ANTELOPE VALLEY COLLEGE

Department /Area Name: General Counseling	**For Planning Years: 2026-2027**
Name of person leading this review: Dean Carlos Rosas, Tanya McGinnis, Tamira Palmetto, Reina Burgos	
Names of all participants in this review: All counseling staff and faculty	

Fall 2025 Program Review Report | Non-Instructional Areas

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 onsite at local high schools in the area. The counseling division offers services such as individualized comprehensive education plans (in-person, virtual, and phone), in-person 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, CPOS, CVC, DegreeWorks, Program Mapper, Dual Enrollment, SHATATR review and refinement, 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: Law Scholars, A2Mend, ANYA (American Native Yonutenen Association)

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?

• Who do you primarily serve, and what services do you provide for each of the groups?
  o General Counseling serves all students at all stages at AVC (pre-enrollment, enrolled, graduation, transfer).
  o General Counseling provides individual education plans (abbreviated/first semester, comprehensive 2+ year).
  o General Counseling provides academic, career, major, and transfer counseling and planning.

- o 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.
- o 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.
- o General Counseling provides various modes of counseling services: online/virtual, phone, in-person, express, walk-in, appointments.
- o General Counseling provides transcript evaluations and transfer of articulation services.
- How is the work of your area measured or quantified?
  - o MIS Data
  - o HD Course Data
  - o Workshop and special event attendance (Transfer Center Information Sessions, RegFest, Majors Fair, Student Success Conference, etc.)
  - o Annual Student Climate Survey
- What is your measure of success?
  - o Assessing gaps by analyzing counseling resources and availability for affinity groups, special programs, and campus-wide initiatives.
  - o Analyzing the number of students served, ed Plans, appointments, and responses/comments from annual student survey
  - o Number of workshops, information sessions, and special events.
- How do the demographics served by your area's work compare to AVC's service area demographics?
  - o Counseling serves all student demographics, representative of the service area.
- Which race/ethnicity groups experience the largest equity gaps?
  - o 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?
  - o The HD course retention rate for Black/African American averaged 84.6% 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 (2022, 2023, 2024) averaging 91.5%, and success rates (2022, 2023, 2024) averaging 78.3% for Hispanic and 62% for Black/African American.

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 2024 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 46 sections in fall 2024, 33 sections for spring 2025, and 11 sections for summer 2025 offered to students (internal schedule for Counseling).

- During the 2024–2025 academic year, Antelope Valley College scheduled a total of 93 Human Development (HD) class sections across multiple terms. In Fall 2024, there were 46 sections with a duplicate enrollment of 1,300 and an unduplicated headcount of 1,088 students. The Winter 2025 term had three sections with 88 enrollments and a matching headcount, while Spring 2025 offered 33 sections serving 784 duplicate enrollments and 776 unique students. For Summer 2025, 11 sections were held, enrolling 253 students (duplicate count) and 248 unduplicated students.

- Retention rates across these terms remained high, with Fall 2024 at 89.6%, Winter 2025 at 93.2%, Spring 2025 at 92.5%, and Summer 2025 at 90.1%. Success rates also demonstrated positive outcomes, with Fall 2024 at 74.7%, Winter 2025 at 79.5%, Spring 2025 at 81.0%, and Summer 2025 at 79.1%. Overall, these figures indicate that HD courses at AVC have consistently maintained substantial enrollment numbers and achieved high student retention and success rates throughout the academic year.

- Per Tableau Public, HD course enrollments have increased over the last three years: 22-23 AY 1,744 enrollments, 23-24 AY 2,266 enrollments, and for 24-25 AY 2,425 enrollments, showing an overall increase of 7.016% 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 6.44% higher enrollments than men. Retention rates have averaged 90% for the 2023-2024 AYs, and success rates have averaged 74.5% for 2024-2025.

- Per Tableau Public, Hispanic/Latine students are outperforming their peers with retention rates (2022, 2023, & 2024) averaging 78.7%, and success rates (2022, 2023, & 2024) averaging 78.3%.

- Per Tableau Public, Black/African American students have shown improved success rates over the last three years with success rates or 61.2% for 2022-2023, 62.0% for 2023-2024, and 68.8% for 2024-2025, showing a ~6.8% increase. The retention rate for Black/African American averaged 84.6% 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 90% success over the last three years (2022, 2023, & 2024), and retention rates averaging 90% over the last three years (2021, 2022, & 2023). Over the same three years Men averaged success rates of 72% and retention rates of 88.6%, with significant gains in success rates from 2022-23 (71%) to 2023-24 (71.3%) and 2024-25 (74.5%).

- These increases in success rates for both Men and Black/African American students could be attributed to a variety of factors including the following: 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.

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.)*

SPECIALIZED COUNSELING SERVICES

Academic R.I.S.E. Counseling Services:

R.I.S.E. (Reflect, Improve, Succeed, Excel) is a targeted student success initiative designed to support individuals placed on Academic and/or Progress Guidance Levels 1, 2, or 3 (formerly referred to as academic/progress probation and dismissal). The program's primary goal is to promote student retention and academic recovery through proactive intervention and structured support.

Students identified at any guidance level are required to complete a mandatory workshop—available online or in person—which provides critical information about their academic standing. The workshop emphasizes strategies for regaining good standing, including time management, study skills development, goal setting, and use of institutional resources.

R.I.S.E. Counselors and Advisors deliver holistic, individualized academic counseling that helps students address both academic and personal barriers to success. The program also fosters student engagement through developmental advising practices that focus on motivation, self-awareness, and behavioral change. By connecting students to campus services and creating a sustained support network, R.I.S.E. plays a critical role in improving academic outcomes and advancing the college's mission of student success and equity.

- During the 2024–2025 academic year, R.I.S.E. has made a concerted effort to take a more proactive approach to educating students about Academic and Progress Guidance (Levels 1, 2, and 3). To support this goal, R.I.S.E. initiated classroom presentations, including several sessions in HD 101 courses throughout the semester. These presentations have provided valuable opportunities to engage with students directly, explain the Academic/Progress Guidance process in greater depth, and offer strategies to help them remain in good academic standing.
- To better support and engage our students, R.I.S.E. conducted three in-person workshops during the summer of 2025. Every workshop was tailored to meet the needs of the students who attended.
- To support students in regaining good academic standing, the R.I.S.E. team implemented a new academic intervention requiring mandatory study and tutoring sessions at the campus Learning Center. Each participating student was required to complete a minimum of two hours per week. The total number of required hours varied based on the duration of the students' enrolled courses. For example, students enrolled in a 16-week course were required to complete 28 hours at the Learning Center, excluding the first and last week of the semester.

- To enhance communication and engagement with students on academic and/or progress guidance, the R.I.S.E. department has expanded both the frequency and methods of outreach. Notifications regarding students' academic/progress status are now delivered through multiple channels—including email, phone calls via the Palmdale campus Call Center, and Canvas announcements. These communications also encourage students to schedule counseling appointments and remind them of the requirement to complete the mandatory guidance workshop.
- During the summer, there was a noticeable increase in student complaints and hostility directed toward RISE and Counseling staff, largely in response to RISE requirements and policies. Several incidents escalated to meetings with the Dean of Counseling and even resulted in BIT reports. This summer was unprecedented in both the frequency and intensity of student distress, which may be attributed to a combination of heightened academic pressures and the broader off-campus stressors impacting the global community in 2025. In response, the RISE team has convened to identify and implement strategies for the 2025–2026 academic year aimed at alleviating these stressors and better meeting students where they are.
- During the Fall 2024 semester, 1,377 students were placed on Academic/Progress Guidance Levels 1 and 2, and an additional 289 students were on Level 3. By the end of the semester, 275 students successfully returned to good academic standing.
- In Spring 2025, 1,279 students were on Levels 1 and 2, while 254 were on Level 3. By the conclusion of the semester, 349 students returned to good academic standing.
- Throughout the 2024–2025 academic year, R.I.S.E. Counselors and Advisors served 1,740 unduplicated students. In total, R.I.S.E. completed 3,100 educational plans (ASEP, CSEP, and OSEP) and provided 1,205 CAS (Comprehensive Academic Support) services.
- Following extensive discussions and collaborative meetings focused on advancing equity and fostering a more inclusive campus environment, the R.I.S.E. team initiated a strategic shift in language to better align with Antelope Valley College's commitment to transforming institutional culture. Specifically, the terms *"probation"* and *"dismissal"*—which often carry negative connotations and can contribute to stigma, particularly for historically marginalized student populations—were intentionally retired. In their place, more supportive and student-centered terminology was adopted (Academic/Progress Guidance) to promote a growth mindset and reduce barriers to engagement. This updated language framework was officially implemented beginning in 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. The AFMT education advisor is assigned to assist all majors within 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:

During the 2024–2025 academic year, Counseling expanded dedicated services for the Division of Health and Safety Sciences to better support students in Nursing, Respiratory Care, Radiologic Technology, Medical Office Assisting, Fire Technology, and related allied health programs. A new full-time counseling faculty position was established to serve the Respiratory Care/Therapy program, including the new Bachelor of Science in Respiratory Care (BSRC) degree. This counselor also provides comprehensive support to pre-health majors preparing for selective admission into Health and Safety Sciences programs.

The counseling team now includes one full-time counselor for Nursing, one full-time counselor for Respiratory Care/Therapy, one full-time academic advisor, one additional full-time counselor, and one adjunct counselor. The academic advisor, full-time counselor, and adjunct counselor collectively provide counseling and advising services for all Health and Safety Sciences majors, with the exception of students currently enrolled in the Nursing and Respiratory Care Baccalaureate programs.

The addition of a second full-time counselor within the division has enhanced continuity of student support, improved coordination with instructional faculty, and strengthened counseling coverage for the growing number of students pursuing health science pathways. The Respiratory Care Baccalaureate program successfully launched its first cohort in Fall 2024, with strong student engagement and continued interest for upcoming admission cycles.

Counseling faculty remain actively involved in transcript evaluations, educational planning, and program-specific advisement, ensuring that students meet all courses, licensure, and transfer requirements. Continued growth in these high-demand programs underscores the importance of maintaining robust counseling and advising resources to meet student needs effectively.

Articulation and Evaluation:

- The Articulation Officer (AO) at AVC plays a pivotal role in advancing student success by ensuring that academic pathways are clearly defined, efficiently structured, and aligned with statewide transfer and degree completion initiatives. This role is deeply integrated with the broader mission of the California Community College Chancellor's Office (CCCCO), which emphasizes equity, access, and seamless transfer across California's higher education segments. The AO serves as a liaison between AVC and the intersegmental systems to ensure that students have access to transparent, equitable, and efficient pathways to higher education. This includes active participation in the following:
- Intersegmental General Education Transfer Curriculum (IGETC)
- California State University General Education Breadth (CSU GE Breadth)
- California General Education Transfer Curriculum (Cal-GETC)
- Course Identification Numbering System (C-ID)
- Transfer Course Agreement (TCA) submissions
- Common Course Numbering (CCN)
- Together, these tools ensure that students meet essential requirements for transfer and degree completion, while maintaining consistency and transparency across institutions.

<u>Articulation and Curriculum and Policy Alignment</u>

- The AO ensures AVC's curriculum is accurately represented in ASSIST, the official repository for California transfer articulation. The AO monitors legislative and regulatory changes and maintains compliance with evolving transfer policies and mandates that impact articulation, such as AB 705, AB 928, and AB 1111, and translates these into actionable strategies for AVC's curriculum and student services team.
- The AO supports faculty in curricular and program development and revision, ensuring that courses meet transfer requirements and reflect current policy standards. This includes:
- Reviewing course outlines for major, GE, C-ID, and CCN alignment. An average of 500+ courses must be reviewed each year
- Reviewing program offerings for certificates and degree (local and AD-T) purposes. An average of 100 programs must be reviewed each year.
- Ensuring GE area designations are correctly applied
- Coordinating with discipline faculty to validate course equivalencies
- Facilitating Credit for Prior Learning (CPL) integration

<u>Articulation and Advocacy for Equity in Transfer</u>

- The AO is a staunch advocate for transfer students, working to simplify and streamline the transfer process, making it more accessible and equitable. This includes:
- Establishing and maintaining articulation agreements with regionally accredited institutions
- Promoting equitable access to transfer opportunities
- Providing comprehensive resources to help students become "transfer ready"
- The AO also participates in the statewide articulation officer networks, such as the California Intersegmental Articulation Council (CIAC), the Southern California Intersegmental Articulation Council (SCIAC), the University of California Office of the President Transfer Advisory Group, the Academic Senate for California Community College (ASCCC) Transfer, Articulation, and Student Success Committee (TASSC), and the ASCCC Curriculum Committee to share best practices, address systemic barriers, and contribute to statewide policy development.

