect students with programs, services, and resources that will aid students in returning to “good academic standing”.

- Beginning the Fall 2023 semester, the R.I.S.E. office added a new layer of support to its students by creating what R.I.S.E. calls, “Mid-Semester Check-ins.” This is the half point of the semester and the R.I.S.E. team aims to engage with the students and learn about their progress and/or challenges and provide appropriate support and/or recommendations. It is a time for students to interact with counselors/advisor and get their questions answered, education plan updated, discuss courses, personal matters, etc. In addition, different departments from the campus are invited to participate in the “Mid-Semester Check-in” such as, the Financial Aid office, Office for Students with Disabilities, Basic Needs, EOPS, CalWORKs, Learning Center, Student Equity (Books H.E.L.P.), Mental Health Services, among other stakeholders. The feedback provided from the students regarding this event has been positive. They truly enjoy and appreciate having the departments in one room to answer any questions and/or learn about additional support/resources AVC has to offer.
- In efforts to establish more contact and communication with students who are on probation/dismissal, the R.I.S.E. department has increased the number and mode of notifying students (i.e., emails, phone calls through the Call Center at the Palmdale campus, Canvas announcements) on their academic/progress status while inviting them to set up counseling appointments and reminding them to complete the mandatory probation/dismissal workshop.
- In the Fall 2023 semester, there were 1,367 students on academic/probation 1 and 2. In addition, there were 379 students on academic/progress dismissal. At the end of the Fall 2023 semester, 308 students went back to good academic standing. In the Spring 2024 semester, there were 1,304 students on academic/progress probation 1 and 2. In addition, there were 316 students on academic/progress dismissal. At the end of the Spring semester, 364 students went back to good academic standing. The R.I.S.E. Counselors/Advisor’s met and provided services to 1,499 unduplicated students during the 2023-2024 academic year. There was a total of 2,367 ASEP, CSEP and OSEP’s completed as well as 1,415 CAS services provided.
- During the Spring 2024 semester, the R.I.S.E. team began brainstorming ideas on changing our vocabulary and eliminating the words “probation and dismissal” as they have a negative connotation and stigma associated with probation within the community college setting. Through the R.I.S.E. Program student-centered and equity-focused strategies, R.I.S.E. aims to consciously update its language to mirror the institution’s commitment to transforming campus culture and emphasize inclusivity. The goal is to implement the new vocabulary beginning the Fall 2024 semester.

AFMT Counseling Services: Antelope Valley College is one of eighteen California Community Colleges that offers bachelor's programs in subject areas that are unique to a California State University campus. AVC offers two programs that lead to a Bachelor of Science: Airframe Manufacturing Technology (AFMT) and Respiratory Care (BSRC). The Respiratory Care Bachelor of Science program is housed in the Division of Health and Public Safety. One counselor and a full-time education advisor have been assigned time to assist students in the AFMT Bachelor of Science program. AFMT The education advisor is assigned to assist all Aerospace, Industrial Arts and Applied Technologies, formerly Career Technical Education. The Education Advisor also provides continual follow-up on student progress through graduation with direct consultation with the Department Chairperson and Dean, as needed.

Health and Safety Sciences Programs: Counseling has dedicated counseling faculty who are assigned to serve both the Registered Nursing program (1 full-time counselor) and the Respiratory Care/Therapy Program (1 adjunct counselor). Two additional adjunct counselors have been assigned to provide targeted guidance for all programs in Health and Safety Sciences, but more full-time faculty support is needed.

Respiratory Care/Therapy has a new baccalaureate degree with its first cohort in progress for the 24-25 AY. Our medical degree programs (MOA, LVN, RN, RADT, RCP) are very popular and attract many students from outside institutions, creating a high workload for counseling faculty who must evaluate all outside transcripts for students applying to these programs. We are seeking a second full-time counselor to support these programs and the new baccalaureate program in Respiratory Care/Therapy Program.

Articulation and Evaluation: The Articulation Officer at AVC plays a critical role in supporting faculty with curricular and program development, ensuring that courses and programs are aligned with transfer pathways to other institutions. The Articulation Officer leads and coordinates the articulation of courses between AVC and partner institutions. This process ensures that students' coursework is transferable and helps create seamless pathways for students pursuing higher education beyond AVC.

- As a staunch advocate for transfer students, the Articulation Officer works to simplify and streamline the transfer process, making it more accessible and equitable. The office provides comprehensive resources to support students in becoming "transfer ready" by establishing and maintaining articulation agreements with regionally accredited colleges and universities. These agreements open doors to diverse transfer opportunities, ensuring that AVC students are well-positioned for success at four-year institutions.
- In addition to facilitating transfer, the Articulation Officer serves as the gatekeeper for key academic resources, including course outlines, IGETC, CSU GE Breadth, Cal-GETC, LDTP, baccalaureate lists, TCA lists, and the ASSIST system. These resources are essential tools for ensuring that students meet the necessary requirements for transfer and degree completion.
- The Articulation Officer at AVC is also tasked with making final determination on evaluation of external coursework for GE purposes and to facilitate the evaluation of courses to determine equivalencies (one-to-one courses); this requires evaluation by discipline faculty. Due to the amount of work (65,000+ rows as of August 1, 2024) involved in the "clean-up" of the current database (SHATATR), a Transcript Evaluation Team (TET) was formed. The TET are engaged in a long-term project to review, update, and refine the TES (Transfer Evaluation System) database, which houses course equivalencies. While this work is vital for ensuring accurate transfer counseling, limited time and resources have hindered progress. For the successful implementation of EduNAV, DegreeWorks, and to the growing demands of the articulation process, a dedicated increase in resources and time is essential to support this ongoing effort. Additionally, to maximize the effectiveness of the educational planning software, course attributes must be integrated into the system for both external coursework and accepted exams (e.g., AP). This will require ongoing collaboration among counselors, advisors, graduation evaluators, curriculum specialists, and the Articulation Officer to ensure that the software meets the needs of students and facilitates more efficient transcript evaluations.
- In sum, the Articulation Officer at AVC is a cornerstone of the transfer process, ensuring that students are provided with the tools, resources, and pathways they need to succeed in their educational journey, while working toward continuous improvement in the efficiency and effectiveness of the transfer system.

Athletics Counseling Services: We are proud to announce the launch of AVC's Athletic Department Early Alert and Intervention Program. The AVC Athletic Department Early Alert & Intervention Program allows faculty to identify student-athletes who need assistance because of poor academic performance, class participation, and/or attendance issues, and refer them to the department academic counselor who can help the student-athlete access

appropriate support systems. This type of intrusive counseling has been demonstrated to be effective in increasing the retention and overall academic performance of student-athletes. Providing intervention assistance early in the semester is critical to student persistence and completion. The earlier an academically at-risk student is identified, the better the prognosis for success. This program offers frank discussion of the challenges and stressors that college athletes face both in the academic and athletic setting and identifies resources on and off campus and where they can turn gets student-athletes, during the 5th and 10th weeks of the fall and spring semesters

AVC Student-Athlete Advisory Council: The Antelope Valley College Student-Athlete Advisory Council (AVCSAAC) is made up of two players from each athletic team. The duties of the committee would include creating athletic events that will help bond students on campus; engaging the college community so that mutual appreciation exists for all constituencies on campus, including student-athletes; planning and partaking in community service and engagement opportunities for all students.

New Course Development:

HD 104 College Success for Student Athletes: A newly created class that focuses on meeting the challenges of college life. This course takes a positive approach to helping student-athletes achieve their personal best by focusing on and encouraging the development of performance, a frank discussion of the challenges and stressors that college athletes face both in the academic and athletic setting, and identifies resources on and off campus and where they can turn in the classroom and on the playing field. It promotes frank discussion of the challenges and stressors that college-athletes face both in the academic and athletic setting and identifies resources on and off campus and where they can turn to for help and support. The proposal's start date is Fall 2025.

Substantial Course Revision:

HD 103 Career Planning: Provides a thorough study for career development, academic goals, and life planning. This includes assessment tools for identifying personality types, clarifying interests, skills, and values, and establishing college majors and careers. Addresses psychological and social issues that impact career and life choices. Covers decision-making processes, labor market trends, career research, interviewing skills, and résumé. (CSU, AVC). The proposed start date will be Fall 2025.

Bridge Counseling Services: The Antelope Valley College Bridge Counseling program is dedicated to assisting students with attending AVC after high school graduation and/or being dually enrolled in high school and AVC. The AVC Bridge Counselors work with students individually and in groups to ensure they have the necessary information to complete the matriculation process at AVC. A lot of our work is focused on the following topics: "Learning more about AVC," "AVC Application," "Financial Aid," "Special Admit," "Selecting Classes," and other group presentations. Additionally, we are able to help market the programs and services offered at AVC to our students. There are 17 AVC Bridge Counselors working at the following campuses: Antelope Valley High School, Eastside High School, Highland High School, Knight High School, Lancaster High School, Palmdale High School, R Rex Parris High School, Quartz Hill High School, and the Virtual Academy High School. Bridge Counselors at these high schools are also utilized to teach Dual Enrollment (DE) HD 101 courses, we have been able to expand DE course offering for the last two terms, with only 4 DE courses offered in fall 2023 and 8 DE courses offered in spring and fall 2024.

Career Center Counseling Services: The Career Center provides major/career exploration and career planning services for the entire AVC student body, including applicants and alumni. Services are provided through individual appointments, presentations, workshops, and campus events.

- The Career Center Coordinator hosted several Zoom and in-person workshops throughout the academic year, including workshops for special populations such as the STAR, EOPS and Puente programs. The Career Center Coordinator also did classroom presentations for the HD101 courses on the Lancaster campus to promote the Career Center. And the Career Center Coordinator presented information to area high school students at the annual Student Success Conference and engaged with students at various campus resource fairs.
- The Career Center offered appointments via in person, telephone, and Cranium Cafe during the 2023-2024 academic year. The adjunct career counselor left their position during the Fall 2023 term, reducing appointments compared to previous academic years. However, with the Career Center Coordinator switching to same day appointments, the percentage of no shows was only 10%. Over the 2023-2024 academic year, 601 student meetings were attended, with 221 of the appointments being virtual (via Cranium Cafe or phone). Sixty-six of these appointments were for career assessment (Kuder Journey or the Strong Interested Inventory and MBTI). Additionally, 342 students registered an account with the online Kuder Journey career assessment system. Finally, the continuation of chat time on Cranium Cafe has offered students a means for quick career advice without a scheduled appointment, with 30 chats occurring during the 2023-2024 academic year.
- One goal for the Career Center is to begin making HD101 class visits to the Palmdale Center and to offer an on-campus workshop once per term. Another goal is to hire an adjunct or full-time career counselor specifically dedicated to the Career Center so that services may be expanded. And a third goal is to replace the current Strong Interest Inventory assessments with the most updated version that does not use gender as a factor in the report, as this data is irrelevant, and students may not identify as strictly male or female.

Dreamer's Counseling Services: The Dreamers Center is dedicated to serving all undocumented students at AVC and the community with information and resources to promote college admissions, persistence, graduation, transfer, and careers. The Dreamers Center provides financial aid resources and assistance, workshops, peer mentoring, free legal immigration services, academic counseling, and a confidential and supportive environment. Currently, there is one adjunct counselor serving our undocumented students for 7.5 hours per week and supporting the Dreamers Center's efforts in collaboration with the Program Specialist and Peer Mentors. Counseling appointments with the Dreamers Center Counselor consists of creating/updating education plans and supporting them with the AB 540 form and the CA Dream Act Application.

Embedded Counseling Services: In addition to our counselors who serve specialized population all year long (i.e. Nursing, Athletes, Veterans, Prison Program, Academic Guidance, Palmdale Center), our entire general counseling department transitions into embedded counseling by major during the Fall and Spring semesters. This allows students to meet with counselors that specialize in their area of study for comprehensive, holistic long-term ed planning.

Honors Counseling Services: The Honors Transfer Alliance Program (TAP), also known as Honors Program, at AVC offers priority admissions to several universities through its association with the Honors Transfer Council of California (HTCC).

- For the 2023-2024 academic year, the program served 399 students who are coded as honors. Of the 399, it is yet to be determined who are active in the program (currently enrolled and shows progress in program requirements). A request was made to investigate these numbers, but due to

limited staffing in IT and Institutional Research, higher priority projects of the college moved this request to the lower end of the queue. AVC Honors Program awarded Honors TAP Certificates of Completion and the designation of “Honors Scholar” to 44 students, which is almost half of last year’s numbers.

- A factor that is strongly believed to contribute to lower numbers is the college’s migration from Gmail to Microsoft Outlook. In this transition, students have reported missing important time sensitive emails intended to capture graduating honors scholars. Honors co-chairs have witnessed students who are coded as honors in Banner but did not receive the honors program emails. Honors co-chairs submitted IT Help Desk request specific to those students to ensure they are grouped into the honors group email address and therefore get all correspondence. This complication birthed the re-creation of the honors email address from honors@avc.edu to honors.list@avc.edu in efforts to correct the operation of the honors group email.
- The audit for active honors students is pending and can be manually compiled by the co-chairs when Argos access is achieved. The program has maintained a consistent 60-70% university acceptance rate to students’ first choice university. This is supported by UCLA's College of Letters & Sciences admission rate of 65% for our AVC Honors TAP students versus 18% non-TAP (data reported by UCLA Transfer Admissions for Fall 2024 transfer).
- In this academic year, five Counselors served Honors TAP students. These counselors are embedded in the Office of Students with Disabilities, Math Science and Engineering, Puente, Umoja, and Teacher Prep programs to ensure access and reflect the diversity of honors students. The opening up of honors courses to any enrolled student at AVC continues, which supports the college’s vision of equity and student success. To date, honors courses have not been cancelled due to low enrollment.