<u>Institutional Impact and Resource Needs for Articulation</u>

- The AO is responsible for making final determinations regarding the use of externally completed coursework. An average of 1,200+ students require transcript evaluation appointments each year. An evaluation of coursework completed at an external institution requires research in order to determine how an external course may be applied toward satisfaction of AVC certificate and/or degree requirements. Completing an evaluation of a transcript and making determinations as to what course may be used is of utmost importance to reduce credit duplication and time to degree completion.
- Despite the critical nature of this work, progress is often constrained by limited staffing and technical resources. In an attempt to mitigate this issue, AVC is preparing to implement DegreeWorks, an educational planning platform. However, a prominent issue is the data that will be fed into this tool. AVC has used a Banner page – SHATATR – as a repository for external coursework determinations. Those determinations were based on content criteria established in excess of 20 years prior. Content requirements have changed in that span of time. Additionally, the original intent for the SHATATR database was applicability to only local degrees and certificates. There was no decision made that took into consideration transfer requirements (GE or major), and the database was set up before SB 1440 passed (C-ID and AD-T). As such, there is a need for added support and professional development for all personnel involved that will be working to address and update the data and information issues that are present within the current SHATATR database. The AO currently leads the "clean-up" effort. All of the information in SHATATR, 65,000+ rows as of August 1, 2024, must be reviewed (researched using catalogs from the originating institutions and input from discipline faculty), to ensure that course determinations meet current standards and criteria for content. Additionally, the use of attributes for all

courses, internal and external, is to be systematically integrated. Without this work to update the information in SHATATR, the implementation of a new education planning software will be an exercise in futility; the software program alone will not be able to provide correct information to students. The counselors at AVC are vigilant in providing current and up-to-date information to students. Due to the issues with the SHATATR database, counselors depend primarily on the data in a repository known as the Transfer Evaluation System (TES). As of August 1, 2024, there were 5,700+ entries in the (TES) for counselor use. As external coursework is being evaluated and determinations made, the information is entered in TES for all counselors to access.

- In order to review the data, a Transcript Evaluation Team (TET) was formed. This group is dedicated to researching and reviewing the data in both SHATATR and TES. Validated data is entered in TES. There is a need for a cross-functional group (Academic Affairs, ITS, Enrollment Services) to work with the TET group in order to update the information in SHATATR. This very important work requires ongoing collaboration with instructional faculty and department deans, graduation evaluators, curriculum specialists, and, if necessary, contact external institutions.

<div align="center">Conclusion</div>

- The AO is a cornerstone of the transfer process, serving as a liaison between AVC and intersegmental systems, which ensures that students are provided with the tools, resources, and pathways that they need and have access to transparent, equitable, and efficient pathways to higher education supporting both institutional goals and student achievement.

Athletics Counseling Services:

- AVC Student-Athlete Achievement Zone
  The Antelope Valley College (AVC) Student-Athlete Academic Achievement Zone is a dedicated support hub designed to help student-athletes achieve their educational, personal, and athletic goals while attending AVC. The program fosters academic excellence, accountability, and personal growth, ensuring that student-athletes are equipped to succeed both in the classroom and in competition.

- Program Focus
  The Achievement Zone primarily serves first- and second-year male and female student-athletes participating in AVC's intercollegiate athletics programs. Student-athletes are required to participate in structured study sessions to promote consistent academic engagement:
  - 4 hours per week for student-athletes with a GPA above 2.5
  - 6 hours per week for student-athletes with a GPA of 2.5 or below
  This tiered approach provides additional academic reinforcement for those needing extra support while encouraging all student-athletes to maintain strong academic habits.

- Program Components and Strategies
  The Achievement Zone integrates multiple evidence-based academic support strategies, including:
  - Tutoring and academic coaching focused on specific coursework and skill development
  - Grade monitoring and progress checks to track academic standing and intervene early when concerns arise
  - Workshops and seminars addressing key success skills such as time management, study techniques, test-taking strategies, and note-taking improvement
  - Connections to campus resources, such as counseling, career services, and mental health support
  - Accountability and reflection activities designed to help student-athletes take ownership of their academic outcomes

Through these targeted interventions, student-athletes learn to balance the dual demands of academics and athletics while developing habits that promote lifelong learning and personal responsibility.

- Program Goals and Outcomes

The primary goal of the Student-Athlete Academic Achievement Zone is to create a supportive environment where student-athletes can thrive academically and personally. Within this space, student-athletes have access to:

★ Quiet study areas and computer workstations
★ Printing and research resources
★ One-on-one academic advising and counseling sessions
★ Weekly progress reviews and check-ins
★ Opportunities for independent study and collaborative learning

Ultimately, the Achievement Zone seeks to ensure that all AVC student-athletes meet or exceed degree, certificate, and transfer requirements, as well as intercollegiate eligibility standards established by the NCAA, NAIA, and CCCAA. By promoting structured learning and intentional engagement, the program strengthens AVC's commitment to academic integrity, student persistence, and holistic athlete development.

We are proud to announce the launch of Antelope Valley College's Athletic Department Early Alert and Intervention Program—a proactive initiative designed to support the academic success and well-being of our student-athletes.

The Early Alert and Intervention Program enables faculty to identify student-athletes who may be experiencing challenges related to academic performance, class participation, or attendance. Once identified, these students are referred to the Athletic Department's academic counselor, who connects them with individualized academic support and appropriate campus or community resources.

This form of intrusive counseling—an evidence-based approach emphasizing early engagement and personalized support—has been shown to significantly improve student retention, persistence, and overall academic performance, particularly among student-athletes balancing rigorous academic and athletic commitments. Early intervention during the 5th and 10th weeks of each semester allows counselors to address concerns before they become barriers to success, helping student-athletes stay on track toward graduation and transfer goals.

In addition to academic support, the program fosters open and honest dialogue about the unique challenges and stressors student-athletes face. It promotes a holistic approach to student development by identifying on- and off-campus resources that enhance both academic and athletic success.

- About Kinesiology and Athletics at AVC
  Kinesiology—the art and science of human movement—explores the relationship between physical activity, health, and overall quality of life. At AVC, we believe exercise, activity, and athletics are vital to developing well-rounded individuals who value physical well-being, teamwork, and the productive use of leisure time.
  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 continues to serve as a vital link between high school and college, supporting students through dual enrollment and the transition to AVC following graduation. AVC Bridge Counselors are stationed at 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, where they provide individual and group counseling on topics including: learning about AVC, navigating the application process, financial aid, special admit procedures, and course selection.

A significant accomplishment this academic year has been the continued expansion of our Dual Enrollment (DE) offerings. In Fall 2024, we offered 8 sections of HD 101 along with additional courses including English C1000, English 102, AJ 205 and 206, POLS 101, and History 107 and 108. For Spring 2025, we have further expanded to 9 sections of HD 101 plus other coursework. We are excited to announce that Math 110, Stats C1000, Music 101, MUSC 103 and 108, as well as Anth 101 and Anth 101L will be offered soon, significantly broadening our dual enrollment curriculum. Additionally, we introduced DE courses being offered during Summer 2024, which proved successful.

Bridge Counselors continue to provide comprehensive support including matriculation assistance, academic advisement, educational planning, resolution of enrollment and registration issues, career exploration guidance, and connections to campus resources. Our counselors play a crucial role in demystifying the college-going process and ensuring students have the tools and confidence to succeed in their dual enrollment courses and beyond.

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.

- During the 2024-2025 year, the Career Center offered appointments via in person (60.15% of appointments), telephone (18% of appointments), and Cranium Cafe/Zoom (21.85% of appointments). With the Career Center Coordinator maintaining same day appointments, the percentage of no shows shrunk further from 10% in 2023-2024 to only 5.84% for 2024-2025. The total number of appointments attended increased slightly

from the 2023-2024 academic year to 616 meetings, up from 601. Ninety-five of these meetings (15.42% of total appointments) were for career assessment interpretation. Additionally, 415 students registered an account with the online Kuder Journey career assessment system.

- The Career Center Coordinator hosted several Zoom workshops throughout the academic year and did classroom presentations for the HD101 courses on the Lancaster and Palmdale campuses to promote the Career Center. The Career Center Coordinator also engaged with students at various campus resource fairs.
- The Career Center met its goal of making HD101 class visits to the Palmdale Center. The Career Center hosted an in-person event (Careers in Mental Health) at the Lancaster campus that was not attended by any students despite having 21 RSVPs. A goal for 2025-2026 is to try to engage students with in-person workshops/events. As of Fall 2025, the Career Center has met its goals of hiring an adjunct counselor and assigning a full-time counselor one day per week each so that services may be expanded. A continued 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 well as explore adopting other assessments such as the CliftonStrengths for Students.

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, community building, and a confidential and supportive environment. Currently, there is one adjunct counselor serving our undocumented students and supporting the Dreamers Center's efforts in collaboration with the Program Specialist and Peer Mentors.

The Dreamers Center contributes to the district's mission by helping prospective and returning students enroll at AVC. The center is designed to engage current students, K-12 students, staff, faculty, and community members, promoting enrollment and student success. The center has collaborated with various campus-wide initiatives, objectives, and offices, including EOPS, Equity, Financial Aid, Enrollment Services, Counseling, FYE/SYE, and the Puente Program, to impact enrollment, success, and retention.

Primary Services and Target Groups:
Undocumented Students:
- Application and enrollment assistance
- California Dream Act and AB540 guidance
- Academic counseling and educational planning
- Peer mentorship programs
- Know Your Rights workshops
- Immigration-based legal services through United Farm Workers (UFW) Foundation partnership
Campus Community:
- Professional development through Undocu-Ally training (40 faculty, staff, and community members participated in Fall 2024)

- Resource information and referral services
- Cultural awareness programming

Local Community:
- Community workshops and informational sessions
- Partnership with local organizations for support services

The Dreamers Center has established itself as a vital resource hub at Antelope Valley College, demonstrating significant achievements in supporting undocumented students through comprehensive services and innovative programming. The center's primary strength lies in creating a welcoming, supportive environment that combines practical assistance with emotional and academic support.

In Fall 2024, the Dreamers Center expanded its impact through events and professional development initiatives. A highlight of the semester was hosting renowned poet Yosimar Reyes, who led a series of powerful workshops, including a writing session, a presentation on *Joy and Courage for Communities of Color*, and a keynote address titled *Voices of Resilience*. Additionally, the Dreamers Center introduced an UndocuAlly Training, facilitated by Counselor Kimberly Castillo and Sociology Professor Carina Giorgi, to educate staff, faculty, and administrators about resources available to support undocumented students. The training engaged 40 faculty, staff, and community members, further strengthening our campus-wide network of support for undocumented students.

The Dreamers Center's comprehensive support services continue to evolve to meet the diverse needs of our students. In partnership with the UFW Foundation, the Center provides **free immigration-based legal services,** addressing a vital need within our student community. Accessibility has been further enhanced through the development of a dedicated **Canvas platform**, where students can easily access essential resources such as counseling appointments, event information, and important college announcements. This digital integration complements our in-person services, ensuring that students have multiple, convenient pathways to receive the support they need.

Honors Counseling Services:

- The Honors Transfer Alliance Program (TAP) is a tailored initiative aimed at high-achieving and self-driven students who meet specific admission criteria. Honors TAP provides a valuable opportunity for these students to elevate their academic performance and readiness for transfer by engaging in challenging honors courses. Historically, participants in the honors program have shown remarkable success, frequently taking on leadership positions within both the campus and the broader community. This success can be attributed to their inherent motivation, the supportive collaborative learning environments, and the mentorship provided by honors professors, educators, and fellow students.
- While traditional transfer students face an average 20% admission rate, AVC Honors TAP Scholars achieve an impressive 60-70% acceptance rate. Students who complete five honors courses, maintain a 3.0+ GPA, and finish transfer major preparation earn the Honors TAP Certificate of Completion and potentially the UCLA & UCI TAP Certification. These certifications grant students priority consideration for transfer to top universities through transfer agreements established by the Honors Transfer Council of California (HTCC).
- For the 2024-2025 academic year, the program served about 250 active honors students. This number was achieved after auditing all students that were coded in honors and vetted if they were current, as defined by a student in the program who has taken an honors class within the academic year. Any student who did not meet this and/or has not attended AVC for an academic year was removed from the program to reflect more

accurate numbers. The Honors Program awarded Honors TAP Certificates of Completion and the designation of "Honors Scholar" to 45 students.

- For Fall 2025 transfer admissions, which encompasses 2024-2025 transfer students, 28 honors scholars were UCLA TAP Certified while 19 honors scholars were UCI TAP certified. The program has maintained a consistent 60-70% university acceptance rate to students' first choice university. These TAP certifications benefit honors scholars as their applications are given priority consideration for admission.
- Eight 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 at Antelope Valley College provides students with an academic and professional foundation to explore careers in law while strengthening critical thinking, analytical, and communication skills. Designed as an exploratory pathway, the program supports students preparing for transfer and demystifies the law school experience through exposure to diverse legal fields, speakers, and service-learning opportunities.
- In 2024, AVC was recognized with the Education Pipeline Award by California LAW Pathways at the Ninth Annual Pathway to Law Conference, honoring the college's commitment to expanding equitable access to legal education. Participation in the statewide California LAW Pathways network requires an annual $5,000 membership, which supports continued access to shared curriculum resources, statewide events, mentorship opportunities, and law school partnerships for our students.
- The program is guided by an interdisciplinary committee of faculty, counselors, administrators, and students, and is currently housed in the Social and Behavioral Sciences Division with counseling support.
- In Fall 2025, the current law scholars committee initiated a proposal to establish an Academic Senate Committee for the Pathway to Law School Program to formalize shared governance, ensure interdisciplinary collaboration, and strengthen program oversight. The proposed committee includes faculty from Administration of Justice, Political Science, English, Communication Studies, Paralegal Studies, and Counseling.
- This structure will provide faculty-led coordination for curriculum alignment, course sequencing, and statewide compliance with California LAW Pathway standards. It will also support equity-minded student engagement, data-driven program review, and sustainable partnerships with community and university stakeholders.
- The formation of this Senate committee represents a key milestone in institutionalizing the program's success and advancing AVC's mission to promote civic engagement, transfer, and professional excellence in legal education.
- In 2024–2025, the Law Scholars Program focused on targeted outreach and inreach efforts to increase its visibility across campus and strengthen student engagement.
- The Fall 2024 orientation welcomed 21 new prospective Law Scholars, with follow-up appointments provided to those unable to attend. The year culminated in an inspirational graduation ceremony at the Michael Antonovich Courthouse, celebrating 10 graduates alongside their families, faculty, and community partnership, a testament to AVC's ongoing dedication to educational equity and pathways to professional success.

Pathway to Law School, Pre-Law and Legal Careers Certificate (pending – effective 26-27 if approved)

Antelope Valley College launched the *Certificate of Achievement in Pathway to Law School, Pre-Law and Legal Careers* to align with the statewide California LAW Pathway initiative and formalize the academic foundation of the Law Scholars Program. This new certificate strengthens equitable access to legal education by providing a structured, transfer-aligned curriculum that meets the seven Cal LAW "success factor" courses plus an additional Criminology requirement. The inclusion of a 20-hour service-learning component connects academic preparation with civic engagement and professional development. The certificate also stacks into AVC's existing degrees in Administration of Justice, Paralegal Studies, Political Science, Law, Public Policy, and Society, enhancing student transfer and career readiness in law and related disciplines.

Future Goals:

- Looking ahead, the Law Scholars Program will focus on sustaining and expanding its impact through strategic partnerships, equity-driven outreach, and program sustainability. The immediate goal is to formalize the Law Scholars Committee through Academic Senate approval to ensure consistent faculty representation, shared governance, and long-term program continuity.
- To maintain participation in California LAW Pathways, the program will secure ongoing funding for the $5,000 annual membership, exploring institutional support and potential partnerships with local foundations and legal organizations. Efforts will also focus on expanding collaboration with equity programs such as UMOJA, Dreamers, and Puente, to increase access for historically underrepresented students.
- Continued efforts will also focus on raising program visibility through enhanced marketing, updated digital materials, and a stronger presence at campus and community events.
- Additional goals include enhancing service-learning opportunities, peer mentoring network, developing transfer success tracking tools, and hosting career panels, courthouse visits, and law school preparation workshops to further strengthen the pre-law pipeline and student engagement.

Palmdale Center Counseling Services:

The Palmdale Center offers a wide range of counseling services, including support for OSD, CalWORKs, EOP&S, ESL, Honors TAP, R.I.S.E., Umoja, Transfer, Transcript Evaluation, SOAR High School, and General Counseling. The AVC Prison Program was reassigned and is now managed in the Social & Behavioral Sciences division. These services are designed to meet the diverse needs of students located in the southern region of the Antelope Valley.

- This marks the third year of SOAR High School Palmdale's operation—now officially established on location at the Palmdale Campus. SOAR High School students have their own dedicated building for high school courses within the same center as AVC Palmdale classes, allowing them to easily move between spaces and engage more fully in the campus community. The current cohort includes freshman, sophomore, and junior students.
- In Fall 2024, there were four sections of HD 101: *Human Development—College Life and Management* F2F and one hybrid section was offered at the Palmdale Center, serving both AVC and SOAR HS students. In Spring 2025, there were three sections of HD 101 F2F.
- The Palmdale Counseling team consists of one full-time Counselor, one full-time Educational Advisor, and four part-time Adjunct Counselors, ensuring counseling availability Monday through Friday. During the 2024–2025 academic year, the Palmdale Counseling team served 575 students in Fall 2024 (+170), 366 students in Intersession 2025 (+366), 607 students in Spring 2025 (+18), and 469 students in Summer 2025 (+69). This is a grand total of 2, 017 students served (with an increase of 623 students from the 2023-2024 academic year). Note: 2024-2025 academic year marks the first return of the Intersession term.

- The Education Advisor of Palmdale organized and offered Transfer Center services on site which included in person workshops, meetings with university representatives, and Transfer Center specific walk ins
- While Palmdale students have access to most of the services available at the Lancaster campus, Financial Aid and Veterans Services remain unavailable onsite. Students in need of these resources are referred to the main Lancaster campus for assistance. In addition to the 2024-2025 academic year, two Adjunct Counselors were reassigned to the Lancaster campus (to EOP&S/CARE Counseling and Health & Safety Sciences Counseling), leaving the Palmdale Center without replacements, which has impacted the local service capacity that was achieved in previous years.

<u>Puente Program:</u>

- 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 Puente Project is a cohort program where undergraduate, typically first-year students, are required to take four classes together and have an option to take a fifth class as part of the cohort. Students are required to enroll in the Fall 2024 and Spring 2025 Semesters taking ENGL 101, Math 115, and HD 101 in the Fall and Engl 102 and ETHN 111 in the semester.
- Students are enrolled and categorized into one of three phases:
- Phase 01 – first semester
  - Fall 2024: 32 students
- Phase 02 – second semester
  - Spring 2025: 32 students
- Phase 03 – third semester and on
  - Fall 2024: 39 students
  - Spring 2025: 38 students (one student graduated in Fall 2024)
- The program co-coordinators include counselors, May Sanicolas and Kimberly Castillo, an English instructor, and a math instructor.
- 14 phase 03 students graduated in Fall and Spring of AY24-25 across multiple majors, 11 of the 13 students applied and were accepted to various universities for AY25-26
- Puente continues to uphold and maintain the state Puente standards and requirements by hosting mandatory events for students
  - Fall 2024 Semester
    - Almuerzo de Conocimiento
    - Mentor Mixer
    - Noche de Familia
    - Transfer Motivational Conference and campus tour/cultural trips
      - AVC Puente visited CSU San Marcos, Centro Cultural de la Raza, and UC San Diego
      - Students were treated to the opening exhibit for a local San Diego artist who spoke about his work and shared his experiences being Chicano from Barrio Logan.
  - Spring 2025 Semester
    - Mentor Social

- Hosted by Profa. Carla Corona, professor of Theatre from AVC
  - Southern California University Tour – co-hosted with MESA
    - CSU Channel Islands and UC Santa Barbara. Students were introduced to campus life in Ventura and Santa Barbara counties. Admissions presentations were provided, and MESA at UC Santa Barbara shared their experiences with AVC's lower-division students.

Umoja Program:

CCCCO'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)
- By the end of the 2024/25 academic year, over 300 students were active participants of the AVC Umoja Community, as demonstrated by their completion of the three-step Umoja application process. Under Vejea and Kristal's coordination, Umoja students could achieve priority registration by meeting with an Umoja counselor once per semester and attending at least two Umoja events per semester.
- Vejea and Kristal hosted three Umoja events every month during the 2024/25 academic year and encouraged our Umoja students to attend Transfer Center workshops, and Career Center workshops to satisfy their Umoja priority registration requirements.
- In the 2024/25 academic year, seven AVC counselors served our Umoja students, including Kristal. The other six counselors are embedded in other Counseling departments (e.g. Honors, RISE, Puente, EOPS) in order to help maximize our Umoja students' time by allowing them to satisfy two program meeting requirements in one meeting.

Rising Scholars:

- Our Rising Scholars program serves approximately 220 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.
- During the 2024–2025 academic year, 15 students graduated. The program provides strategic education planning enabling students to complete both the LA Social and Behavioral Sciences (LASB) and History AA-T degrees simultaneously. The AA-T in Communications degree is emerging again, but more communications classes need to be offered.
- 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.

- Many students also enroll in correspondence courses at other community colleges, requiring ongoing transcript evaluations.
- 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.
- The Counseling Department is currently in discussions to begin offering counseling services at the prison campus in the near future. Approval has been granted for up to three visits per month during each semester.
- Orienations days have been presented where students meet faculty, library tutors, staff, and receive educational planning from a counselor. Other topics include enrollment, class environment, counseling, and classroom environment.

<u>SOAR Counseling Services:</u>

Students On Academic Rise (SOAR) exists essentially as an early college-going 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 primarily for underrepresented students evidencing high potential but low performance in the traditional education 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 CalGETC pathway toward transfer. AVC counselors work with students to provide degree-focused coursework recommendations as well as major prep suggestions tailored to meet student needs specific to present educational and future career choices. Students may earn one or more degrees and CalGETC general education certification while at the same time earning credit toward high school graduation. Since 2022, SOAR graduation rates have held firm at 100%, with the rate of students graduating and earning an associate degree increasing steadily from 67% to 82% in 2025.
- An additional SOAR campus opened on the AVC Palmdale Center site for the 2022-2023 school year housing approximately 100 Freshmen students and has grown to over 280 attendees by including a new class of learners each Fall.
- AVC SOAR counselors supplemented existing services beginning in 2020 by offering dedicated online counseling during specified hours and flexing times for students as needed. Senior morning walk–in hours have recently been added as well, providing fourth-year students an avenue to obtain quick question answers and resources with very little wait time.
- AVC SOAR counselors, in alliance with SOAR high school counselors, contact academically at-risk students to essentially provide R.I.S.E. (Reflect, Improve, Succeed, Excel) services/resources as required.
- In a new collaboration with SOAR high school counseling staff, beginning Summer 2025, counselors launched Senior Summer Grad-Check Week. Every SOAR Senior was invited to schedule a multi-session/in-person appointment with an AVC counselor leading directly into a second appointment with their SOAR high school counselor. Over one hundred thirty-five SOAR Seniors met with both an AVC and SOAR counselor this week (over 270 appointments).
- Presently, AVC counselors devote time to SOAR responsibilities integrated with other tasks. Currently under consideration, there have been

significant reductions in dedicated SOAR counseling hours beginning in the 2023/2024 academic year and occurring again each year since, up to the present.

TAPP (Teacher Accelerated Preparation Program)

- The grant-funded TAPP program had one designated full-time counselor, who started in this position during the 2023-24 academic year. This grant-funded position ended at the beginning of the 2025-2026 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 was to provide one-on-one counseling services for students who are interested or who were seeking a teaching profession. Beyond counseling appointments, the TAPP counselor provided several campus-wide workshops that explore the teaching profession in depth (job market, pay, education requirements, etc.) There were also multiple full day conferences that the counselor presented at. Presentations were provided for students as well as teachers seeking professional development.
- At this point, TAPP has 248 members. Membership is defined as any person 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 two years, 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 were also made with local high schools to build better relations and awareness.