Law Scholars Program: The Law Scholars program exposes students to the field of law, prepares them for transfer along with a better understanding of the legal field and what it takes to get through law school. The emphasis in the program is on developing critical thinking and analytical skills. It is intended as an exploratory career program and is not a commitment to pursue law school.

- Students complete the required seven-course curriculum along that is generally integrated into their general education coursework, except for up to two additional classes. Students are required to participate in service learning and complete up to 10 service hours a year, with a total cap of 20 service years. The main service-learning opportunity is experienced through the pre-law club in which students can attend law-related activities. Students are exposed to assorted legal fields through speakers and field trips and more. They also learn basics of testing and the law school admissions process.
- The Law program is overseen by an interdisciplinary committee of faculty, administrators, and students. In the past several years there has been an extensive turnover in leadership and committee members. Nonetheless, in 2024 it received an Education Pipeline Award by California Law Pathways at the ninth annual Pathway to Law conference. AVC was recognized for its work in training and supporting students to become interested in the judicial system and careers in law. Promotion of the program and the processing of new applications is currently housed in the social sciences division with support from law scholars’ counselors.

- The pre-law committee provides an orientation to the program at the start of the academic year. The fall 2024 orientation had 21 potential new students. The Law Scholar counselors will follow up with those students to verify necessary coursework and program requirements.
- Those unable to attend the orientation receive an abridged orientation with a counselor during their recommended semester appointment. There are two counselors who dedicate a portion of their workload to law scholars—one works full-time and the other is an adjunct.
- An inspirational graduation ceremony is held every spring at the Michael Antonovich Courthouse, and in 2024 there were 10 successful graduates who attended with family members.

Palmdale Center Counseling Services: Palmdale Center offers the following counseling services: OSD, CalWorks, EOP/S, ESL, Honors TAP, R.I.S.E., Umoja, Transfer, Transcript Evaluation, Veterans, Prison Program, SOAR High School, and General Counseling for students at the south end of the Antelope Valley.

- This is the second year of having SOAR High School Palmdale in operation a few blocks away from the Palmdale Center; which encompassed freshman and sophomore class. The four HD101-Human Development College Life & Management courses offered at Palmdale included both AVC and SOAR HS students. There is one full time Counselor, one full time Education advisor, and four part time Adjunct Counselors to ensure counseling services are available to Palmdale students Monday through Friday.
- The Palmdale Counseling team has seen 405 students in Fall 2023, 625 students in Spring 2024, and 400 in Summer 2024. Palmdale students have access to all student services that are offered at the Lancaster campus.

Puente Program: The Puente Project is a national award-winning program, co-sponsored by the University of California and the California Community College Chancellor’s Office. The mission is to increase the number of educationally disadvantaged students who enroll in and complete four-year degrees. Puente’s success model is based on three components: academics, counseling, and mentoring.

- The program co-coordinators include counselors, May Sanicolas and Kimberly Castillo, an English instructor, and a math instructor.

Umoja Program: CCCC’s Umoja Mission statement: “The Umoja program actively serves and promotes student success for all students through a curriculum and pedagogy responsive to the legacy of the African and African American Diasporas. Umoja provides programming, curriculum, training, assessment, and knowledge sharing to colleges across the state as well as strengthens relationships with transfer partner institutions and cultivates Umoja programming with secondary schools. Umoja plays a significant role in the equity work in the community college system to close the achievement gap, especially for historically under resourced students.”

- The Umoja program at AVC consists of the Umoja Scholars cohort program, and the Umoja Village
- Program faculty co-coordinators are Kristal Ibrahim (Counseling) and Vejea Jennings (English)

Rising Scholars: Our Rising Scholars program serves approximately 200 incarcerated students every semester. We have students separated across

three different yards within the prison. New students enter the program every semester. Education plans are created for all new students and updated every semester for all continuing students.

- A Google document also tracks all courses students have completed and still need to complete. This Google document needs updating at the end of every semester and is used to plan future courses for each of the three yards. Previously, all Students were Communication majors, however we have moved all new Students to History majors.
- Additionally, we have issued many LASB degrees and CSU certificates over the last several years. Many students have taken or are taking correspondence courses at other community colleges. Therefore, transcript evaluations also need to be completed throughout the year. Overrides and Math and English test scores must also be entered into MIS every semester.
- Collaborative meetings with AVC faculty and staff and Prison Coordinators typically occur every semester or as needed. Our program works closely with the graduation office, where we submit graduation applications year-round. We also work collaboratively with the Transcript and Enrollment Service offices. Attempts to meet with students via Zoom have not been successful. Therefore, we are in talks to offer Counseling services on the Prison campus soon.

SOAR Counseling Services: Students On Academic Rise (SOAR) is essentially a high school based on the Antelope Valley College (AVC) campus providing a supportive and academically enriched environment emphasizing Math, Science, Engineering, and Advancement Via Individual Determination (AVID) structures. SOAR High School is designed for underrepresented students evidencing high potential but low performance in a traditional educational system.

- Two AVC counselors annually assist over 700 students as they navigate their high school/college journey. Counselors instruct HD 101 courses which integrate SOAR students with the traditional AVC student population, as well as offer services including group presentations, transcript evaluation, and course advisement. All SOAR students enroll as Liberal Arts & Sciences/Arts & Humanities majors on the IGETC pathway toward transfer. AVC counselors work with students to provide major prep suggestions tailored to meet student needs specific to present educational and future career choices. Students may earn one or more degrees and IGETC/CSU general education certification while earning credits toward high school graduation.
- An additional campus opened on the AVC Palmdale Center campus for the 2022-2023 school year, housing approximately 100 Freshmen students and has grown by including a new class each Fall. AVC SOAR counselors supplemented counseling services in 2020 by offering online counseling services during specified hours and flexing times for students as needed. Currently, counselors devote time to SOAR students integrated with their other responsibilities. Beginning '23/'24 there was a significant reduction in dedicated SOAR counseling hours, which is currently under consideration.

TAPP (Teacher Accelerated Preparation Program)

The grant-funded TAPP program has one designated full-time counselor, who started in this position during the 2023-24 academic year. The overarching goal of the TAPP program is to assist in bringing about a greater number of teachers to the Antelope Valley to meet the critical shortage that exists currently.

- While there are various players across the campus that serve in this program outside of Counseling, the primary aspect of the TAPP counselor is

to provide one-on-one counseling services for students who are interested or who are currently seeking a teaching profession. Beyond counseling appointments, the TAPP counselor provides several campus-wide workshops that explore the teaching profession in depth (job market, pay, education requirements, etc.) There are also multiple full day conferences that the counselor presents at. Presentations are provided for students as well as teachers seeking professional development.

- At this point, TAPP has 238 students as members. Membership includes any student who has expressed interest in teaching and stated that they wanted to be included in our database. It also includes those who are pursuing a teaching major and those who have expressed a desire to be a member. Members are then kept up to date on information as it pertains to teaching such as workshops, clubs, conferences, etc. TAPP has strived to work closely with the Marketing department as well as furthering the development of the TAPP webpage to assist in getting the work out. Several community members who are not part of the AVC student population also contact TAPP for guidance.
- Furthermore, over the past year, the TAPP program counselor has made connections with regional universities to enhance the transfer process to four-year teaching programs, furthering the development of the related educational plan templates. Connections are also made with local high schools to build better relations and awareness. One goal for this and next year is to find more effective methods to make sure that all students who are interested in or are currently pursuing education careers, are directed to the TAPP program. This will primarily take place as the word of the program continues to grow and staff ascertain the student's career goals and refer when appropriate.

Transfer Education Center: The Transfer Center (TC) at AVC plays a pivotal role in supporting students' transfer goals, offering comprehensive services to guide them through the transfer process and ensure their success at four-year institutions. The TC is staffed by the Transfer Center Coordinator, one Education Advisor and a newly hired Full-Time Tenure Track counselor. This has been a change from the past so there is a learning curve at play during the 2024-2025 year.

- One of the TC's core offerings is a comprehensive and robust set of Transfer Information Sessions, designed to provide students with critical information about the transfer process. All sessions are primarily hosted online through Zoom, ensuring that they are accessible to students regardless of their location or schedule. These virtual sessions provide students with the flexibility to engage in transfer-related workshops, explore transfer requirements, and receive important insights about the transfer process in an easily accessible format.
- The TC also actively hosts university representatives, offering them a platform to meet directly with AVC students. This initiative provides students with valuable opportunities to connect with representatives from four-year institutions, ask questions, and gain clarity on transfer requirements and application processes. The TC ensures that university representatives have access to the space, equipment, and clerical support needed to facilitate successful appointments. Some university representatives (CSUB-AV and CSUN) visit on a semi-regular basis—either bi-monthly or monthly—ensuring that students have continuous opportunities for direct interaction with transfer partners. Other university representatives offer virtual meetings (California Baptist University, Grand Canyon University, UCLA) for students.
- In addition to these ongoing efforts, the TC organized two On-Site Admission Days in Fall 2023, in partnership with CSU Northridge and CSU Channel Islands, and one On-Site Admissions Day in Spring 2024. The On-Site Admissions Day sessions offer students the opportunity to apply for admission on the spot. Both universities have committed to hosting at least one On-Site Admission Day for Fall 2024 admissions, further expanding opportunities for AVC students to advance their transfer goals.

- The TC is also revitalizing the annual AVC Transfer Fair, which brings together universities from across the country to showcase their programs and transfer opportunities to AVC students. For Fall 2024, 32 universities participated in the event, offering a diverse range of transfer pathways. This event is a key resource for students exploring potential transfer destinations, providing them with direct access to university representatives and program information.
- To further support student success, the TC maintains a comprehensive Canvas shell, where students can access up-to-date transfer information, upcoming TC events, and other critical resources. In addition, announcements about upcoming TC events, including those hosted by universities at their respective campuses, are sent out multiple times each week through Canvas, ensuring that students stay informed and engaged in the transfer process.
- Overall, the Transfer Center at AVC is a vital resource for students looking to transfer to four-year institutions. Through personalized counseling, accessible information sessions, partnerships with universities, and innovative outreach efforts, the TC ensures that students have the tools, guidance, and opportunities they need to achieve their transfer goals and succeed in their academic journeys.

Veterans Counseling Services: During the 2023-2024 academic year, AVC had a self-identified head count of 181 veterans and 184 dependents, with 365 receiving Veteran Center services. For this population to utilize their military benefits for schooling, they must meet with a counselor and receive an educational plan.

- There is a designated veteran’s counselor to ensure proper coursework is being met to meet the certification process for the Department of Veterans Affairs (VA). Veterans are provided with priority registration, which gives veteran students the opportunity to start registering for courses prior to their peers. All veteran students (not including dependents) are eligible for this benefit.
- One goal for the 2025-2026 academic year is to expand staffing (hiring a director and full-time clerical) within the VRC. With more support the goal is to be more present in the community to help with attaining more students that aren’t familiar with the services available to them. Additionally, hiring a full-time veteran trained counselor to meet the growing needs of the students.

HD COURSES: (Tableau Public)

- **Sections:** 21-22 AY – 85 sections, 22-23 AY – 76 sections, and 23-24 AY 92 sections. Courses and sections have responded to student interest and more sections of HD 101 were offered in the 23-24 AY. New and revised HD courses will be offered in fall 2025.
- **Enrollment:** HD course enrollments have increased over the last three years: 21-22 AY 1,460 enrollments, 22-23 AY 1,776 enrollments, and for 23-24 AY 2,266 enrollments, showing an overall increase of 35.5%.
- **Modality:** The number of online sections increased from 37 to 41 (2022 to 2023); while the number of in-person sections had a dramatic increase from 39 to 51 (2022 to 2023). Student enrollment in in-person sections increased from 1,044 to 1,337; whereas the enrollment of online sections saw an increase from 732 to 929.
- **Success Rate:** When success rates are broken down by modality (2021, 2022, & 2023), they average 76.16% for in-person and 71.76 for online courses. HD courses have higher success rates than the campus average for in-person courses (~76.16% vs ~74.2% gen pop) and only marginally higher for online courses (~71.76% vs ~71.13% gen pop).