Transfer Center:

- The Transfer Center (TC) at AVC plays a pivotal role in advancing the college's mission to support student achievement and equitable access to higher education. In alignment with the CCCCO Vision for Success 2030 and the mandates outlined in Title 5 §51027, the TC provides comprehensive services that guide students through the transfer process and promote successful transition to four-year institutions. All students who declare majors other than those considered workforce development are provided with information that pertains to transfer readiness.
- Title 5 §51027 requires each CCC district governing board to "adopt and implement a transfer center plan" that includes services, staffing, and activities designed to increase the transfer rate of underrepresented students. In compliance with this regulation, AVC's Transfer Center is staffed by a Transfer Center Coordinator. One Education Advisor and one Counselor are assigned 20% of their time to assist with Transfer Center activities. This staffing structure reflects a recent shift in personnel, and the 2024–2025 academic year represents a period of transition and capacity-building as the team adapts to new roles and responsibilities.
- One of the TC's core offerings is a robust calendar of Transfer Information Sessions, specific to transfer readiness topics. Additionally, at least 10 CSU and UC application workshops are facilitated between October and November annually. Another 10 application workshops assist students with the University of California (UC) Transfer Admission Guarantee (TAG), Spring admissions cycles held between May and September. These sessions are primarily delivered via Zoom, ensuring equitable access for students regardless of their location, work schedule,

or personal obligations. The virtual format has proven especially effective in reaching nontraditional and part-time students, aligning with CCCCO's equity goals and the Vision for Success 2030 commitment to closing achievement gaps.

- The TC also facilitates direct engagement with university representatives, providing students with personalized opportunities to explore transfer options, clarify admissions requirements, and build relationships with transfer institutions. AVC hosts representatives from CSU Bakersfield–AV and CSU Northridge on a regular basis, while other institutions, including CSU Channel Islands, California Baptist University, Grand Canyon University, UCLA, and UCSB, offer virtual one-on-one appointments. The TC ensures that visiting representatives have access to the necessary space, technology, and clerical support to conduct productive sessions with students.

- In Summer and Fall 2024, the TC partnered with CSU Northridge and CSU Channel Islands to host three On-Site Admission Days, allowing students to apply and receive conditional admission decisions on the spot. Both institutions have committed to continuing this initiative for Fall 2025 admissions, further expanding access, and reducing barriers to transfer.

- The AVC Transfer Fair, revitalized in Fall 2024, brought together 32 universities from across the country to showcase their programs and connect with 316 AVC students in one day. This event is a cornerstone of the TC's outreach strategy, offering students a one-stop opportunity to explore a wide range of transfer pathways and engage directly with institutional representatives.

- To support ongoing student engagement, the TC maintains a comprehensive Canvas course that houses up-to-date transfer information, workshop schedules, and university event announcements. Regular communications through Canvas ensure that students are consistently informed about upcoming opportunities and deadlines, reinforcing a culture of transfer readiness. Currently, there are almost 4,500 students enrolled in the Transfer Center Canvas course.

- In sum, the Transfer Center at AVC exemplifies the intent of AVC's Mission, Vision for Success 2030, and Title 5 §51027 by providing targeted, equity-minded services that promote transfer awareness, preparation, and success. Through personalized counseling, strategic partnerships, and innovative outreach, the TC empowers students to navigate the transfer process with confidence and clarity, ultimately supporting AVC's broader goals of student completion, equity, and upward mobility.

Veterans Counseling Services:

During the 2024-2025 academic year, AVC had a self-identified head count of 227 veterans and 127 dependents, with 354 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 are two (2) designated veteran's counselors 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) withing 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.

Embedded Counseling Services:

In addition to our counselors serving specialized student populations all year long (i.e. Nursing, Athletes, Veterans, Rising Scholars, Academic Guidance, Palmdale Center), our entire Lancaster general counseling department transitions into embedded counseling by major during the Fall and Spring semesters. This counseling structure is in response to the future development of Guided Pathways Success Teams.

In Guided Pathways, counselors act as proactive guides, helping students select and stay on their chosen academic and career path through personalized academic, career, and personal support. Their role shifts from reactive to intrusive, meaning they actively monitor student progress and intervene early with support services, such as connecting students to resources, helping them register for classes, and dismantling systemic barriers to success.

- **Core counselor responsibilities**

  - **Path selection:** Assisting students in selecting an appropriate academic and career path that aligns with their goals.

  - **Resource connection:** Linking students to essential academic, financial, and social support services.

  - **Academic and career planning:** Providing comprehensive counseling on degree and vocational program planning, university transfer, and career decision-making.

  - **Completion support:** Working with returning students to help them stay on their path and complete their programs, including helping with course registration and reviewing grade reports.

  - **Systemic advocacy:** Working with administration to identify and remove systemic barriers that impede student success and advocating for policies and procedures that support student achievement.

  - **Skill development:** Helping students develop self-awareness, self-confidence, resilience, and future-ready skills.

  - **Integrated teamwork:** Counselors work as part of a larger team, collaborating with advisors, faculty, and other support staff to create a more coordinated and holistic student experience.

  - **Focus on retention:** A primary focus shifts to student retention by ensuring students stay on their path and complete their goals, as opposed to a more limited focus on initial onboarding.

Human Development (HD) Summary: (Tableau Public)

- **Sections and Course Offerings:**
 The Human Development (HD) program has experienced steady growth in course sections over the past three academic years, expanding from 76 sections in 2022–2023 to 92 sections in 2023–2024, and 93 sections in 2024–2025. This increase reflects responsiveness to student demand, including the addition of one new section of HD 101 in 2024–2025. Looking ahead, new and revised HD courses are scheduled for implementation in Fall 2026.
- **Enrollment Trends:**
 Enrollment in HD courses has consistently increased, rising from 1,460 enrollments in 2021–2022 to 2,266 in 2023–2024 and 2,425 in 2024–2025, marking an overall growth of 7.02%. This upward trend indicates sustained student interest and program vitality.
- **Course Modality:**
 Enrollment patterns across modalities show minor shifts. Online section enrollment increased slightly from 1,033 (2023–2024) to 1,034 (2024–2025), while in-person enrollment declined modestly from 1,149 to 1,122. The number of online sections also decreased slightly, from 1,110 to 1,034, reflecting adjustments to align offerings with student preferences and instructional capacity.
- **Success and Retention Rates:**
 Across modalities, HD courses maintain strong student outcomes. Average success rates are 73.0% for in-person and 71.76% for online courses. Notably, HD courses outperform the campus-wide average for in-person success (76.16% vs. 74.2%).
 In 2024–2025, retention rates remained high across formats, with in-person courses at 91.6% and online courses at 89.7%, demonstrating consistent student persistence.
- **Success and Retention by Ethnicity:**
 Among student groups, Black/African American students demonstrated continued engagement, with retention rates improving to 86.6% in 2024–2025 (down slightly from 84.6% in 2023–2024), and a success rate of 67.8%. Ongoing efforts to enhance targeted support have contributed to progress in student outcomes for this population.
 Hispanic/Latine students continue to excel, with retention at 92.6% and success at 78.7% in 2024–2025, exceeding the overall program averages.
- **Success and Retention by Gender:**
 Women consistently achieve higher outcomes than men, with average success rates of 79.5% and retention rates of 90.7% in 2024–2025.

Counseling Services Summary (Banner MIS)

Student Educational Planning (MIS Data) for 2024-25:
- CAS: The number of Counseling Advisement Services that did not include ed plan assistance was 13,884.
- ASEP: The number of Abbreviated Student Educational Plans created was 11,679.
- OSEP: The number of Student Educational Plan Updates was 10,025.
- CSEP: The number of New Comprehensive Student Educational Plans created was 5,718.
- **Total (CAS/ASEP/OSEP/CSEP): 41,306**

Number of Students Served *(unduplicated student count)* for 2024-25:
- Lancaster General Counseling: 12,607 students were served (up from 9,491 in 23-24).
- Palmdale Center: 2,017 students were served (up from 1,430 in 23-24).
- Career Center: 95 students were served (down from 110 in 23-24).
- **Total: 14,719**

During the 2024–2025 academic year, Counseling Services demonstrated a significant increase in both the number of students served and the volume of services provided. The total number of **unduplicated students served** increased by **3,688**, rising from **11,031 in 2023–2024** to **14,719 in 2024–2025**. This growth reflects a substantial expansion in student engagement with counseling resources.

Similarly, **Education Plan services** showed notable growth, increasing from **36,639 in 2022–2023** to **41,306 in 2024–2025**, representing an increase of **4,667** services provided. These upward trends collectively demonstrate enhanced accessibility, greater utilization of counseling services, and a sustained institutional commitment to promoting student achievement, retention, and overall well-being.

Annual Student Survey (Spring 2025, n=108)

Each academic year, the Counseling Division administers a campus-wide student survey to gather feedback on counseling services and to identify areas for improvement. The survey is designed to collect students' opinions, experiences, and recommendations related to academic, personal, and career counseling services.

For the 2024–2025 academic year, with the assistance of the Office of Institutional Research and the Marketing Department, the survey was distributed electronically via college email and promoted through the official Campus Update to ensure broad student participation. The survey period ran from April 7, 2025, through July 24, 2025, allowing ample time for students across all programs and modalities to provide input. The feedback collected through this annual process informs continuous improvement efforts, program planning, and service delivery enhancements within the Counseling Division. A total of 108 students participated.

List of survey questions:
Q1: In the past year, I have utilized the following academic counseling services at Antelope Valley College (check all that apply):
Q2: On a scale from 1 to 5, please rate the accessibility of counseling services at AVC.
Q3: I have met with a counselor to build my Student Education Plan (SEP)
Q4: After meeting with a counselor and building an SEP, I know what classes are needed to achieve my educational goal.
Q5: After meeting with a counselor, I enrolled or attempted to enroll in one or more classes that were recommended on my SEP.
Q6: I have not met with a counselor because (select all that apply):
Q7: How do you know what classes you need to take to achieve your educational goal?
Q8: I am aware of the following services offered by the AVC Counseling department (select all that apply):
Q9: Express Counseling (in-person or virtual online Cranium Cafe) helped to answer my academic concerns and questions.

Q10: Please explain how or why Express Counseling did not help to answer your concerns or questions.
Q11: An AVC counselor supported my efforts to achieve the following goals (select all that apply):
Q12: Speaking with a counselor helped me identify or resolve personal issues that may have interfered with my academic performance.
Q13: Have you ever received any of the following Career Counseling services? (Select all that apply)
Q14: How would you rate your satisfaction with Career Counseling Services?
Q15: Which of the following Career Counseling Services helped you identify your personal or educational goals? (Select all that apply)
Q16: Have you ever used the Transfer Center for any of the following services? (Select all that apply)
Q17: How would you rate your satisfaction with the following Transfer Center Services?
Q18: I have accessed the following online Transfer Center services (select all that apply):
Q19: What topics would you like the Transfer Center to cover in the future?
Q20: After discussing my English as a Second Language (ESL) needs with a counselor, I was able to select the appropriate ESL courses.
Q21: Which of the following time options best permits you to schedule a counseling appointment (Select all that apply):
Q22: What is your preferred mode of service?
Q23: On a scale from 1 to 5, please rate your overall level of satisfaction with the AVC counseling department.
Q24: What is the AVC counseling department doing well?
Q25: How can the AVC counseling department better serve your needs?

Based on the recent survey of students regarding academic counseling services, most students have actively utilized counseling options in the past year. Approximately 72% reported having scheduled appointments (online or in-person), while 52% used same-day walk-in counseling. The Express Counter service was used by 38%, and virtual express counseling by around 11%. Nearly 89% of respondents have met with a counselor to build their Student Education Plan (SEP), and a similar proportion (89%) feel confident about the classes needed to reach their educational goals after developing their SEP. Most students (92%) enrolled or attempted to enroll in classes recommended on their SEP.

For those who have not met with a counselor, common reasons include scheduling difficulties, busyness, and reliance on EduNav course recommendations. Among the respondents, 71% follow EduNav with counselor guidance to determine required classes, while 16% rely solely on EduNav independently. Awareness of counseling services is high, with approximately 80% of individuals knowing about same-day walk-in counseling and over 50% being aware of other service options, such as phone and virtual counseling.

Express Counseling received mixed feedback; 42% found it helpful for answering academic concerns, though some noted issues with response times and counselor availability. Counselors were instrumental in helping 73% of students select courses for their majors, and a significant portion also received support in transferring, choosing majors, and improving their GPAs. Satisfaction with career counseling services was generally positive, particularly regarding the selection of majors and career assessments.

Most students prefer in-person counseling (68%), though online and telephone options remain essential for others. Satisfaction with counseling services overall was rated as "very satisfied" or "somewhat satisfied" by over 70% of respondents. Students appreciated the personalized academic planning, accessibility, and helpfulness of the counseling staff. Suggestions for improvement included expanding appointment availability, improving follow-up, extending hours, enhancing communication, and offering additional workshops. Some students expressed concerns about inconsistent information and limited counselor availability, indicating areas for ongoing improvement.