- **Retention Rate:** When retention rates for online vs in-person courses are reviewed (2021, 2022, & 2023), in-person classes showed a ~92.93% (vs 88.9% gen pop) retention rate over the three period whereas online classes showed a ~86.8% (vs 88.2% gen pop) retention rate.
- **HD Success/Retention Rates by Ethnicity:** Black/African American students have shown improved success rates over the last three years with success rates of 56.7% for 2021, 60.8% for 2022, and 62.0% for 2023, showing a ~9.4% increase. The retention rate for Black/African American averaged 83.4% across the three years. Clearly significant strides have been made to meet the needs of this population and provide them with the support needed to be more successful. Hispanic/Latine students are outperforming their peers with retention rates (2021, 2022, & 2023) averaging 92.2% (vs 87.9% for gen pop), and success rates (2021, 2022, & 2023) averaging 77.6% (vs 72.8% for gen pop).
- **HD Success/Retention Rates by Gender:** Women have consistently had higher success rates than Men, with Women averaging 77.2% success over the last three years (2021, 2022, & 2023), and retention rates averaging 90.7% over the last three years (2021, 2022, & 2023). Over the same three years Men averaged success rates of 68.8% and retention rates of 89.1%, with significant gains in success rates from 2021 (64%) to 2022 (71.2%) and 2023 (71.3%).

COUNSELING SERVICES (Banner MIS)

Student Educational Planning (MIS Data) for 2023-24:

- CAS: The number of Counseling Advisement Services that did not include ed plan assistance was 2,279.
- ASEP: The number of Abbreviated Student Educational Plans created was 1,285.
- OSEP: The number of Student Educational Plan Updates was 2,199.
- CSEP: The number of New Comprehensive Student Educational Plans created was 2,279.
- **Total (CAS/ASEP/OSEP/CSEP): The overall number of educational plan services was 7,238 for 2023-24.**

Number of Students Served (unduplicated student count) for 2023-24:

- Lancaster General Counseling: 9,491 students were served.
- Palmdale Center Counseling: 1,430 students were served.
- Transfer Center: 110 students were served.
- **Total: 11,031 students were served in 2023-24.**

STUDENT SURVEY (Summer 2024; n.49)

- Q1: When asked if they have met with a counselor to complete a Student Educational Plan (SEP), only 3 responded with “No”, and 93% said “Yes”.
- Q2: Of students who indicated they have not met with a counselor, only 4 students responded, indicating that 92% of students have met with a counselor. Of the 4 responses, one stated it was difficult to get someone on the phone, one indicated appointments were not available on the days and times needed, one did not attend AVC, and the last respondent was an AVC alum taking a course for a Bachelor’s program at another institution.
- Q3: 92% of respondents knew what classes were needed to achieve their education goal after completing an SEP.
- Q4: 95% of respondents enrolled or attempted to enroll in one or more classes that were reflected on their SEP.
- Q5: When asked how they know which classes to take to achieve their ed goal: 75% of respondents referred to a counselor-created ed plan, 11% stated EduNav, and 14% indicated outside sources such as assist.org and transfer institution websites.

- Q6: 77% of respondents were aware of career counseling services; 55% were aware of the Palmdale Center; and 73% were aware of phone appointments for counseling, online counseling, and express counseling.
- Q7: 83% of the respondents who utilized Express Counseling had their questions and concerns answered, (down from 89%).
- Q9: 87% stated that a counselor supported their efforts to select courses, and approximately 40% stated that a counselor supported their efforts to improve GPA, choose a major, prepare for transfer, and prepare for graduation.
- Q18: In a “select all that apply” question: 74% of respondents stated that the current operational schedule for counseling appointments serves them well; 37% indicated that Monday-Thursday 5-8pm would best serve them; and 27% selected Fridays 11:30am-2pm.
- Q19: 67% of respondents prefer in-person counseling services; whereas 18% prefer online and 15% prefer by telephone.
- Q20: 71% of respondents rated their level of satisfaction with the counseling department as either “Very Satisfied” or “Somewhat Satisfied” (42% and 29% respectively).
- Q21: We received 25 individual comments of feedback regarding “what we are doing well”.
- Q22: We received 25 individual comments of feedback regarding "how we can better serve their needs”.

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

Based on the student survey data from spring 2024 and a review of General Counseling data from the 23-24 AY, counseling services should continue efforts in the following areas:

- The student survey results showed a concern in inconsistent information given by counselors to students on individual ed plans. To meet the demand of student appointments and ed plans, reassigned time for intensive ongoing training is extremely limited. At the moment, the general counselor's workload consists mainly of student contact hours only. To address this concern:
 - Funding resources to hire more counselors will allow for strategic one-on-one and small group training.
 - Funding resources to permit counselors to attend CSU, UC, and other transfer conferences.
- A change made to increase the amount of walk-in, drop-in/same day Counseling appointments has had a positive impact on access and counseling availability.
 - This change was implemented in Spring 2024 with high success and significantly reduced wait times for appointments.
 - There have been virtually no student complaints regarding wait times since this change was implemented.
- Classroom visits
 - Career Center Coordinator conducts regular classroom visits for HD courses and other disciplines as requested.
- Work with discipline faculty and attend division meetings
 - Counseling has retained one embedded Counselor and one embedded Advisor for Registered Nursing program and for Aerospace, Industrial Arts and Applied Technology respectively.
- Offer career exploration and major workshops at annual Student Success Conference
- Provide workshops for all incoming applicants to AVC on a Saturday (AVC Open house)
- Offer students the ability to schedule their own counseling appointments will reduce time, energy, and resources needed in the current appointment-making process.
 - The counseling division plans to implement ESARS, an online scheduling platform.
- Offer counseling appointments in the late evening hours during the week will increase student access to counseling services: however, we currently do not have the infrastructure to implement this.
- Funding for specialized training and counselor assignments to support the needs of specific student populations is very limited.

- A careful analysis of counseling data parameters and collection, along with an annual review and update to the survey questions, will provide better insight that could lead to continuous improvement of counseling services to meet students' needs. A review will occur annually during the fall semester to make necessary adjustments.
- The biggest challenge the counseling division has is the lack of funding for all the above, especially for full-time embedded counseling services and an Infrastructure for evening and/or weekend hours of operation.

- 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)
<p>Fraudulent Student Accounts. All new students have their name, 900#, and major loaded into a Daily Abbreviated Student Education (ASEPs) plan database, from which counselors complete ASEPs for each student. Ensuring they know the requirements for their major, have a two-year path for completion and know term-by-term which courses to take. Students are also provided with additional 1st semester course advisement. For fall 2024 Counseling completed 6,267 ASEPs (numbers from ITS and Counseling Technical Analyst) for fraudulent student accounts, thus assisting those accounts with their matriculation completion and wasting countless Counseling hours in completing ASEPs for nonexistent students. These fraudulent accounts need to be identified sooner for many reasons, including preserving Counseling's limited resources for our AVC students.</p>	5
<p>Lack of student onboarding and informational workshops aimed and ensuring students have accurate information with regard to their career and educational pathways at the beginning of their journey at AVC. Many years ago, Counseling provided in person orientations for all incoming students in a two-hour workshop that was followed by a brief meeting and all students having a personalized abbreviated education plan. These workshops were highly successful, however with a growing population more counseling hours were needed, and the orientations were moved to being primarily online. Increasing counseling hours and allowing Counseling to bring back robust in-person orientations would be highly beneficial for students and reduce the number of incorrect or unnecessary courses new students often enroll in. Ongoing workshops where students can continue to learn about programs and services that are available to them are needed. Expansion of events like the Majors Fair is needed, with counselors available (in mass) to provide students with "on the spot" course advisement and education plans. Expansion of Transfer Center and Career Center workshops is needed. These programs are very understaffed and need more counseling hours in order to provide students with the workshops and support they need.</p>	4
<p>No full-time Counselor for the Umoja program. AVC's largest equity gap is with Black/African American students and students who identify as "Two or more races." The success rates for these students are remarkably lower than the general population. The Umoja program is a two-pronged approach that works to build a sense of community and belonging for students while also providing representative professionals to serve as instructors, mentors and advisors. The Umoja program is a cohort model that requires students to enter the cohort with specific Umoja courses in HD 101, ENGL 101, and possibly</p>	4

<p>Math. They are provided Counseling support and advising but those hours are currently limited. The Umoja program also supports The Umoja Village as a space for students, faculty and staff to come together and create a sense of community. Students do not have to be part of a cohort to enjoy The Umoja Village, and so through The Umoja Village the program is able to reach a greater number of students. Having full-time counseling faculty available to share these spaces with students is important to make sure they have the counseling and advising services they need, to connect them with campus resources, prepare them for transfer and make them aware of unique opportunities available to them, and so much more.</p> <p>Full-time counseling support is needed to support our Black/African American students and close our current equity gaps.</p>	
<p>Not enough counseling hours available weekly to meet the growing needs of our student population. More full-time and adjunct counselors are needed.</p> <p>New regulations, such as AB 928, 1705, and 1111, as well as initiatives such as the Teacher Accelerated Preparation Program (TAPP), MESA, and Guided Pathways all require an ever-increasing number of counseling hours. There is a need for better onboarding for new and returning students with robust career exploration. Career counselors are needed to meet this need.</p> <p>Counseling supports many programs but often has limited hours for these programs. More full-time counselors are needed to provide these programs with the consistent support they need for their student populations: Honors, Law Scholars, 2 baccalaureate degree programs, the Dreamer Center, Rising Scholars & Project 180, Next Up, SOAR high school, Veteran’s Center, Academic RISE, Umoja, Puente and more.</p> <p>To decrease wait times for appointments, General Counseling has moved to daily walk-in hours for students to drop in and meet with a counselor. This has been highly effective, and we would like to be able to increase these services. More counseling hours are needed to accomplish this goal and have more robust walk-in services.</p>	5
<p>Incorrect information in Banner, specifically the SHATATR database. All courses and all attributes for each course must be reviewed by a counseling team and the Articulation Officer. There are currently ~65,000 datapoints that need to be reviewed. A SHATATR workgroup has formed including members from the Graduation Office, ITS, Enrollment Services, Counseling and the Articulation Officer. A workflow has been created which will distribute work across ITS, Counseling, Enrollment Services, and the Graduation Office. Many counseling hours are needed to review all datapoints and ensure that the SHATATR database is accurate.</p> <p>Work that depends on the SHATATR database being accurate: DegreeWorks and EduNav, Upfront Transcript Evaluation, and BrainWare implementation. In addition, the Course Program of Study (CPOS) reporting system for Financial Aid is also dependent upon accurate degree audits which will come from DegreeWorks.</p> <p>So, nothing works till Banner is accurate. More counseling hours are needed to review courses and datapoints in SHATATR.</p>	5
<p>Limited counseling service (student services, tutoring, library, and more) hours for students. Currently counseling services are available from 7:30am-6pm, Mon-Thurs, and 7:30-11:30am on Fridays. Many of our students work, have families, and/or other obligations that make it difficult to seek counseling hours during these times. Having extended evening hours, full day Friday hours and some Saturday hours would make it possible for many of our students, who cannot currently access services, to get the counseling and advising they need.</p>	4

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

The Counseling Division aspires to be known for its ongoing commitment to student success through cross-campus collaboration with other departments, divisions, and offices. Counseling serves as a dual-focused framework within both Student Services and Academic Affairs. Counseling's core values are to be proactive, efficient, accessible, and equity minded.

EduNav, DegreeWorks, and BrainWare:

EduNav the registration and student planning tool that was purchased roughly 7 years ago, has been extremely problematic to implement as it was designed to work with an integrated degree audit system. For the EduNav program to work correctly and efficiently, a number of steps have been taken and more are in the works. What has happened? ITS/VPAA offices have a joint position for an EduNav Scribe. We have a temporary classified member in that role, Ms. Lisa O'Leary, who has been working closely with our previous Scribe/Counseling Tech Analyst, Ms. Michele Lathrop, for consistency. The District has purchased DegreeWorks (parent company Ellucian is the same for EduNav) to serve as a degree audit tool which can then feed EduNav correct catalog and Banner information (SHATATR).

In order for the DegreeWorks implementation to be successful a number of steps need to be taken, the first of which is for the Banner database SHATATR to be fully updated. Many courses are incorrect in SHATATR and few have the required attributes build for how course can be used for major, local GE and transfer GE patterns. A work SHATATR workgroup has formed that has come up with a workflow and plan to review all courses and their attributes (~65,000 data points). Counseling faculty have been stretched to meet the needs of our students, increasing walk-in hours and other innovations that have left few counseling hours available for this work. We currently have a small team of 1 Articulation Officer, Dr. Eaton, and 4 transfer counselors who are working on SHATATR in addition to ongoing transcript evaluations for students. This combined work is limited to 4 hours weekly for the team to meet. This is not nearly enough hours to get through ~65,000 datapoints (currently in SHATATR) while tackling incoming transcripts for current students. More faculty and staff are needed to complete this work in a timely fashion and all for full implementation of DegreeWorks. It was calculated in a SHATATR workgroup meeting that at our current pace it will take years to finish this work.

In addition, Enrollments Services upfront transcript evaluation software BrainWare, depends on accurate information from SHATATR to accurately place outside coursework on students' transcripts.

The importance of the SHATATR database cleanup is clear, and we have a high level of need for additional counseling hours to get this work done.

Upfront Transcript Evaluations Workgroup:

This workgroup was formed prior to the SHATATR workgroup, and it was through this workgroup that the SHATATR database cleanup was necessary as a starting point. This workgroup consisted of the Deans of Enrollment Services and Counseling, the Director of Enrollment Services, The General Counseling Co-Chairs, the Graduation Office staff, the Transcript Office staff, and AVC's Articulation Officer.

This workgroup designed a workflow for incoming transcripts that will be highly effective once the SHATATR cleanup has been completed. This workgroup is on hold till that time.

Desired future: Building a Win-Win-Win Multi-Departmental Student Services Infrastructure

- € Goal: Build collaboration, consistency, and efficiency among counseling and academic divisions for student success and retention.
- € Goal: Build collaborative efforts with all student services departments to streamline the onboarding process for all new students
- € Expansion of the Career Center to provide students the support needed to get them on the most efficient path to completion and transfer.
- € Provide needed Career Center counseling faculty and classified staff for early major and career exploration for all students via workshops, assessments, classroom visits, etc.

€ Hiring enough counselors to provide embedded counseling throughout the entire year for each Academic Division (similar to Nursing).

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
HD SLO outcomes should support OO's and ILO's.	Current and Ongoing: SLO performance is consistently above the expected level (70-75%), many times reaching the ~80-90% range. Counseling continues to evaluate and update SLO's to support OO's and ILO's.

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
Provide front-end transcript evaluations for students with prior college coursework.	Current and Ongoing: A workgroup was formed to tackle upfront transcript evaluation for all students. A workflow was developed and when it was discovered that this work depended heavily on the Banner database SHATATR, a new workgroup was formed to tackle that project first. This is listed in our Challenges area in this program review. Work will continue to be slow until additional counseling hours are made available.
Increase student attendance rate to scheduled counseling appointments.	Current and Ongoing: For virtual appointments (Cranium Cafe), email appointment reminders are sent to students. Working with Technical Analyst to find a way of having SARS send text appointment reminders for all students.
Increase student access and efficiency to the scheduling process of counseling appointments.	Current and Ongoing: Counseling made significant scheduling changes and now has daily walk-in appointments for students to meet with a counselor. This has effectively reduced our appointment wait-time to a week or less and we have received no recent feedback from students indicating a lack of access to counseling services. Walk-In hours have made it so that counselors are available when students need them. Walk-in services have already had a positive impact on counseling accessibility. In summer 2023, counseling served a total of 1,134 students by appointment. In summer 2024, we expanded our services to include walk-

	<p>ins. Counseling served almost twice as many students with 2,183 students utilizing counseling services. Approximately 800 of them were walk-ins.</p> <p>Increased Express Desk availability via online. The Virtual Express Desk was introduced in fall 2024 and has provided another avenue for students to access Counseling.</p>
Increase first-semester student counseling services.	<p>Current and Ongoing: More Onboarding programming is needed for new and returning students. Currently all students who apply to AVC and receive a 900# are provided with an abbreviated plan via email, showing them the requirements for their chosen major and providing them with a term-by-term 2-year plan for program completion. More direct initial contact is needed for these students in the form of workshops, Career Center availability and workshops, and student contact hours. Additional Counseling hours are needed in order to provide additional support for new/returning students.</p>

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			OO1 and OO2	Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	To increase student retention and completion rates by providing ALL students with accurate individualized education plans.	The implementation of degree audit system, Degree Works.	Edunav will work in tandem with Degree Works to accurately suggest courses for degree completion.
#2	ILO 4. Career and Specialized Knowledge			OO1 and OO2	Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective,	To increase student retention and completion rates by providing ALL students with accurate individualized education plans.	Up-front transcript evaluations. List of students in need of transcript evaluations will be pulled, all students in need of transcript evaluations will be contacted to meet with a	Students will receive credit for transfer courses and exams so that EduNav/ Degree Works does not plan repeat courses already completed.

					efficient, and responsive to students, employees, and the community.		counselor. Transferable courses be sent to Enrollment services to be placed on student transcript.	
#3	ILO 4. Career and Specialized Knowledge			OO1 and OO2	Goal #1 Service: Realign college policies, practices, and processes to remove barriers and to become more effective, efficient, and responsive to students, employees, and the community.	Students have shared concerns regarding receiving inconsistent information after meeting with multiple counselors. The goal is to improve student success by providing specialized counseling services that are specific to major and/or area of study.	In collaboration with Guided Pathways, assign teams of counselors and/or advisors and clerical support to each academic division and/or area of study.	<ul style="list-style-type: none"> 3) Students will receive consistent course recommendations for their education goal. 3) Students will have access to a wide array of counseling modalities, including walk-in, classroom visits, group counseling, etc. 3) Students will meet with counselor/advisor in their area of study.
#4	ILO 4. Career and Specialized Knowledge				Goal #5 Education: Expansion of offerings and effective course scheduling.	To improve student success by providing enough sections of HD courses to meet the student demand in special programs.	Increase the number of HD 101 sections for SOAR, Dual Enrollment, Umoja, and Puente.	All students in these programs will have access to restricted sections of HD 101.

***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		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	

Faculty	Five (5) Full-Time Counselors for HD instruction, non-instructional counseling, and special program EOPS. EOPS is in need of FT Counselor due to program growth and statewide adoption of the NextUP Program. EOPS will fully fund one (1) position.		Repeat	\$575,437.10	Recurring	Rashitta Brown-Elize
Faculty	Adjunct Counselors equivalent to 150 hours/week to assist with SHATATR Clean up, upfront transcript evaluations, and non-instructional counseling.		New	\$454,506	Recurring	Rashitta Brown-Elize
Faculty	One (1) Full-Time Counselor for Respiratory Care Bachelors Program.		Repeat	\$115,087.42	Recurring	Rashitta Brown-Elize
Classified Staff	Five (6) Full-Time Education Advisors for Embedded Areas of Study.		Repeat	\$635441.64	Recurring	Rashitta Brown-Elize
Technology	Program Mapper		Repeat	Paid by Guided Pathways Funding	Recurring	Rashitta Brown-Elize
Classified Staff	Five (6) Full-Time Education Advisors for Embedded Areas of Study. This will all and advisor to be available 40 hours per week and assist with early alert efforts. These positions would suppo		Repeat	\$635441.64	Recurring	Rashitta Brown-Elize

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

Required:

- Supporting data/information

COUNSELING INSTITUTIONAL LEARNING OUTCOMES & OPERATIONAL OUTCOMES

<p>ILO 1. Analyze diverse Communication:</p> <ul style="list-style-type: none"> ● Demonstrates analytical reading and writing skills, including research, quantitative and qualitative evaluation, and synthesis. ● Demonstrates listening and speaking skills that result in focused and coherent communications. 	<p>ILO 2. Creative, Critical, and Analytical Thinking:</p> <ul style="list-style-type: none"> ● Uses intellectual curiosity, judgment, and analytical decision-making in the acquisition, integration, and application of knowledge and skills. ● Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts. 	<p>ILO3. Community/Global Consciousness:</p> <ul style="list-style-type: none"> ● Understands and applies personal concepts of integrity, ethics, self-esteem, and lifelong learning, while contributing to the wellbeing of society and the environment. ● Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics, and varied cultural expressions. 	<p>ILO 4. Career and Specialized Knowledge:</p> <ul style="list-style-type: none"> ● Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.
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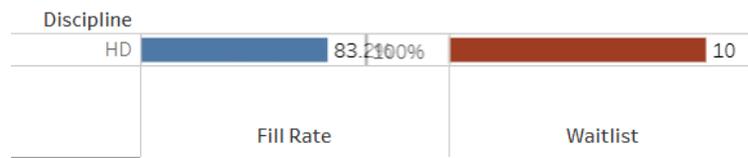
<p>OO1: Students will be able to access and utilize available counseling support services to increase their knowledge, awareness, and skills to identify and achieve their personal, academic, and career goals.</p>	<p>OO2: Each student will demonstrate knowledge of AVC's educational curriculum to support their goals toward degree, certificate, and/or transfer requirements by enrolling in courses from their Education Plan when they are available.</p>
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HD COURSE DATA

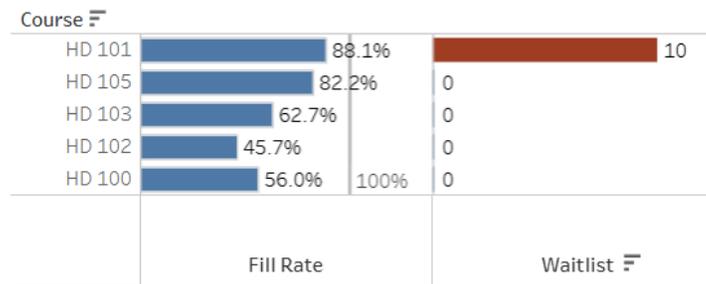
Fill Rates for Major Terms

This dashboard shows fill rates at Census for major terms (spring and fall) for the last 3 years. The highest waitlists are shown in **red-orange**.

Fill Rates by Discipline



Fill Rates by Course



Term

- 202170
- 202230
- 202270
- 202330
- 202370
- 202430

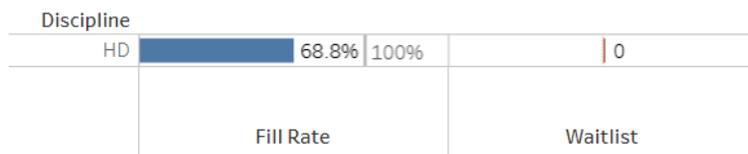
Department

- (All)
- AD
- BES
- BSCI
- BUS
- COMM
- COUN

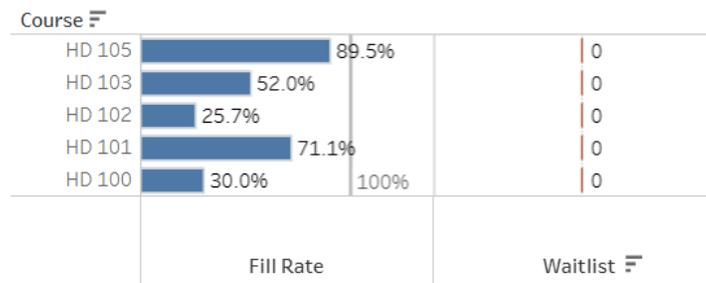
Fill Rates for Major Terms

This dashboard shows fill rates at Census for major terms (spring and fall) for the last 3 years. The highest waitlists are shown in **red-orange**.

Fill Rates by Discipline



Fill Rates by Course



Term

- 202170
- 202230
- 202270
- 202330
- 202370
- 202430

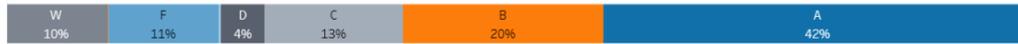
Department

- (All)
- AD
- BES
- BSCI
- BUS
- COMM
- COUN

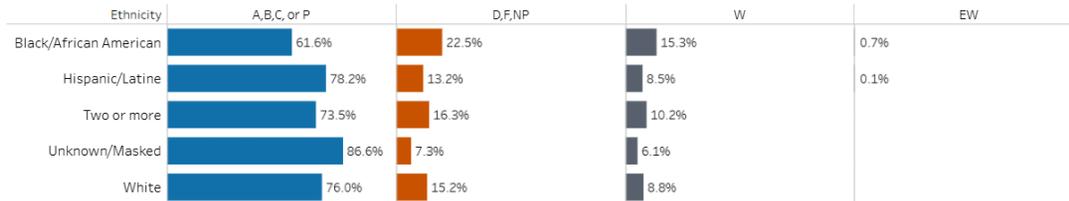
Grade Distribution

Academic Year: Subject:

Overall Grade Distribution for HD



Grades Distribution for HD by Ethnicity



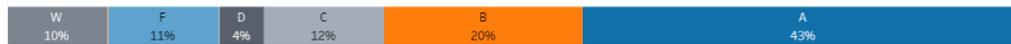
Grade Distribution for HD by Gender



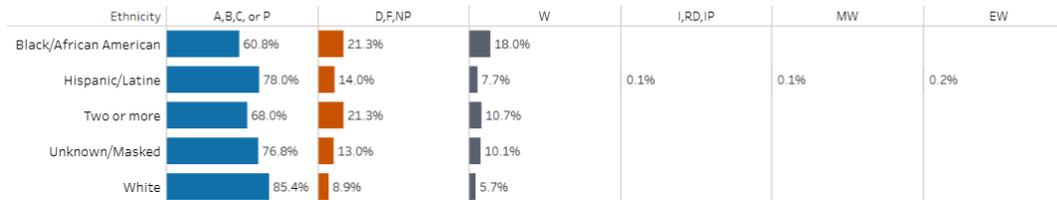
Grade Distribution

Academic Year: Subject:

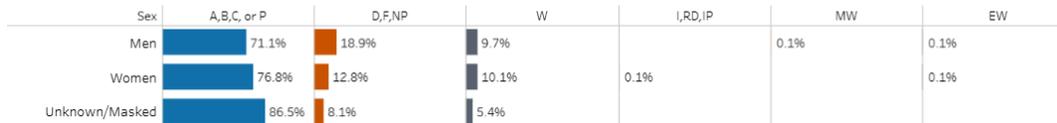
Overall Grade Distribution for HD



Grades Distribution for HD by Ethnicity



Grade Distribution for HD by Gender



Overall Enrollments, # of Sections, Retention and Success by Year for HD

Year	# of Sections	Enrollment	Retention Rate	Success Rate
2021-2022	85	1,460	90.1%	71.8%
2022-2023	76	1,776	90.0%	74.8%
2023-2024	92	2,266	90.1%	75.0%