Overall, student feedback was highly positive, with respondents expressing strong satisfaction with the professionalism, approachability, and helpfulness of counseling staff. Students particularly valued the ease of scheduling appointments and the clarity of academic and career guidance received. Areas identified for continued improvement included expanding appointment availability during peak registration periods, increasing outreach to online and part-time students, and providing additional workshops on transfer planning and stress management. The Counseling Division will use these findings to guide strategic planning, strengthen student engagement, and ensure equitable access to counseling services across all modalities.

We need to hire Full Time Counselors to improve and support student success and help close equity gaps.

Transfer:
• Implement a proactive approach to reach out to all transfer-intending students from DI populations • Embed transfer guidance into first-year courses • Expand transfer-focused programming across affinity groups ensuring underrepresented students see transfer as attainable and expected • Coordinate transfer-focused events, such as CSU/UC transfer days, alumni panels, and university site visits • Strengthen partnerships with CSU and UC campuses to remove confusion around transfer requirements • Increase capacity for transfer-focused counseling appointments and workshops and require regular advising check-ins for DI students

HD Courses:
An independent sample *t-test* was conducted to compare the success rates of students who took HD 101 and those who did not. It was hypothesized that there would be a difference in overall success for students taking HD 101, and students taking HD 101 would be more successful than those who did not take HD 101 (see data in Part 5).
To close equity gaps, we need to continue to increase the number of HD 101 sections for DE (Dual Enrollment).

Career
Offer career exploration and major workshops - regular classroom visits for HD courses and other disciplines as requested.

Student Survey:
- An overall theme with student concerns was the lack of appointment availability. To address this issue, we need to hire more FT Counselors and Adjunct Counselors to serve our campus community.
- Students noted wait time in Express Counseling. To address this and maintain express time to 5-10 min, we will limit the types of counseling services we offer at the Express Counter. Express is for quick questions and answers. All other questions should be conducted in a walk-in or appointment session. If appropriate, this will allow students to receive quick answers to general questions rather than waiting for an appointment.
- Students also noted that they need evening counseling services; from 6-8pm. Students do prefer In-Person services. To address this need, we will need to ensure coverage and counselor availability.

Interdepartmental Collaboration:
Collaborate with different areas in student services to streamline student onboarding process. Students are confused about the college process, often getting lost or confused on how or where to begin. To meet the students' needs, counseling can continue to collaborate with other student service areas to have a more streamlined process for better student engagement and retention.

⊄ 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)
No full-time Counselor for the Veterans Resource Center. This is an issue because we are not serving our student veterans in a timely manner. There are about 354 student veterans registered with our Veteran's office. Currently we have 2 adjuncts serving our Veteran's students; this model is inconsistent due to counselors not being fully assigned to the Veteran's Resource Center.	5
No full-time Counselor for the Career Center. Career Center currently has 2 counselors assigned for 1 day per week due to other duties. The goal is to hire an FT Career and Transfer Counselor so AVC can have a fully functioning career center and transfer center to address the needs and questions regarding career and transfer. This is a crucial component of counseling and retention efforts.	5
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 Math. They are also provided Counseling support and advising. Full-time counseling support is needed to support our Black/African American students and close our current equity gaps. Umoja currently is working with 1 adjunct counselor; this model is not efficient to assist in closing the equity gap for Black/African-American Students. Umoja needs a FT counselor and 1 adjunct counselor to be able to provide support and assist in closing retention and equity gaps.	5
	5

Not enough counseling hours are available weekly to meet the growing needs of our student population. New regulations, such as AB 928, 1705, and 1111, 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. Counseling supports many programs but often has limited hours for these programs. 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 to provide students with the workshops and support they need.	
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. 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. So, nothing works till Banner is accurate. More counseling hours are needed to review courses and datapoints in SHATATR.	5
	5

Bottom line: We need to hire full-time counselors.

One of the most significant challenges faced by the AVC Counseling Department over the past decade has been the difficulty in recruiting and retaining qualified counseling faculty. The department has consistently struggled to find qualified candidates for adjunct or part-time positions, having exhausted the available applicant pool year after year. The most experienced and qualified candidates typically seek full-time, tenure-track positions, making it increasingly difficult to maintain consistent staffing levels.

Compounding this issue, the department continues to lose full-time counselors to retirement without replacement, further reducing our capacity to serve students effectively. In addition, many of our trained adjunct counselors leave for full-time positions at other colleges. The amount of time and energy dedicated to recruiting, hiring, and training adjunct counseling faculty—only to lose them within a year—has placed a significant strain on the division's limited resources. This ongoing staffing instability directly impacts on our ability to meet student needs and sustain critical student success initiatives.

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.

Looking ahead, Counseling Services will continue to build on this positive momentum by expanding outreach efforts, integrating technology to streamline access, and strengthening partnerships with instructional and student support areas. These initiatives aim to ensure that all students receive timely, comprehensive, and equitable counseling support to foster their academic and personal success.

The continued growth in course offerings, enrollments, and student outcomes underscores the HD program's critical role in supporting student development and success. Moving forward, the program will focus on refining course modality balance to optimize access and engagement, expanding equity-based interventions to close outcome gaps among disproportionately impacted groups, and implementing the new and revised HD curriculum in Fall 2026. These efforts aim to further strengthen instructional quality, enhance student learning experiences, and sustain the program's positive trajectory.

Collaborate and contribute towards the goals of AVC's 2025-28 Student Equity Plan
  I.   Goal 1. Increase enrollment of Black or African American females to PPG-1, or less than -3.6%.
  II. Goal 2. Increase percentage of Black or African American males completing transfer-level math and English in the first year to close the 12.8% equity gap identified in 2020-2021; Increase percentage of Hispanic/Latinx males completing transfer-level math and English in the first year to eradicate the disproportionate impact gap. SEAP
  III. Goal 3. Increase the retention rate of Black or African American males from primary term to secondary term to close the equity gap to less than 4%; Increase the retention rate of Veteran males from primary term to secondary term to >60%. SEAP
  IV. Goal 4. Increase the completion rate of Black or African American males by more than 4%, thereby closing the equity gap in completion for this group by 10% or more. SEAP

V.   Goal 5. Increase the transfer rate for Black or African American males to eradicate disproportionate impact gap; Increase the transfer rate for Hispanic/Latinx males to eradicate disproportionate impact gap by 2025-2026.

Gather data the following data on Education Plans:
- Number and Percentage of students who received a comprehensive ed plan by the end of the first primary term.
- Number and Percentage of students who received a comprehensive ed plan by the end of the first academic year.

Recruit and Hire Counseling Faculty and Staff to serve the needs of Vision 2030's Equity Alignment & Coordination efforts for the following:
• Students with Disabilities
• Extended Opportunity Programs and Services (EOPS)/CalWORKs
• NextUp/Foster Youth
• Programs for Veterans (VRCs)
• Justice-Impacted Students
• Low-income Adults
• Credit for Prior Learning
• Strong Workforce Program/Perkins
• Transfer Initiatives
• Dual Enrollment
• Collaborations with CTE Programs
• HBCU Tours
• Guided pathways
• EduNav implementation
• HS Bridge Counseling/Outreach
• Collaboration with Clubs and Programs
• Interdepartmental collaboration
• Staff/Faculty PD – Growth Mindset, Cultural Competence
• 15 to Finish Campaign
• Cohort models
• Refinement of student services programs
• Promote ADTs

EduNav, DegreeWorks, and BrainWare (continued):
EduNav the registration and student planning tool that all AVC students use to register for courses was designed to work with an integrated degree audit system. Counselors continue to work closely with IT to help correct EduNav's inconsistencies, incorrect planning and course recommendations, etc.
The District has purchased DegreeWorks to serve as a degree audit tool which can then feed EduNav correct catalog and Banner information (SHATATR).
For 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 with valid and reliable data. 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. Counseling has dedicated hundreds of hours towards this project, and counselors will continue to take on a primary role in these efforts.

A work SHATATR workgroup was formed and the plan to review all courses and their attributes (~65,000 data points) began in late Spring 2025. 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 3.5 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 in preparation for full implementation of DegreeWorks. Without the hiring of more counselors, it was calculated in a SHATATR workgroup meeting that at our current pace it will take years to finish this work.

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 (continued):
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. Collaboration with Academic Areas of Study Faculty is essential for this process to be a success.

Human Development Certificates and CalGetc:
Counseling has a goal to develop local non-credit student success certificates and courses that fulfill CalGetc general education.

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 with the support needed for early major and career exploration for all students via workshops, assessments, classroom visits, etc. (faculty and staff hiring needed; 1 FT Counselor Dedicated to Career Center Counseling).
- Expansion of the Career Center to provide students with the support needed to get them on the most efficient path to completion and transfer. (faculty and staff hiring needed)
- Hiring enough counselors to meet the demands for counseling services, collaborative projects, and dual enrollment.

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%), often reaching the ~82-100% 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
Program Mapper	Not yet completed; In progress of assigning counselors to work on creating maps for every program.
To increase student retention and completion rates by providing ALL students with accurate individualized education plans with the implementation of a degree audit system, Degree Works.	Comprehensive ed plans have increased from 36000 to 41000 plus. AVC does not have a degree audit program yet. This is being addressed operationally with leadership.
Up-front transcript evaluations. A 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 counselor. Transferable courses be sent to Enrollment services to be placed on student transcripts.	Ongoing initiative. Need more counselors to be able to implement this initiative and collaborate with other departments, specifically Enrollment Services and IT.
In collaboration with Guided Pathways, assign teams of counselors and/or advisors and clerical support to each academic division and/or area of study.	Counselors are embedded in each academic discipline. We have assigned counselors to the Guided Pathway Committee.
Increase the number of HD 101 sections for SOAR, Dual Enrollment, Umoja, and Puente	Ongoing Collaboration with AVUHS to increase HD 101 DE offerings. Umoja and Puente HD 101 have remained steady and have been successful in maintaining enrollment.

Part 3. Based on Part 2 above, please list program/area goals:								
Program /Area Goal #	**Goal Supports which:**				**ESP Goal**	**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)	**Primarily Supported:**			
#1	ILO 4. Career and Specialized Knowledge	Students will be able to access and utilize available counseling support services to increase their knowledge, awareness and skills in order to achieve their personal, academic and career goals.	1. Students will identify appropriate educational, personal and career goals. 2. Each student will demonstrate knowledge of AVC's educational curriculum to support their goals toward degree, certificate and/or transfer requirements.	001 and 002	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	Students will be able to access and utilize available counseling support services to increase their knowledge, awareness, and skills in order to achieve their personal, academic and career goals.	1. Students will identify appropriate educational, personal and career goals. 2. Each student will demonstrate knowledge of AVC's educational curriculum to support their goals toward degree, certificate and/or transfer requirements.	001 and 002	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 program maps.	The implementation of Map programmer	Students will have access to view their major program mapper online.
#3	ILO 4. Career and Specialized	Students will be able to access and utilize available counseling support services to increase their knowledge,	1. Students will identify appropriate educational, personal and career goals.	001 and 002	Goal #1 Service: Realign college policies, practices, and processes to	To increase student retention and completion rates by providing ALL students with	Up-front transcript evaluations. List of students in need of transcript evaluations will be pulled, all	Students will receive credit for transfer courses and exams so that EduNav/ Degree Works does not plan

| Knowledge | awareness and skills in order to achieve their personal, academic and career goals. | 2. Each student will demonstrate knowledge of AVC's educational curriculum to support their goals toward degree, certificate and/or transfer requirements. | | remove barriers and to become more effective, efficient, and responsive to students, employees, and the community. | accurate individualized education plans. | students in need of transcript evaluations will be contacted to meet with a counselor. Transferable courses be sent to Enrollment services to be placed on student transcript. | repeat courses already completed |

**If applicable for instructional areas

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)						
Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, ($)	One-Time or Recurring Cost, ($)	Contact's Name
Faculty	Five (5) Full-Time Counselors for HD instruction, non-instructional general counseling, and campus-wide student services initiatives (EduNav, CVC, CPOS, DegreeWorks, Guided Pathways, Transfer).	ILO 4 : Goals 1,2,3	Repeat	$425,000 is needed to hire and maintain 5 FT Counselors. This is based at the lowest pay scale.	Recurring	Carlos Rosas Carlos.rosas@avc.edu
Faculty	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	ILO 4: Goal 1	Repeat	90,000 is needed to maintain an FT counselor; this is based at the lowest pay scale.	Recurring	Carlos Rosas Carlos.rosas@avc.edu
Faculty	The Veterans Resource Center needs a FT Counselor	ILO 4: Goal 1	Repeat	90,000 is needed to maintain an FT counselor; this is based at the lowest pay scale.	Recurring	Carlos Rosas Carlos.rosas@avc.edu
Faculty	The Career Center needs a FT Counselor	ILO 4: Goal 1,2	Repeat	90,000 is needed to maintain an FT counselor; this is	Recurring	Carlos Rosas Carlos.rosas@avc.edu

				based at the lowest pay scale.		
Faculty	Adjunct Counselors equivalent to 150 hours/week to assist with SHATATR Clean up, upfront transcript evaluations, and non-instructional counseling.	ILO 4 : Goals 1,2,3	Repeat	$150,000	Recurring	Carlos Rosas Carlos.rosas@avc.edu
Classified Staff	Five (5) Full-Time Education Advisors for Embedded Areas of Study.	ILO 4 : Goals 1,2	Repeat	$300,000	Recurring	Carlos Rosas Carlos.rosas@avc.edu

HD COURSES: (Independent Study)

ARE STUDENTS WHO TAKE HD 101 AT AVC MORE SUCCESSFUL THAN THOSE WHO DO NOT?