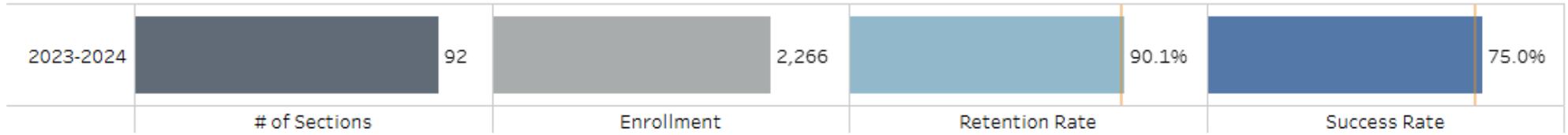
Enrollments, Retention & Success for HD by Ethnicity

Ethnicity	Year	Enrollment	Retention Rate	Success Rate
Hispanic/Latine	2021-2022	865	93.1%	76.5%
	2022-2023	1,073	92.1%	78.1%
	2023-2024	1,427	91.5%	78.3%
White	2021-2022	209	87.1%	67.9%
	2022-2023	192	94.3%	85.4%
	2023-2024	217	91.2%	76.0%
Black/African American	2021-2022	268	83.6%	56.7%
	2022-2023	367	82.0%	60.8%
	2023-2024	442	84.6%	62.0%
Two or more	2021-2022	48	83.3%	68.8%
	2022-2023	75	89.3%	68.0%
	2023-2024	98	89.8%	73.5%
Unknown/Masked	2021-2022	70	91.4%	85.7%
	2022-2023	69	89.9%	76.8%
	2023-2024	82	93.9%	86.6%

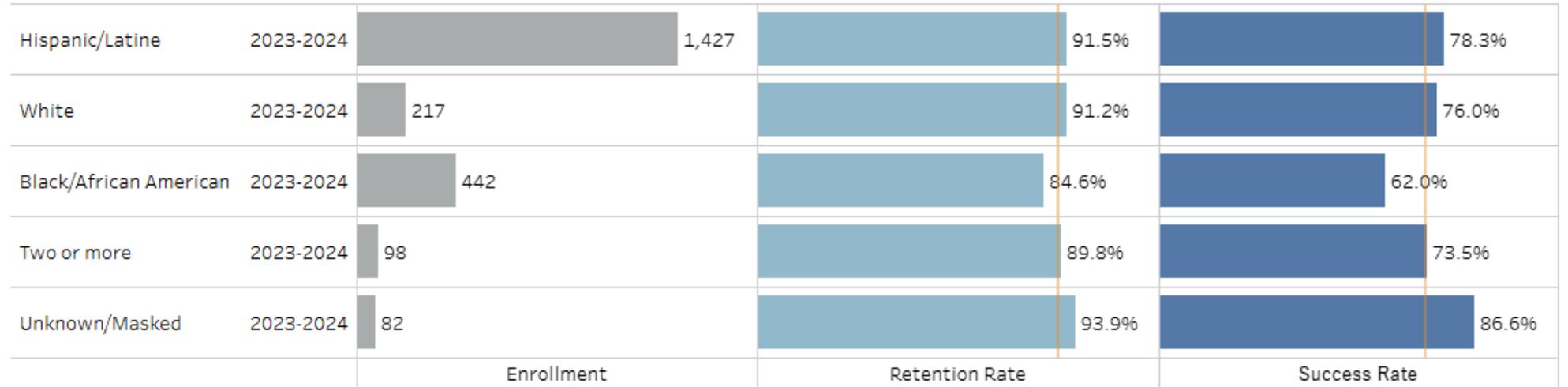
Enrollment, Retention and Success for HD by Gender

Gender	Year	Enrollment	Retention Rate	Success Rate
Women	2021-2022	852	91.1%	77.2%
	2022-2023	1,027	89.8%	76.9%
	2023-2024	1,274	91.3%	77.6%
Men	2021-2022	591	88.5%	64.0%
	2022-2023	712	90.2%	71.2%
	2023-2024	950	88.6%	71.3%
Unknown/Masked	2021-2022	17	94.1%	76.5%
	2022-2023	37	94.6%	86.5%
	2023-2024	42	88.1%	81.0%

Overall Enrollments, # of Sections, Retention and Success by Year for HD



Enrollments, Retention & Success for HD by Ethnicity



SHTATATR Workgroup Datapoints:

Reference:

65405	Yuba College
65406	Yuba College
65407	Yuba College
65408	Yuba College
65409	Yuba College
65410	Yuba College

1519	9/17/2024	NH
1520	9/17/2024	NH
1521	9/17/2024	NH
1522	9/17/2024	NH
1523		

ALL ENGL 101 in SHATATR

Number of entries as of 08/13/2024

For the below graphic, attributes are to the far right and address IGETC GE, limitations on local AVC GE use, and past approvals from the Articulation Officer:

And, this is why we cannot discount the multiple entries. ALL ENTRIES must be reviewed

5215	Yavapai College	6X0174	.....	ART	110	199970 Drawing I	3	3 F	ART	110 Drawing	3	2 can be used for AVC GE
5216	Yavapai College	6X0174	.....	BIOL	181	199970 General Biology I	4	4 F	BIOL	1XX General Bic	4	3 IGETC Area 5B/5C
5217	Yavapai College	6X0174	.....	BIOL	181	199970 General Biology I	4	4 F	BIOL	1XX General Bic	4	2 can be used for AVC GE
5218	Yavapai College	6X0174	.....	BIOL	181	199970 General Biology I	4	4 F	BIOL	1XX General Bic	4	1 per approved TCE form fr

Lancaster General Counseling Data				
SARS Unduplicated Student Count				
Term	Lancaster	Athletes	CTE	Total
Fall 2023	2348	41	396	2785
Spring 2024	3421	171	435	4027
Summer 2024	2355	106	218	2679
				9491
SARS Attendance Summary Report -Lancaster incl. Athletes &				
TYPE	Fall 2023	Spring 2024	Summer 2024	Totals
Appointments - Attended	2650	3141	1654	7445
Drop Ins	22	941	1016	1979
Appointments - Unmarked	9	0	0	9
Appointments - Not Attended	823	887	408	2118
Appointments - Cancelled	528	548	178	1254
Appointment Slots Unfilled	2542	3027	1451	7020
ED PLANS MIS Lancaster				
CSEP	Fall 2023	Spring 2024	Summer 2024	Totals
ASEP	1897	4068	5448	11413
CSEP	1838	1789	1407	5034
NSEP (Non-Credit ED Plan)	3	0	0	3
OSEP	2089	3046	1317	6452
				22,902
CAS MIS Lancaster				
Service Type	Fall 2023	Spring 2024	Summer 2024	Totals
CAS	2382	3188	2268	7838
NCAS (Non-Credit CAS)	2	0	0	2
				7,840

Palmdale Center General Counseling Data				
SARS Unduplicated Student Count				
Term	Palmdale			
Fall 2023		405		
Spring 2024		625		
Summer 2024		400		
		1,430		
SARS Attendance Summary Report - Palmdale				
TYPE	Fall 2023	Spring 2024	Summer 2024	Totals
Appointments - Attended	423	701	426	1550
Drop Ins	0	1	0	1
Appointments - Unmarked	4	0	1	5
Appointments - Not Attended	196	236	122	554
Appointments - Cancelled	71	79	49	199
Appointment Slots Unfilled	564	975	405	1944
ED PLANS MIS Palmdale (does not include counselors services CWS, EOPS, OSD, RISE, STAR, Transfer)				
CSEP	Fall 2023	Spring 2024	Summer 2024	Totals
ASEP	149	181	349	679
CSEP	190	248	210	648
OSEP	278	426	222	926
				2,253
CAS MIS Palmdale (does not include counselors services CWS, EOPS, OSD, RISE, STAR, Transfer)				
Service Type	Fall 2023	Spring 2024	Summer 2024	Totals
CAS	166	204	32	402
Total				402

Career Center			
Erin Traynor Data			
Term	CAS	CIPA	
Fall 2023	247	29	
Spring 2024	212	29	
Summer 2024	156	8	
	615		

SARS Attendance Summary Report							
Type	Fall 2023	Spring 2024	Summer 2024	Term	In Person	Online	Phone
Appointments - Attended	149	207	148	Fall 2023	126	49	29
Drop Ins	19	9	13	Spring 2024	159	46	32
Appointments - Unmarked	2	0	0	Summer 2024	95	20	45
Appointments - Not Attended	20	18	12				
Appointments - Cancelled	9	16	10				
Appointment Slots Unfilled	220	338	176				

Status	Fall 2023	Spring 2024	
Prob1	981	849	
Prob1 > 2.0	1	3	
Prob2	386	455	
Prob2 > 2.0	0	0	
DISM	379	316	
DISM > 2.0	0	0	
Prior to Good	308	364	
PtG < 2.0	0	0	
GG_Progress Issues	0	0	
GG < 2.0	6	0	

CAS MIS Lancaster				
Service Type	Fall 2023	Spring 2024	Summer 2024	Totals
CAS	653	597	165	1415

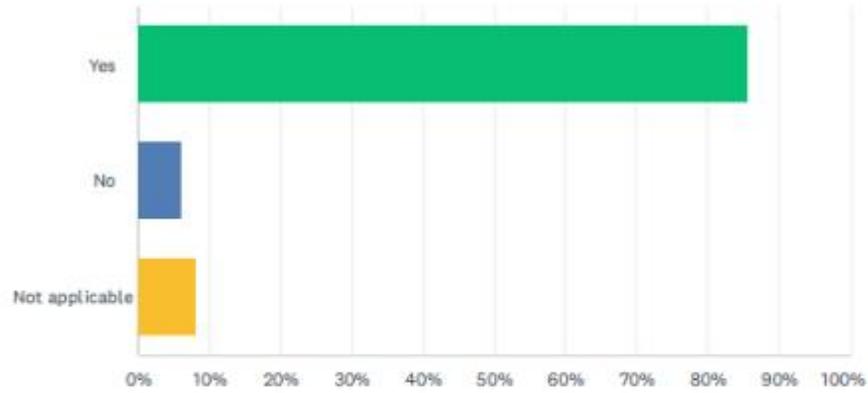
ED PLANS MIS Transfer				
ED PLAN TYPE	Fall 2023	Spring 2024	Summer 2024	Totals
ASEP	202	226	159	587
CSEP	242	271	205	718
OSEP	375	471	216	1062

Transfer Center				
SARS Unduplicated Student Count				
Term	Students Served			
Fall 2023	105			
Spring 2024	5			
Summer 2024	0			
	110			
General Attendance Summary Report SARS Individual				
Appointment Type	Fall 2023	Spring 2024	Summer 2024	Totals
Appointments - Attended Individual	103	5	0	108
Drop Ins	3	0	0	3
Appointments - Unmarked	7	0	0	7
Appointments - Not Attended	35	3	0	38
Appointments - Cancelled	22	2	0	24
Appointment Slots Unfilled	304	147	0	451
CAS MIS Transfer				
Service Type	Fall 2023	Spring 2024	Summer 2024	Totals
CAS	323	128	11	462
				462
ED PLANS MIS Transfer				
ED PLAN TYPE	Fall 2023	Spring 2024	Summer 2024	Totals
ASEP	15	1	3	19
CSEP	77	31	1	109
OSEP	134	74	3	211
				339

SPRING 2024 Counseling Student Survey Results

Q1 I have met with a counselor to build my Student Education Plan (SEF

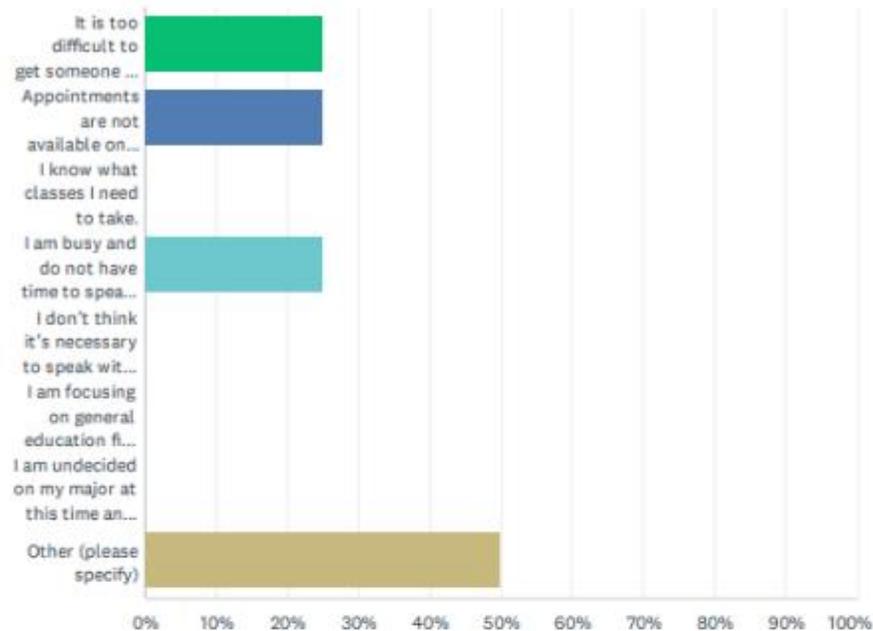
Answered: 49 Skipped: 0



ANSWER CHOICES	RESPONSES
Yes	85.71%
No	6.12%
Not applicable	8.16%
TOTAL	

Q2 I have not met with a counselor because: (Select all that apply.)

Answered: 4 Skipped: 45

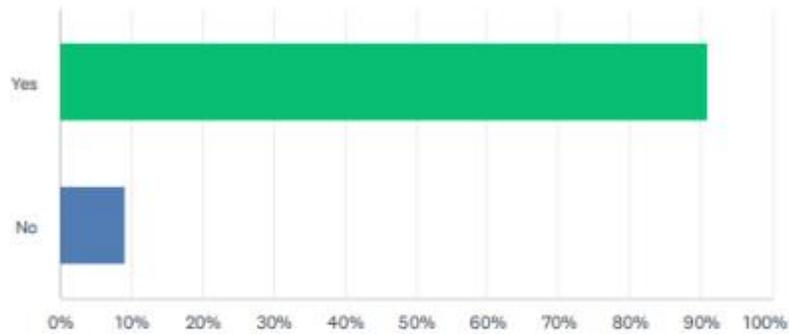


ANSWER CHOICES	RESPONSES
It is too difficult to get someone on the phone.	25.00%
Appointments are not available on the days & times I need.	25.00%
I know what classes I need to take.	0.00%
I am busy and do not have time to speak with a counselor.	25.00%
I don't think it's necessary to speak with a counselor.	0.00%
I am focusing on general education first and will meet with a counselor at a later time.	0.00%
I am undecided on my major at this time and will speak to a counselor after I choose a major.	0.00%
Other (please specify)	50.00%
Total Respondents: 4	

#	OTHER (PLEASE SPECIFY)	DATE
1	I am an alumni of AVC, I have a Bachelors from Brandman. I am currently enrolled at AVC for additional credits towards my Director Permit.	6/19/2024 10:20 AM
2	Didn't attend Spring	6/17/2024 11:08 AM

Q3 After meeting with a counselor and building an SEP, I know what classes are needed to achieve my educational goal.

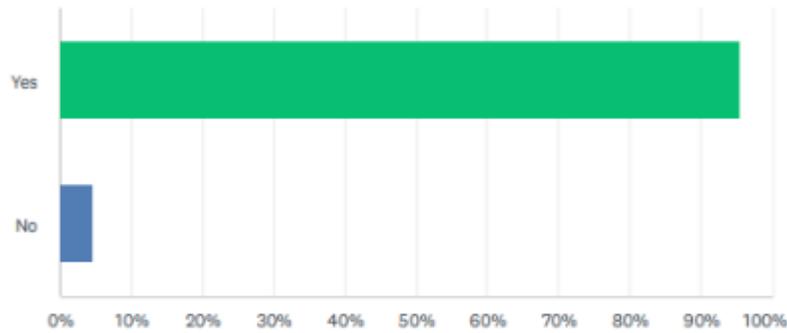
Answered: 44 Skipped: 5



ANSWER CHOICES	RESPONSES
Yes	90.91%
No	9.09%
TOTAL	

Q4 After meeting with a counselor and building an SEP, I enrolled or attempted to enroll in one or more classes that were recommended.

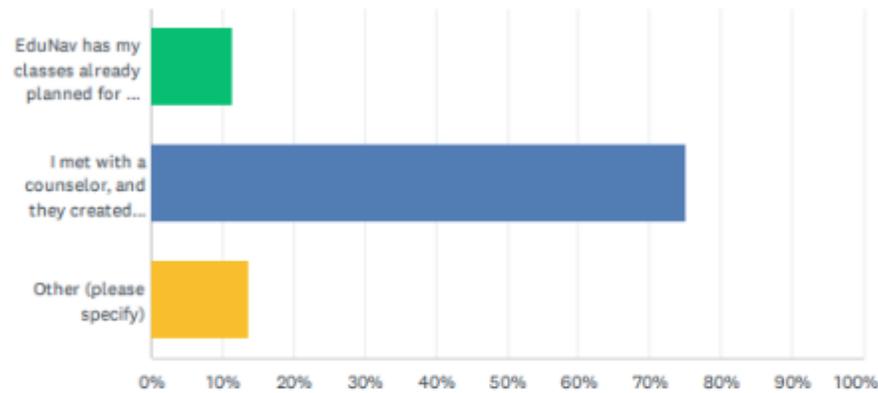
Answered: 44 Skipped: 5



ANSWER CHOICES	RESPONSES
Yes	95.45%
No	4.55%
TOTAL	

Q5 How do you know what classes you need to take to achieve your educational goal?

Answered: 44 Skipped: 5

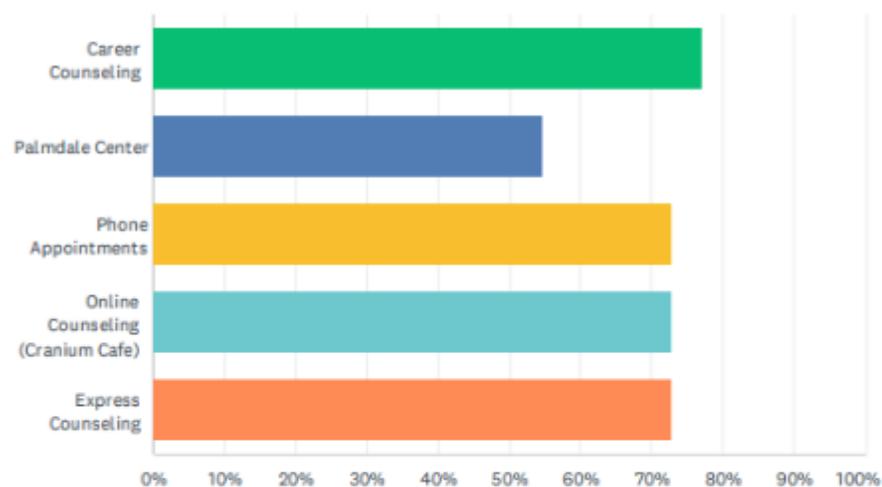


ANSWER CHOICES	RESPONSES
EduNav has my classes already planned for me, but I have not confirmed them with a counselor.	11.36%
I met with a counselor, and they created an Education Plan for me.	75.00%
Other (please specify)	13.64%
TOTAL	

#	OTHER (PLEASE SPECIFY)	DATE
1	I get information from assist.org, the IGETC requirements, and the websites of the universities I want to transfer to, and take classes to fulfill the gen ed and major specific requirements from those resources.	6/17/2024 10:48 PM
2	Assist.org	6/17/2024 8:03 PM
3	Using major specific Ed plan pdf files provided by the school	6/17/2024 6:45 PM
4	Assist	6/17/2024 3:04 PM
5	Igetc form as well as transfer guides on other college websites.	6/17/2024 1:14 PM
6	Assist.Org	6/17/2024 11:03 AM

Q6 I am aware of the following services offered by the Counseling department: (Select all that apply.)

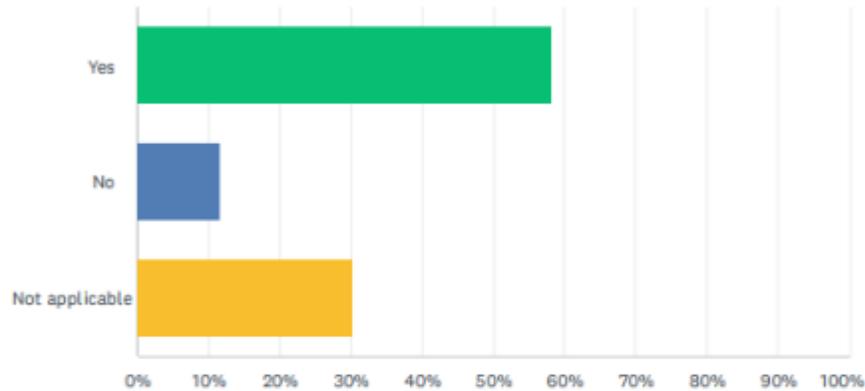
Answered: 44 Skipped: 5



ANSWER CHOICES	RESPONSES
Career Counseling	77.27%
Palmdale Center	54.55%
Phone Appointments	72.73%
Online Counseling (Cranium Cafe)	72.73%
Express Counseling	72.73%
Total Respondents: 44	

Q7 Express Counseling (in-person or online Cranium Cafe) helped to answer my concerns and questions.

Answered: 43 Skipped: 6



ANSWER CHOICES	RESPONSES
Yes	58.14%
No	11.63%
Not applicable	30.23%
TOTAL	

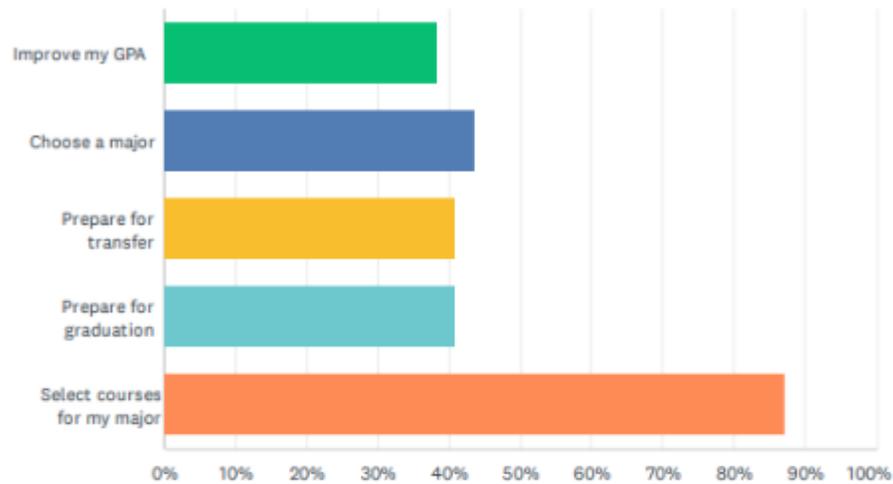
Q8 Please explain why Express Counseling did not help to answer your concerns/questions.

Answered: 3 Skipped: 46

#	RESPONSES	DATE
1	I think I tried to use it once but nobody was online(?) I may be confusing it with a different service	6/30/2024 8:34 PM
2	Have not seen one yet	6/17/2024 11:08 AM
3	I had someone tell me that they were not able to help me because that is not what they're there for and I had to do it on my own and look. I asked to help plan my spring schedule because there was a lot of course overlapping and I struggled making my schedule. My SED tells me what courses to take but making the schedule work is so difficult and making those decisions on which classes to pass up on and move next semester.	6/17/2024 11:07 AM

Q9 The counselor supported my efforts to achieve the following goals:
(Select all that apply.)

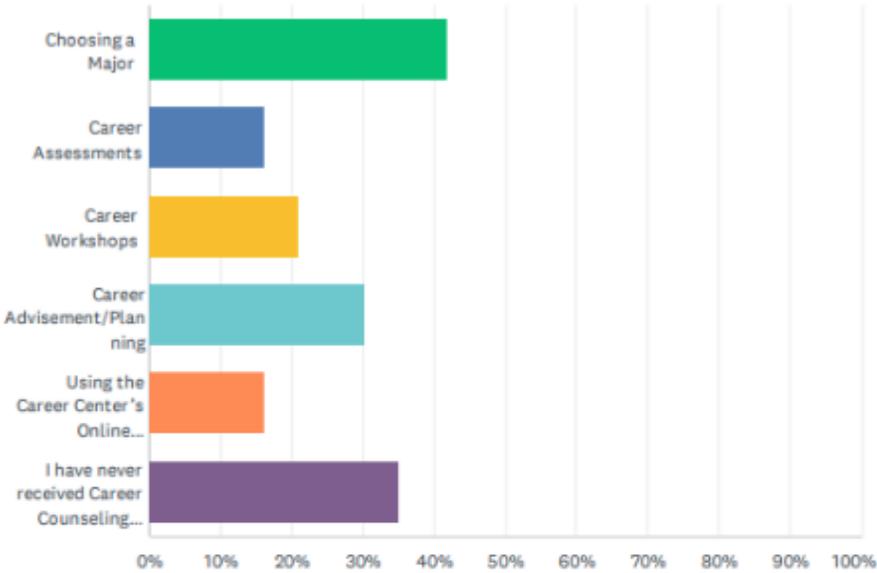
Answered: 39 Skipped: 10



ANSWER CHOICES	RESPONSES
Improve my GPA	38.46%
Choose a major	43.59%
Prepare for transfer	41.03%
Prepare for graduation	41.03%
Select courses for my major	87.18%
Total Respondents: 39	

Q10 Have you ever received any of the following Career Counseling services? (Select all that apply.)