The answer is YES. An independent sample *t-test* was conducted to compare the success rates of students who took HD 101 and those who did not. It was hypothesized that there would be a difference in overall success for students taking HD 101, and students taking HD 101 would be more successful than those who did not take HD 101.

All Courses

Overall Success Rates for Students Who Have Taken HD 101 vs. Those Who Have Not

Academic Year	Did not take HD 101	Took HD 101
2019-2020	73%	76%
2020-2021	75%	76%
2021-2022	72%	74%
2022-2023	72%	75%
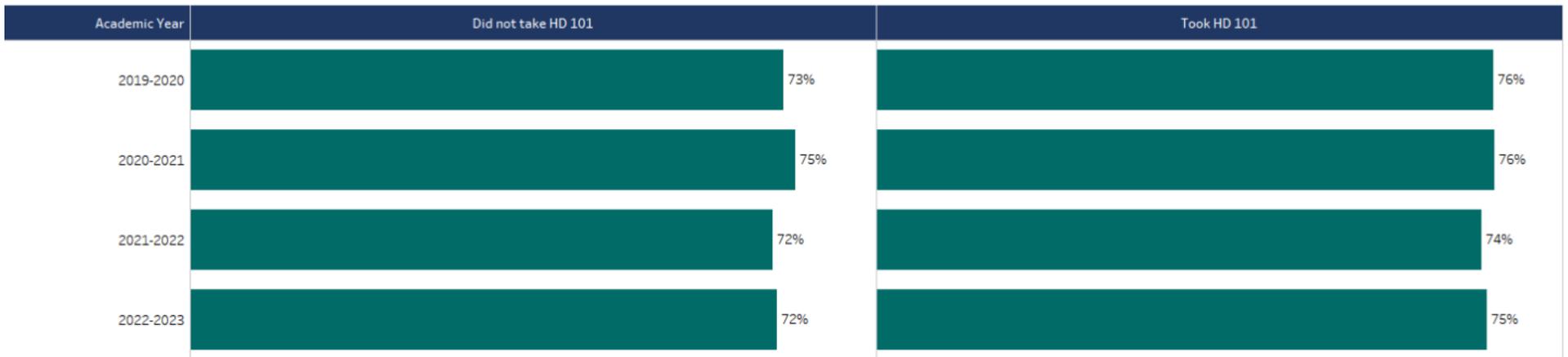
Overall, students who took HD 101 did slightly better than those who did not. Students who took HD 101 had an average success rate of 75% over 4 years compared to students who did not take HD 101 who had an average success rate of 72%. The results of the t-test showed a significant difference in students' success when taking HD 101 compared to not taking HD 101, $t = -13.35$ (296,997), $p < .001$. Therefore, the hypothesis that there is a difference in success for students taking HD 101 compared to students who did not take HD 101 is supported. See the t-test results below.

Group Statistics

	Hd 101	N	Mean	Std. Deviation	Std. Error Mean
Success	Did not take HD 101	219286	.72	.448	.001
	Took HD 101	77713	.75	.435	.002

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means							
						Significance				95% Confidence Interval of the Difference	
		F	Sig.	t	df	One-Sided p	Two-Sided p	Mean Difference	Std. Error Difference	Lower	Upper
Success	Equal variances assumed	750.172	<.001	-13.347	296997	<.001	<.001	-.025	.002	-.028	-.021
	Equal variances not assumed			-13.538	140135.874	<.001	<.001	-.025	.002	-.028	-.021

[Text Wrapping Break]

HD COURSES: (Tableau Public)

HD : Enrollments, # of Sections, Retention and Success

Academic Year	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2022-2023	76	1,744	1,625	90.5%	75.2%
2023-2024	92	2,266	2,167	90.1%	75.0%
2024-2025	93	2,425	2,141	90.7%	77.4%

HD: Enrollments, Number of Sections, Retention and Success by Modality

Academic Year	Modality	# of Sections	Enrollment (Dupl.)	Headcount (Undupl.)	Retention Rate	Success Rate
2022-2023	In-Person	32	879	844	95.8%	78.4%
	Online	44	865	795	85.2%	72.1%
2023-2024	In-Person	44	1,156	1,149	92.5%	78.9%
	Online	48	1,110	1,033	87.7%	70.9%
2024-2025	In-Person	43	1,328	1,122	91.6%	78.9%
	Online	50	1,097	1,034	89.7%	75.5%

Program Awards: AA-T English, English - Non Transfer, English - Transfer

Award Type	Academic Year	Value
	2021-2022	37
	2022-2023	35
AA-T/AS-T	2023-2024	21
	2024-2025	22

Click for Fill Rates

Grade Distribution for HD

Academic Year	A	B	C	D	F	W
2022-2023	44%	20%	12%	4%	11%	9%
2023-2024	42%	20%	13%	4%	11%	10%
2024-2025	44%	20%	13%	4%	9%	9%

Fall Terms

Classroom Teaching FTEF in HD

	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Part-time FTEF	1.99	1.90	2.21	3.61	5.10
Full-time FTEF	0.60	1.00	1.00	1.00	0.80
Overload FTEF	2.89	2.68	2.88	2.98	3.18
Grand Total	5.48	5.58	6.08	7.59	9.09
FTES	73	65	77	98	101
FTES/FTEF Ratio	13	12	13	13	11
WSCH/FTEF Ratio	400	348	378	388	332
WSCH	2,193	1,942	2,302	2,941	3,018

Click for FTES

AVC Total Retention and Success are shown in vertical | HD Success Rate is Green |

When the success rate for a subgroup is **at least 3 percentage points lower** than the overall average success rate for the selected subject, that subgroup is considered to be experiencing **Disproportionate Impact (DI)** under the **PPG methodology**. DI and the number of successful course completers needed to close equity gap are noted along "red" bars. Tooltip contains disaggregation by gender.

To estimate the number of additional successful completers needed to close the equity gap, multiply the **subgroup enrollment** by the **size of the DI gap** (i.e., the difference between the average rate and the subgroup rate).

HD Enrollment, Retention & Success for by Race/Ethnicity (if greater than 5)

Race/Ethnicity	Year	Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Black/African American	2022-2023	356	82.6%	61.2%	-14.0% Equity Gap | 50 Successful Completio...
	2023-2024	442	84.6%	62.0%	-13.0% Equity Gap | 57 Successful Completio...
	2024-2025	432	86.6%	67.8%	-9.5% Equity Gap | 41 Successful Completion...
Hispanic/Latine	2022-2023	1,054	92.6%	78.5%	
	2023-2024	1,427	91.5%	78.3%	
	2024-2025	1,551	91.6%	78.7%	
Two or more	2022-2023	74	89.2%	67.6%	-7.7% Equity Gap | 6 Successful Completion n...
	2023-2024	98	89.8%	73.5%	
	2024-2025	89	94.4%	85.4%	
Unknown/Masked	2022-2023	69	89.9%	76.8%	
	2023-2024	82	93.9%	86.6%	
	2024-2025	93	93.5%	87.1%	
White	2022-2023	191	94.8%	85.9%	
	2023-2024	217	91.2%	76.0%	
	2024-2025	260	90.4%	79.2%	

HD Enrollment, Retention & Success for by Gender (if greater than 5)

Gender	Year	Enrollment (if N > 5)	Retention Rate	Success Rate	DI & N of Completions to Close Gap
Men	2022-2023	709	90.4%	71.4%	-3.8% Equity Gap : 27 Successful Completion...
	2023-2024	950	88.6%	71.3%	-3.7% Equity Gap : 35 Successful Completion...
	2024-2025	1,017	90.5%	74.5%	
Women	2022-2023	1,001	90.4%	77.5%	
	2023-2024	1,274	91.3%	77.6%	
	2024-2025	1,351	90.7%	79.5%	
Unknown/Masked	2022-2023	34	97.1%	88.2%	
	2023-2024	42	88.1%	81.0%	

g e

Counseling Data Cranium Cafe

Cranium Information 2024-2025

Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Total
Video Meetings	942	535	833	628	2938
Chats	102	71	142	0	315
In Office Meetings	3120	936	2214	1308	7578
Phone	425	122	209	109	865

Career Center

Erin Traynor Data

Term	CAS	CIPA
Fall 2024	265	40
Intersession 2025	107	10
Spring 2025	190	33
Summer 2025	71	12
	95	15.42% of appointments

SARS Attendance Summary Report

Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Total AY
Appointments - Attended	266	101	177	72	616
Drop Ins	3	5	12	0	
Appointments - Unmarked	0	0	0	0	
Appointments - Not Attended	14	4	13	5	36
Appointments - Cancelled	11	7	18	1	
Appointment Slots Unfilled	108	76	135	56	5.84% no show rate

Cranium Café Data

Term	In Person	Online	Phone	Total AY
Fall 2024	173	52	55	280
Intersession 2025	60	20	24	104
Spring 2025	114	48	27	189
Summer 2025	44	22	11	77

General Counseling Data

SARS Unduplicated Student Count

Term	Lancaster	Athletes	CTE	Total	
Fall 2024	3722	228	413	4363	
Intersession 2025	1691	89	76	1856	
Spring 2025	3727	209	181	4117	
Summer 2025	2032	135	104	2271	

SARS Attendance Summary Report -Lancaster incl. Athletes &

TYPE	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
Appointments - Attended	2402	776	1646	995	5819
Drop Ins	2387	1088	3172	1340	7987
Appointments - Unmarked	6	0	0	1	7
Appointments - Not Attended	654	232	446	381	1713
Appointments - Cancelled	376	97	254	171	898
Appointment Slots Unfilled	1966	418	2464	383	5231

ED PLANS MIS Lancaster

CSEP	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
ASEP	4749	656	3315	612	9332
CSEP	1748	587	1213	752	4300
OSEP	2400	921	3068	1154	7543
NSEP (Non-Credit ED Plan)	0	0	1	0	1

CAS MIS Lancaster

Service Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
CAS	4447	1860	3015	1753	11075
NCAS (Non-Credit CAS)	0	0	0	0	0

General Counseling Data Palmdale

SARS Unduplicated Student Count

Term	Palmdale
Fall 2024	575
Intersession 2025	366
Spring 2025	607
Summer 2025	469

SARS Attendance Summary Report - Palmdale

TYPE	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
Appointments - Attended	541	253	480	348	1622
Drop Ins	156	152	229	168	705
Appointments - Unmarked	2	0	0	0	2
Appointments - Not Attended	150	85	115	115	465
Appointments - Cancelled	64	18	64	21	167
Appointment Slots Unfilled	1268	146	856	128	2398

ED PLANS MIS Palmdale (does not include counselors services CWS, EOPS, OSD, RISE, STAR, Transfer)

CSEP	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
ASEP	689	55	325	50	1119
CSEP	191	87	158	179	615
OSEP	383	199	361	198	1141
NSEP (Non-Credit ED Plan)	1	0	0	0	1

CAS MIS Palmdale (does not include counselors services CWS, EOPS, OSD, RISE, STAR, Transfer)

Service Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
CAS	324	137	283	125	869

RISE

SARS Unduplicated Student Count

Term	RISE
Fall 2024	515
Intersession 2025	253
Spring 2025	627
Summer 2025	345

PROB CREDIT	Fall 2024	Intersession 2025	Spring 2025	Summer 2025
DSP	141	247	118	277
PSP	230	687	157	520