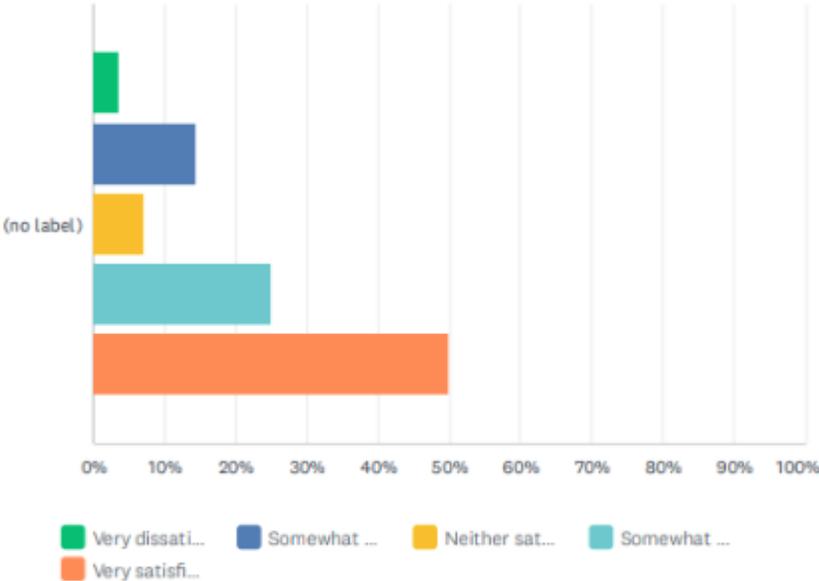
Answered: 43 Skipped: 6



ANSWER CHOICES	RESPONSES
Choosing a Major	41.86%
Career Assessments	16.28%
Career Workshops	20.93%
Career Advisement/Planning	30.23%
Using the Career Center's Online Resources	16.28%
I have never received Career Counseling services	34.88%
Total Respondents: 43	

Q11 How would you rate your satisfaction with Career Counseling Services?

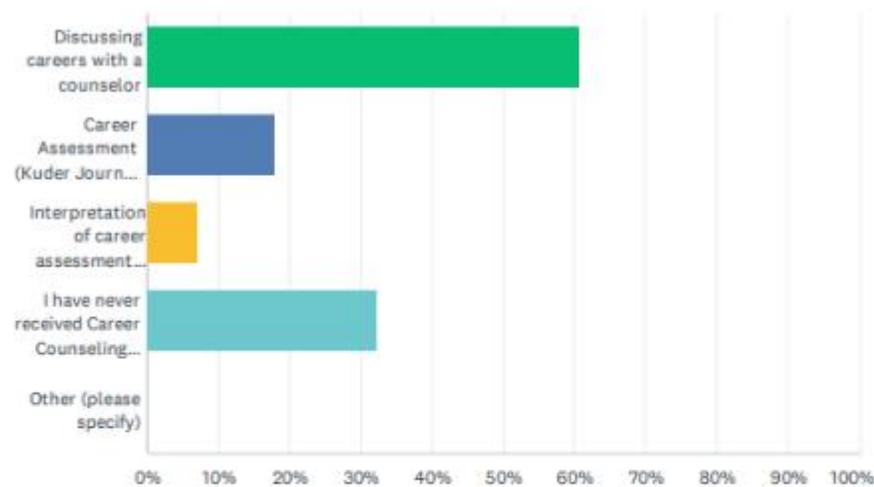
Answered: 28 Skipped: 21



	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	WEIGH AVERA
(no label)	3.57%	14.29%	7.14%	25.00%	50.00%	28	
	1	4	2	7	14		

Q12 Which of the following Career Counseling Services helped you identify your personal or educational goals? (Select all that apply.)

Answered: 28 Skipped: 21

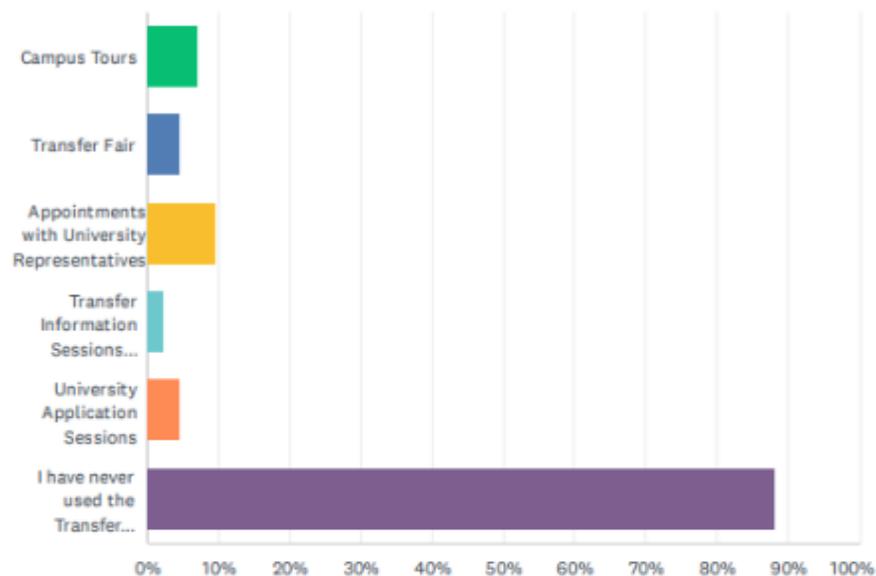


ANSWER CHOICES	RESPONSES
Discussing careers with a counselor	60.71%
Career Assessment (Kuder Journey, Strong/MBTI, or other)	17.86%
Interpretation of career assessment results	7.14%
I have never received Career Counseling services	32.14%
Other (please specify)	0.00%
Total Respondents: 28	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q13 Have you ever used the Transfer Center for any of the following services? (Select all that apply.)

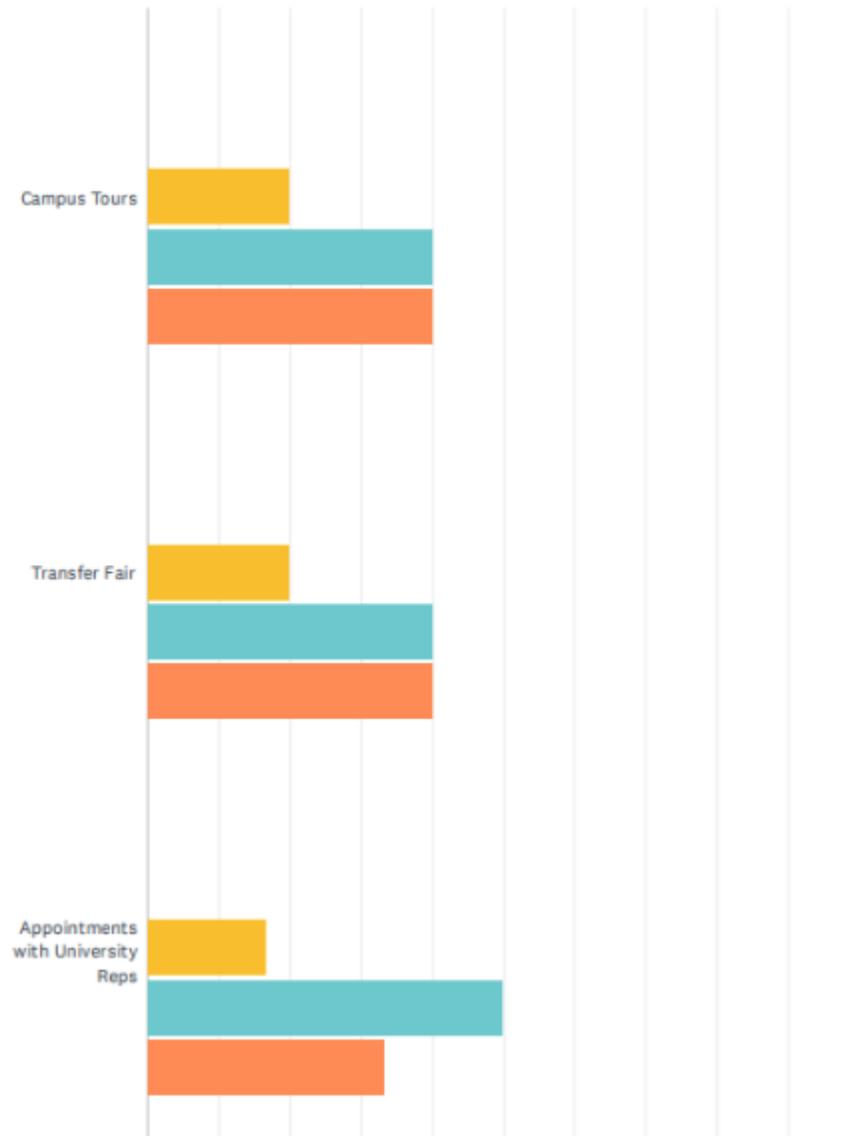
Answered: 42 Skipped: 7

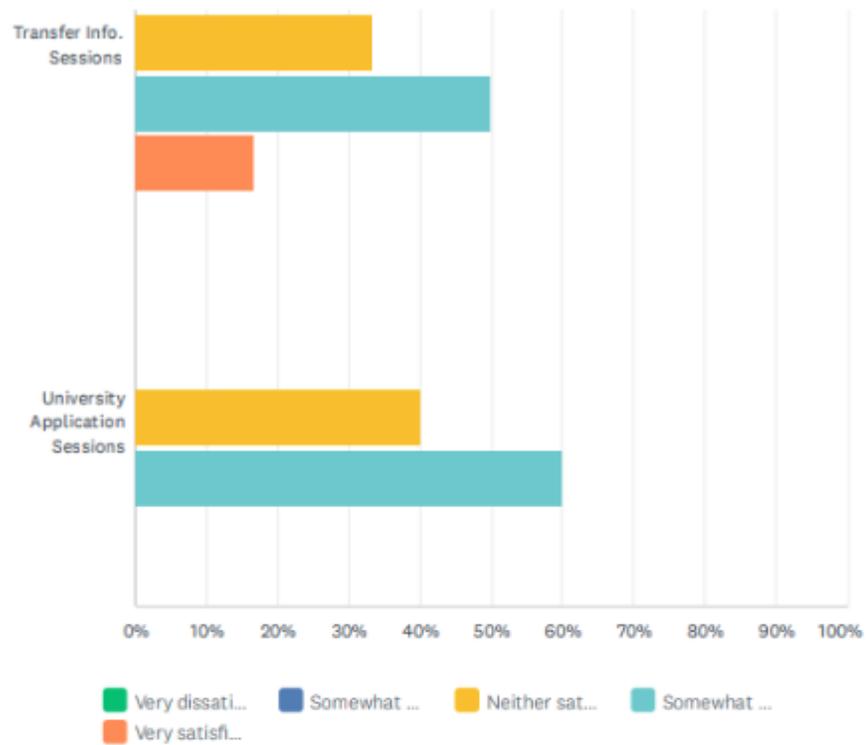


ANSWER CHOICES	RESPONSES
Campus Tours	7.14%
Transfer Fair	4.76%
Appointments with University Representatives	9.52%
Transfer Information Sessions (Workshop Wednesday or Pop-up Workshops)	2.38%
University Application Sessions	4.76%
I have never used the Transfer Center's services	88.10%
Total Respondents: 42	

Q14 How would you rate your satisfaction with the following Transfer Center Services?

Answered: 6 Skipped: 43

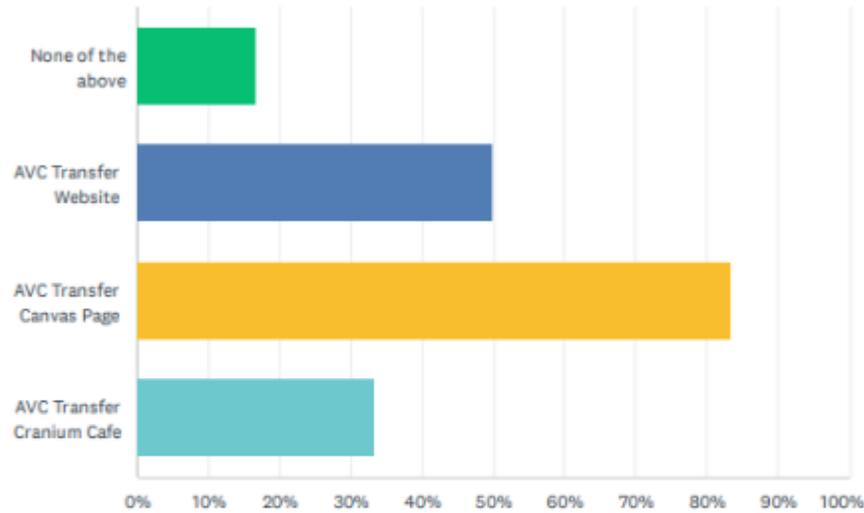




	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	WEIGH AVERA
Campus Tours	0.00% 0	0.00% 0	20.00% 1	40.00% 2	40.00% 2	5	
Transfer Fair	0.00% 0	0.00% 0	20.00% 1	40.00% 2	40.00% 2	5	
Appointments with University Reps	0.00% 0	0.00% 0	16.67% 1	50.00% 3	33.33% 2	6	
Transfer Info. Sessions	0.00% 0	0.00% 0	33.33% 2	50.00% 3	16.67% 1	6	
University Application Sessions	0.00% 0	0.00% 0	40.00% 2	60.00% 3	0.00% 0	5	

Q15 I have accessed the following online Transfer Center services: (Select all that apply.)

Answered: 6 Skipped: 43



ANSWER CHOICES	RESPONSES
None of the above	16.67%
AVC Transfer Website	50.00%
AVC Transfer Canvas Page	83.33%
AVC Transfer Cranium Cafe	33.33%
Total Respondents: 6	

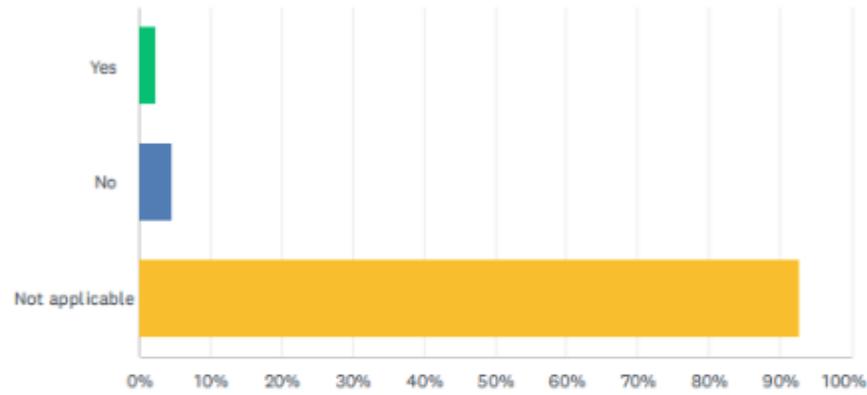
Q16 What topics would you like the Transfer Center to cover in the future

Answered: 3 Skipped: 46

#	RESPONSES	DATE
1	Entrance requirements.	6/17/2024 1:11 PM
2	Everything on transferring	6/17/2024 11:23 AM
3	Transfer specific processes like housing at a new college and how to get set up.	5/29/2024 12:39 PM

Q17 After discussing my English as a Second Language (ESL) needs with a counselor, I was able to select the appropriate ESL courses.

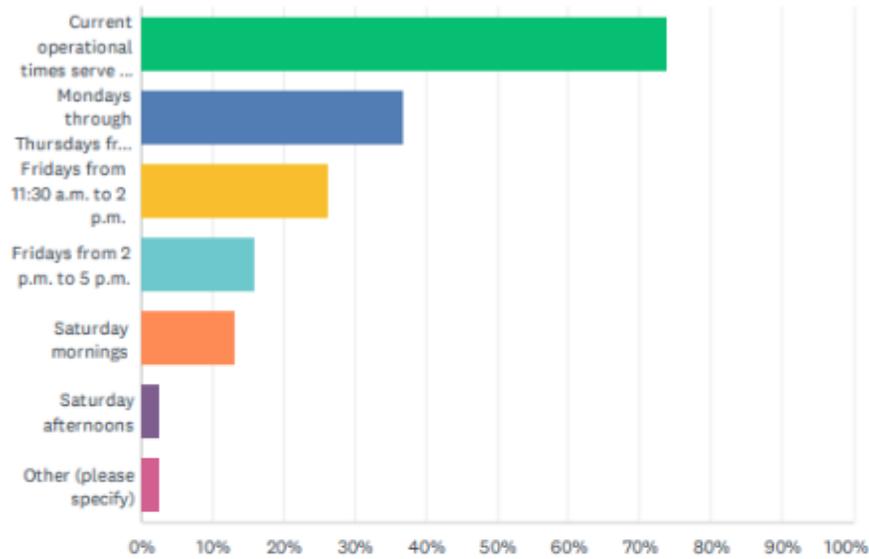
Answered: 42 Skipped: 7



ANSWER CHOICES	RESPONSES
Yes	2.38%
No	4.76%
Not applicable	92.86%
TOTAL	

Q18 Which of the following time options best permit you to schedule a counseling appointment: (Select all that apply.)

Answered: 38 Skipped: 11

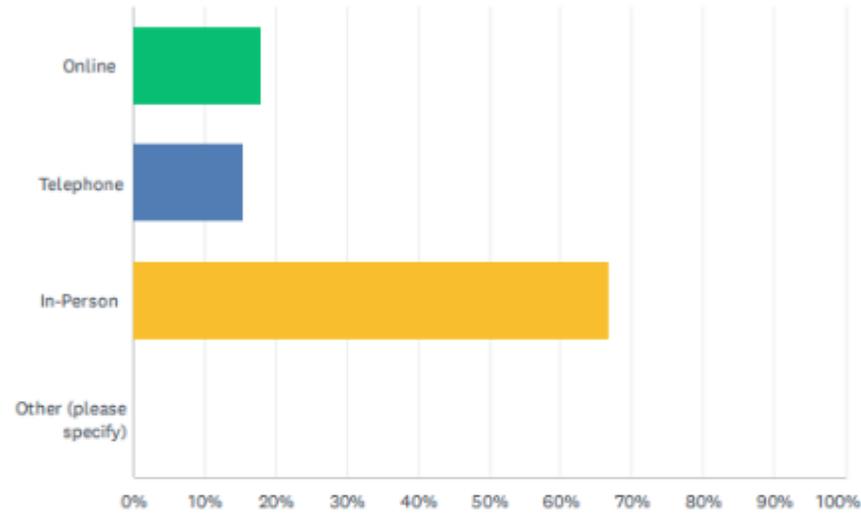


ANSWER CHOICES	RESPONSES
Current operational times serve me well	73.68%
Mondays through Thursdays from 5 p.m. to 8 p.m.	36.84%
Fridays from 11:30 a.m. to 2 p.m.	26.32%
Fridays from 2 p.m. to 5 p.m.	15.79%
Saturday mornings	13.16%
Saturday afternoons	2.63%
Other (please specify)	2.63%
Total Respondents: 38	

#	OTHER (PLEASE SPECIFY)	DATE
1	Mon-Fri 8-5pm	6/18/2024 1:27 AM

Q19 What is your preferred mode of service?

Answered: 39 Skipped: 10

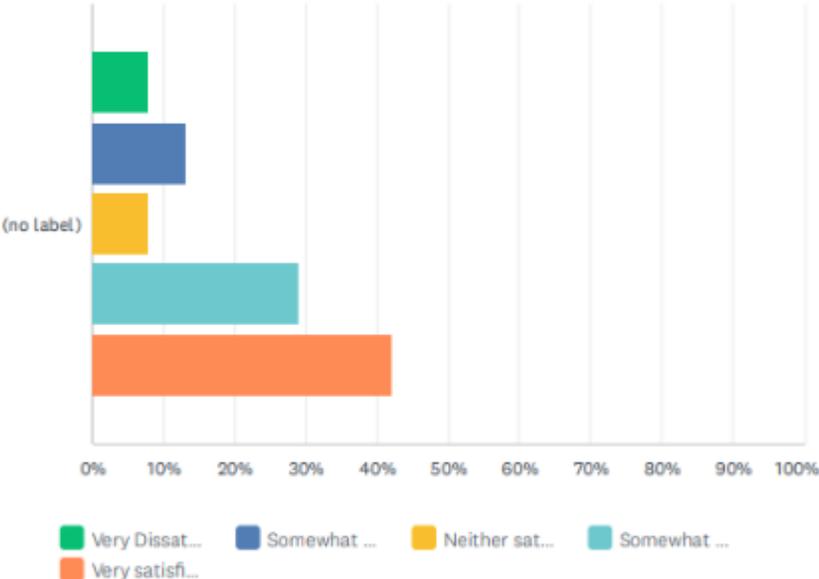


ANSWER CHOICES	RESPONSES
Online	17.95%
Telephone	15.38%
In-Person	66.67%
Other (please specify)	0.00%
TOTAL	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q20 Please rate your overall level of satisfaction with the counseling department.

Answered: 38 Skipped: 11



	VERY DISSATISFIED	SOMEWHAT DISSATISFIED	NEITHER SATISFIED NOR DISSATISFIED	SOMEWHAT SATISFIED	VERY SATISFIED	TOTAL	WEIGH AVERA
(no label)	7.89% 3	13.16% 5	7.89% 3	28.95% 11	42.11% 16	38	

Q21 What is the counseling department doing well?

Answered: 25 Skipped: 24

#	RESPONSES	DATE
1	Everything to help you to succeed	6/26/2024 10:04 AM
2	Their very helpful and always available.	6/21/2024 6:30 PM
3	Honestly they are doing well	6/18/2024 11:12 AM
4	All that they can under the current requirements.	6/18/2024 8:53 AM
5	Has various hours and appointments	6/18/2024 8:26 AM
6	The counselors really care about our success and they welcome you to make changes and give you their insight of your better possibilities!	6/18/2024 1:27 AM
7	My counselor is with Students with Disabilities office and has done a phenomenal job.	6/18/2024 1:20 AM
8	It's very easy to make appointments. The staff and counselors are friendly.	6/17/2024 11:06 PM
9	Counseling does well in creating a plan that allows me to know what classes I need to take.	6/17/2024 8:06 PM
10	Follow up	6/17/2024 3:27 PM
11	Keeping me on track	6/17/2024 3:26 PM
12	They utilize assist.	6/17/2024 3:07 PM
13	Express counseling	6/17/2024 2:59 PM
14	Basically by helping me out to guide me through my academic goals step by step.	6/17/2024 1:59 PM
15	Great counselors like Rosa Fuller and Rodney Schilling. Julian is always courteous and helpful.	6/17/2024 1:15 PM
16	The veteran center counselor is amazing	6/17/2024 12:42 PM
17	It all depends on the counselor to be honest, I have had very good experience with one counselor, who had given me more than enough time and actually listened and provided solutions to problems	6/17/2024 11:36 AM
18	Everything	6/17/2024 11:24 AM
19	Very thorough and motivating, and also help me declare a major last time. I spoke with a counselor in the Calworks department now, and I have a major towards my AA in Liberal arts and science.	6/17/2024 11:12 AM
20	I think that there trying considering how many didn't attend avc	6/17/2024 11:12 AM
21	Very helpful, caring and understanding and very Knowledgeable .	6/17/2024 11:11 AM
22	Listening and advising.	6/17/2024 11:11 AM
23	they explain majors well, what classes to take, and degrees as well. they help me with any questions i have. they were able to tell me i can have multiple degrees which i never knew of. i love their insights.	6/17/2024 11:10 AM
24	Im not pleased at all with the department	6/17/2024 11:10 AM
25	The moments I actually speak with a counselor are extremely useful and I feel like all my questions get answered.	5/29/2024 12:48 PM

Q22 How can the counseling department better serve your needs?

Answered: 25 Skipped: 24

#	RESPONSES	DATE
1	idk if this is the right place to say this but we need a lot more ethnic studies classes available if it's going to be a graduation requirement , they filled up so fast	6/30/2024 8:38 PM
2	Don't change what they are doing	6/26/2024 10:04 AM
3	Help me to enroll in "hard to get classes" eg. Composites for AFAB.	6/21/2024 8:26 PM
4	I have no reason for them to improve, their great!	6/21/2024 6:30 PM
5	Nothing	6/18/2024 11:12 AM
6	Not schedule an eight-hour schedule. More breaks to refresh the mind.	6/18/2024 8:53 AM
7	Positive attitude and kindness.	6/18/2024 8:26 AM
8	Really Nothing at all!	6/18/2024 1:27 AM
9	Encouraging students to try online counseling. I don't have reliable transportation after 2pm and it would help me, but I tend to shy on technology like zoom calls/online.	6/18/2024 1:20 AM
10	Counselors should be able to use EduNav effectively. They usually get confused about how it functions and end up making the official Ed plan completely wrong. I was shut down by multiple counselors when trying to get credit for previous courses I took at a university. I brought detailed descriptions of the course content showing how the content was the same or more thorough than the same classes at AVC, and the counselor skimmed them and said the department for that class definitely wouldn't accept it, despite the counselor not having any experience in the subject. I received 3 different and contradictory answers for the same question from 3 different counselors. In general, none of the counselors seem to have the same understanding of how AVC and the transferring process functions. I have been advised to take multiple classes that I already had credit for. Overall, the information given to students by counselors needs to be way more consistent and accurate. Nearly everyone I know who attends AVC has had one or more experiences where a counselor gave them completely wrong information or pressured them to take a class that they didn't need to. There is also a lot of confusion about academic policies and how transferring works because students are all given conflicting information from different counselors.	6/17/2024 11:06 PM
11	Sometimes, it feels as if even the counselors don't know what classes I need for my major and my planned transfer school. I think the counselors being more involved in what they are creating plans for would be helpful.	6/17/2024 8:06 PM
12	They are great	6/17/2024 3:27 PM
13	They are doing great	6/17/2024 3:26 PM
14	The front desk is very unprofessional. At least half of the workers act like children. There is also a lot of mixed opinions on classes to take for transfer.	6/17/2024 3:07 PM
15	Maybe doing check ups on students and see if they needed help	6/17/2024 2:59 PM
16	If I have any questions or concerns regarding my classes or financial aid needs to process through.	6/17/2024 1:59 PM
17	The counseling department has always served me well. Just good people.	6/17/2024 1:15 PM
18	Some of the counselo Don't allocate enough time and are in a haste(?) for some reason. My last meeting with my new counselor was on phone and it was an utter disappointment	6/17/2024 11:36 AM