SARS Attendance Summary Report - PRIDE

Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
Appointments - Attended	528	216	605	334	1683
Drop Ins	8	35	86	14	143
Appointments - Unmarked	1	0	0	0	1
Appointments - Not Attended	227	79	307	93	706
Appointments - Cancelled	47	10	32	7	96
Appointment Slots Unfilled	272	66	121	107	566

Status	Fall 2024	Spring 2025
Level 1	1031	849
L1 > 2.0	0	0
Level 2	346	430
L2 > 2.0	0	0
Level 3	289	254
L3 > 2.0	0	0
Prior to Good	275	349
PtG < 2.0	0	0
GG_Progress Issues	0	0
GG < 2.0	12	4

CAS MIS Lancaster

Service Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
CAS	372	143	430	260	1205

ED PLANS MIS Transfer

ED PLAN TYPE	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
ASEP	423	26	570	89	1108
CSEP	274	103	233	166	776
OSEP	346	150	554	166	1216

Transfer Center

SARS Unduplicated Student Count

Term	Students Served
Fall 2024	0
Intersession 2025	0
Spring 2025	0
Summer 2025	0

General Attendance Summary Report SARS Individual

Appointmen Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
Appointments - Attended Individual	0	0	0	0	0
Drop Ins	0	0	0	0	0
Appointments - Unmarked	0	0	0	0	0
Appointments - Not Attended	0	0	0	0	0
Appointments - Cancelled	0	0	0	0	0
Appointment Slots Unfilled	0	0	0	0	0

CAS MIS Transfer

Service Type	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
CAS	316	7	281	131	735

ED PLANS MIS Transfer

ED PLAN TYPE	Fall 2024	Intersession 2025	Spring 2025	Summer 2025	Totals
ASEP	3	0	106	11	120
CSEP	2	0	15	10	27
OSEP	4	0	102	19	125

Spring 2025 Counseling Survey

Q1 In the past year, I have utilized the following academic counseling services at Antelope Valley College (check all that apply):

Answered: 108   Skipped: 6
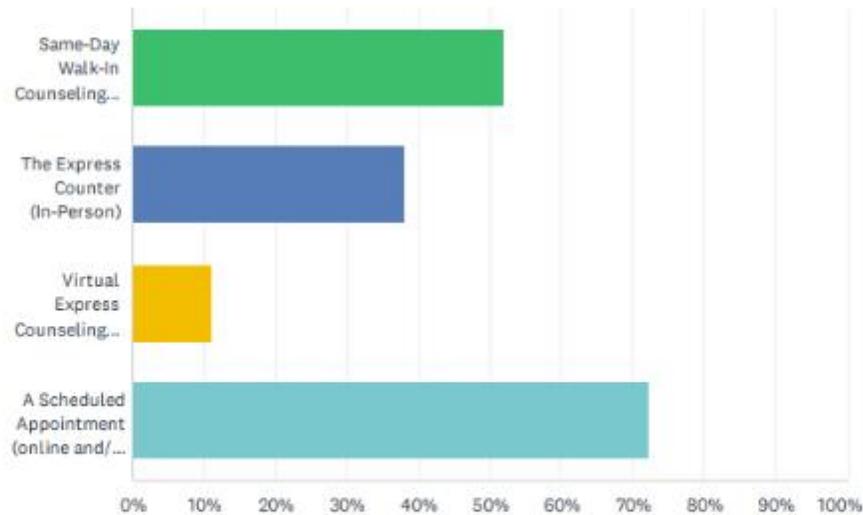
ANSWER CHOICES	RESPONSES	
Same-Day Walk-In Counseling (In-Person)	51.85%	56
The Express Counter (In-Person)	37.96%	41
Virtual Express Counseling (Cranium Café)	11.11%	12
A Scheduled Appointment (online and/or in-person; scheduled in advance)	72.22%	78
Total Respondents: 108		

Q2 How would you rate the accessibility of counseling services at AVC?

Answered: 110   Skipped: 4

3.5★
average rating

★★★⯪☆

	VERY DIFFICULT TO ACCESS	SOMEWHAT DIFFICULT TO ACCESS	NEUTRAL	SOMEWHAT EASY TO ACCESS	VERY EASY TO ACCESS	TOTAL	WEIGHTED AVERAGE
☆	8.18% 9	16.36% 18	26.36% 29	14.55% 16	34.55% 38	110	3.51

Q3 I have met with a counselor to build my Student Education Plan (SEP)

Answered: 113   Skipped: 1
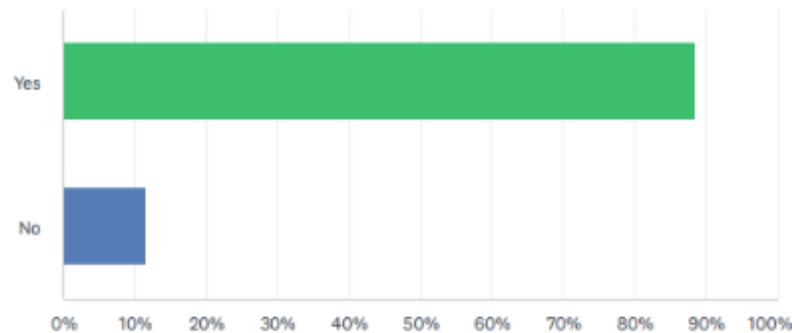
ANSWER CHOICES	RESPONSES	
Yes	88.50%	100
No	11.50%	13
TOTAL		113

Q4 After meeting with a counselor and building an SEP, I know what classes are needed to achieve my educational goal.

Answered: 99   Skipped: 15
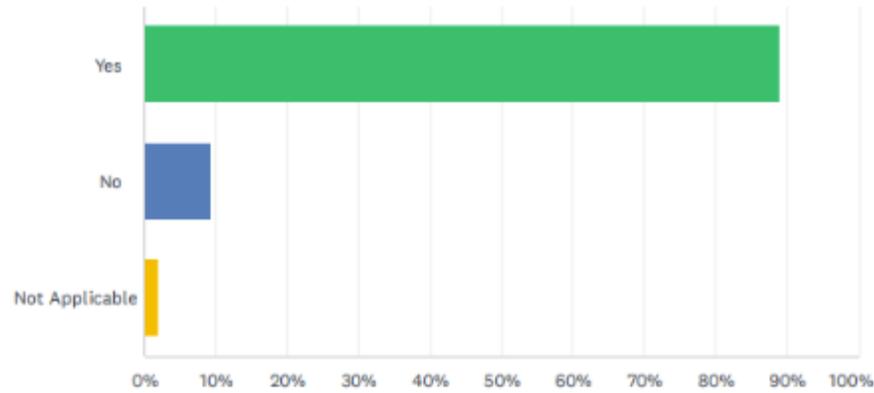
ANSWER CHOICES	RESPONSES	
Yes	88.89%	88
No	9.09%	9
Not Applicable	2.02%	2
TOTAL		99

Q5 After meeting with a counselor, I enrolled or attempted to enroll in one or more classes that were recommended on my SEP.
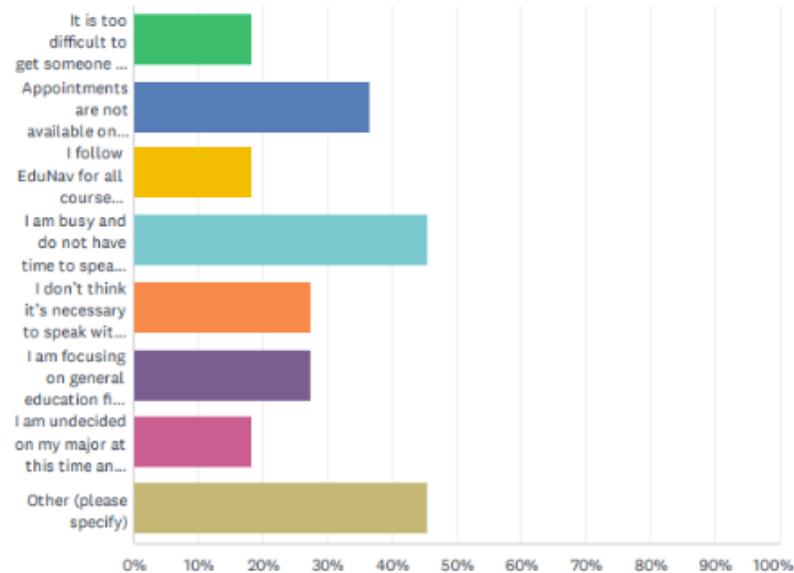
Answered: 99   Skipped: 15
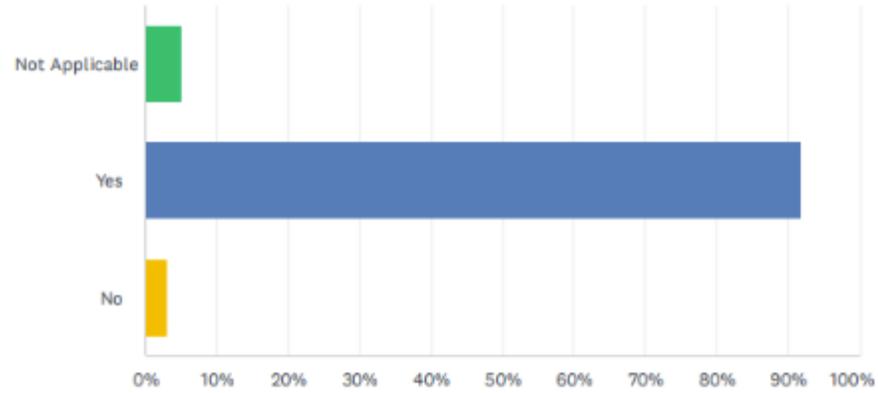
ANSWER CHOICES	RESPONSES	
Not Applicable	5.05%	5
Yes	91.92%	91
No	3.03%	3
TOTAL		99

Q6 I have not met with a counselor because (select all that apply):

Answered: 11   Skipped: 103

ANSWER CHOICES	RESPONSES	
It is too difficult to get someone on the phone.	18.18%	2
Appointments are not available on the days & times I need.	36.36%	4
I follow EduNav for all course recommendations	18.18%	2
I am busy and do not have time to speak with a counselor.	45.45%	5
I don't think it's necessary to speak with a counselor.	27.27%	3
I am focusing on general education first and will meet with a counselor at a later time.	27.27%	3
I am undecided on my major at this time and will speak to a counselor after I choose a major.	18.18%	2
Other (please specify)	45.45%	5
Total Respondents: 11		

#	OTHER (PLEASE SPECIFY)	DATE
1	I have spoken to a express counsel appointment to be scheduled waiting on transcripts	7/14/2025 7:34 PM
2	I don't know how	7/14/2025 5:23 PM
3	I have a child under the age of 1 and work around naps	6/24/2025 10:34 AM
4	the bearing of the survey is ambiguous	6/24/2025 10:00 AM

Q7 How do you know what classes you need to take to achieve your educational goal?

Answered: 105   Skipped: 9
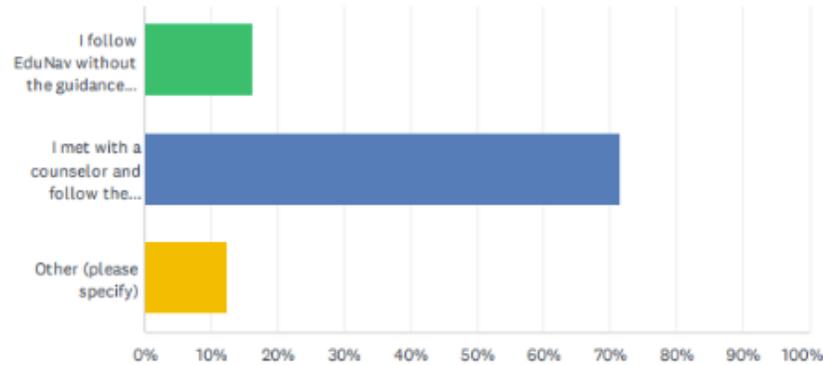
ANSWER CHOICES	RESPONSES	
I follow EduNav without the guidance of a counselor.	16.19%	17
I met with a counselor and follow the Education Plan they made for me.	71.43%	75
Other (please specify)	12.38%	13
TOTAL		105

#	OTHER (PLEASE SPECIFY)	DATE
1	Counseling scheduled	7/14/2025 7:34 PM
2	A little of both. Also recommendations from fellow classmates and family.	7/14/2025 11:55 AM
3	Researched myself	7/14/2025 9:49 AM
4	I follow the EduNav, the AS Professional Bookkeeper program requirements and pathways. I have alot met with a counselor for my SEP.	6/26/2025 1:12 PM
5	looked at the requirements for the program	6/24/2025 10:35 AM
6	Met with a counselor online	6/24/2025 10:21 AM
7	Curriculum requirements from AVC to CSUB	6/24/2025 9:50 AM
8	I follow the IGETC	6/24/2025 8:44 AM
9	Both	6/24/2025 8:10 AM
10	Independent research. The counselors have given me faulty information on multiple occasions. This has halted my education by two years.	4/14/2025 12:59 AM
11	I met with 3 different counselors and received wrong class recommendations to complete my major	4/11/2025 3:08 PM
12	Followed the program requirements on AVC website	4/7/2025 11:32 PM
13	Had to follow own path of looking at required courses.	4/7/2025 9:19 AM

Q8 I am aware of the following services offered by the AVC Counseling department (select all that apply):

Answered: 101   Skipped: 13
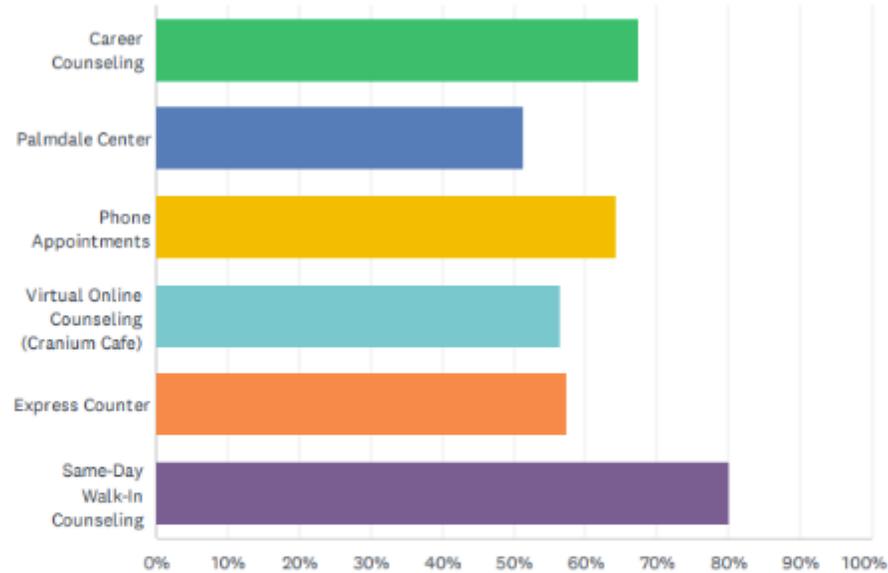
ANSWER CHOICES	RESPONSES	
Career Counseling	67.33%	68
Palmdale Center	51.49%	52
Phone Appointments	64.36%	65
Virtual Online Counseling (Cranium Cafe)	56.44%	57
Express Counter	57.43%	58
Same-Day Walk-In Counseling	80.20%	81
Total Respondents: 101		

Q9 Express Counseling (in-person or virtual online Cranium Cafe) helped to answer my academic concerns and questions.

Answered: 104   Skipped: 10
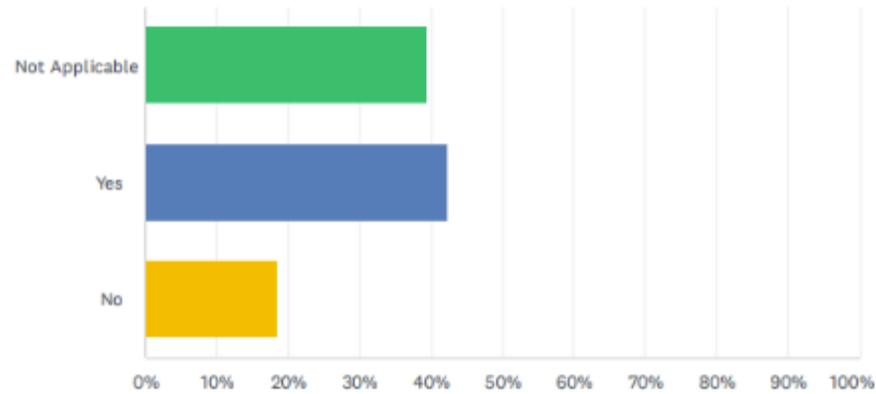
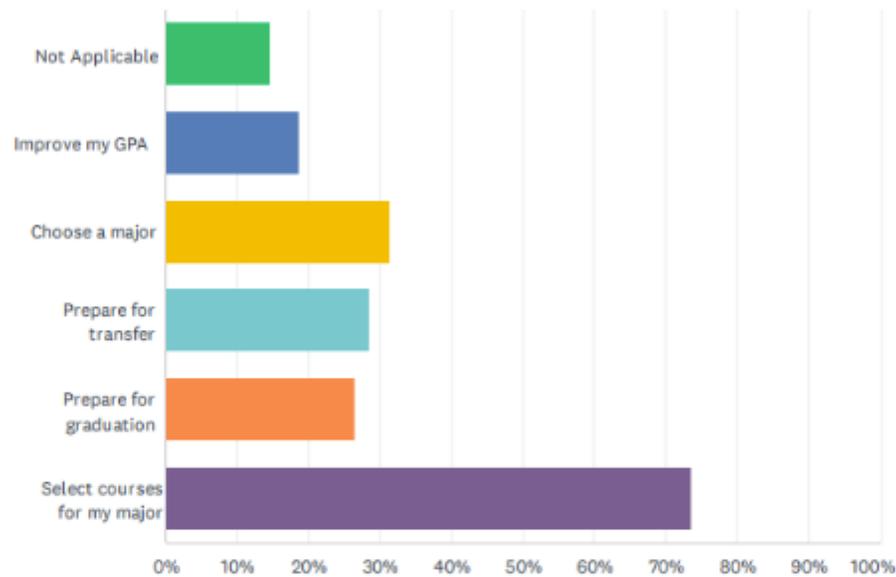| ANSWER CHOICES	RESPONSES	
Not Applicable	39.42%	41
Yes	42.31%	44
No	18.27%	19
TOTAL		104

Q10 Please explain how or why Express Counseling did not help to answer your concerns or questions.

Answered: 15   Skipped: 99

#	RESPONSES	DATE
1	I have reached out via the email and never received a response and then I did get an email back and the lady was so rude and gave me nothing but circles and I gave up.	7/14/2025 10:12 PM
2	Express counseling was very much a get in get out situation. My questions weren't answered. Counselor wanted me out of the chair ASAP	7/14/2025 7:33 PM
3	I always have a question but they can never help so I then have to make an appointment and wait with defeats the point of express counseling.(maybe have actual counselors there rather than students)	7/14/2025 9:31 AM
4	I don't use it. I only use appointment or walking in if there is something else I need. Your front desk at Lancaster location is bad, I have been discriminated there more that one. I hate to go there, your people is bad.	7/14/2025 8:15 AM
5	It doesn't seem easy to navigate. The various counseling personnel I have spoken to have not been helpful and have been very short.	6/26/2025 1:13 PM
6	I don't recall using it.	6/25/2025 5:02 PM
7	I was never able to make an appointment because there wasn't ever any available	6/24/2025 11:30 AM
8	Didn't enjoy being talked to like I'm an idiot, I guess.	6/24/2025 11:20 AM
9	When I went to express counseling I was told that I needed to make an appointment to address my questions.	6/24/2025 10:13 AM
10	There were times I'd get varied information. Also there were classes I should have taken to make my understanding of concepts easier but they were not offered or brought up. I was not made aware of transfer office. That would have help me make the transition to CSU easier.	6/24/2025 9:55 AM
11	Counselors appointments are far away. If you need a ed plan ASAP you won't even with OSD building. I think once we already have a ed plan to follow but need it updated we shouldn't need to speak with a counselor. The volunteers in that department should be able to assist with that because counselors tell them to send it to us anyways. Avc is a community college trying to be a university it's starting to be a lot with these changes	6/24/2025 8:49 AM
12	I found myself more confused as the conversation went on. When I began asking questions, they were generally disregarded and left me even more confused. I had to find answers elsewhere.	4/14/2025 1:00 AM
13	I was told I had to make a appointment just to get clarification on the ED plan that I had in hand.	4/11/2025 3:09 PM
14	I was not aware of it. I had a question and emailed the counselor that I previously met with and he never responded.	4/8/2025 8:25 AM
15	Counselors are unsure of what courses are required for degree.	4/7/2025 9:19 AM

# Q11 An AVC counselor supported my efforts to achieve the following goals (select all that apply):

Answered: 102   Skipped: 12

ANSWER CHOICES	RESPONSES	
Not Applicable	14.71%	15
Improve my GPA	18.63%	19
Choose a major	31.37%	32
Prepare for transfer	28.43%	29
Prepare for graduation	26.47%	27
Select courses for my major	73.53%	75
Total Respondents: 102		

Q12 Speaking with a counselor helped me identify or resolve personal issues that may have interfered with my academic performance.
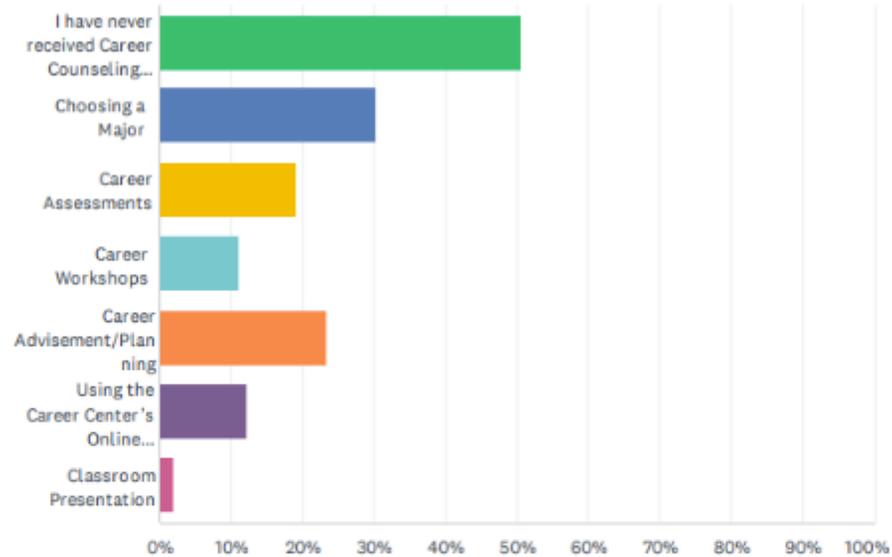
Answered: 104   Skipped: 10
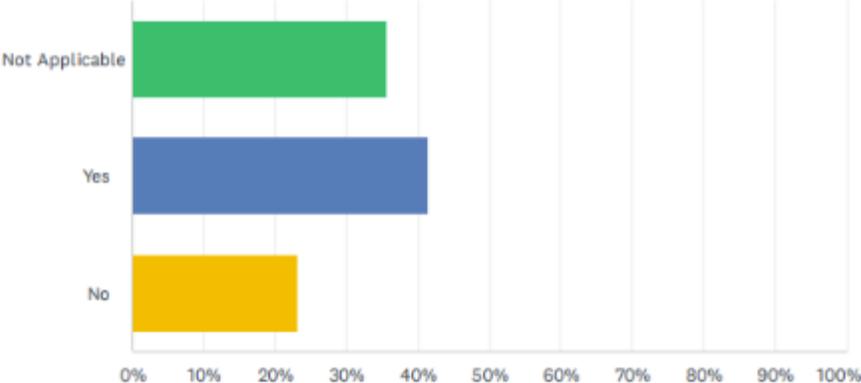
ANSWER CHOICES	RESPONSES	
Not Applicable	35.58%	37
Yes	41.35%	43
No	23.08%	24
TOTAL		104

# Q13 Have you ever received any of the following Career Counseling services? (Select all that apply)

Answered: 99   Skipped: 15

ANSWER CHOICES	RESPONSES	
I have never received Career Counseling services	50.51%	50
Choosing a Major	30.30%	30
Career Assessments	19.19%	19
Career Workshops	11.11%	11
Career Advisement/Planning	23.23%	23
Using the Career Center's Online Resources	12.12%	12
Classroom Presentation	2.02%	2
Total Respondents: 99		

Q14 How would you rate your satisfaction with Career Counseling Services?

Answered: 51   Skipped: 63
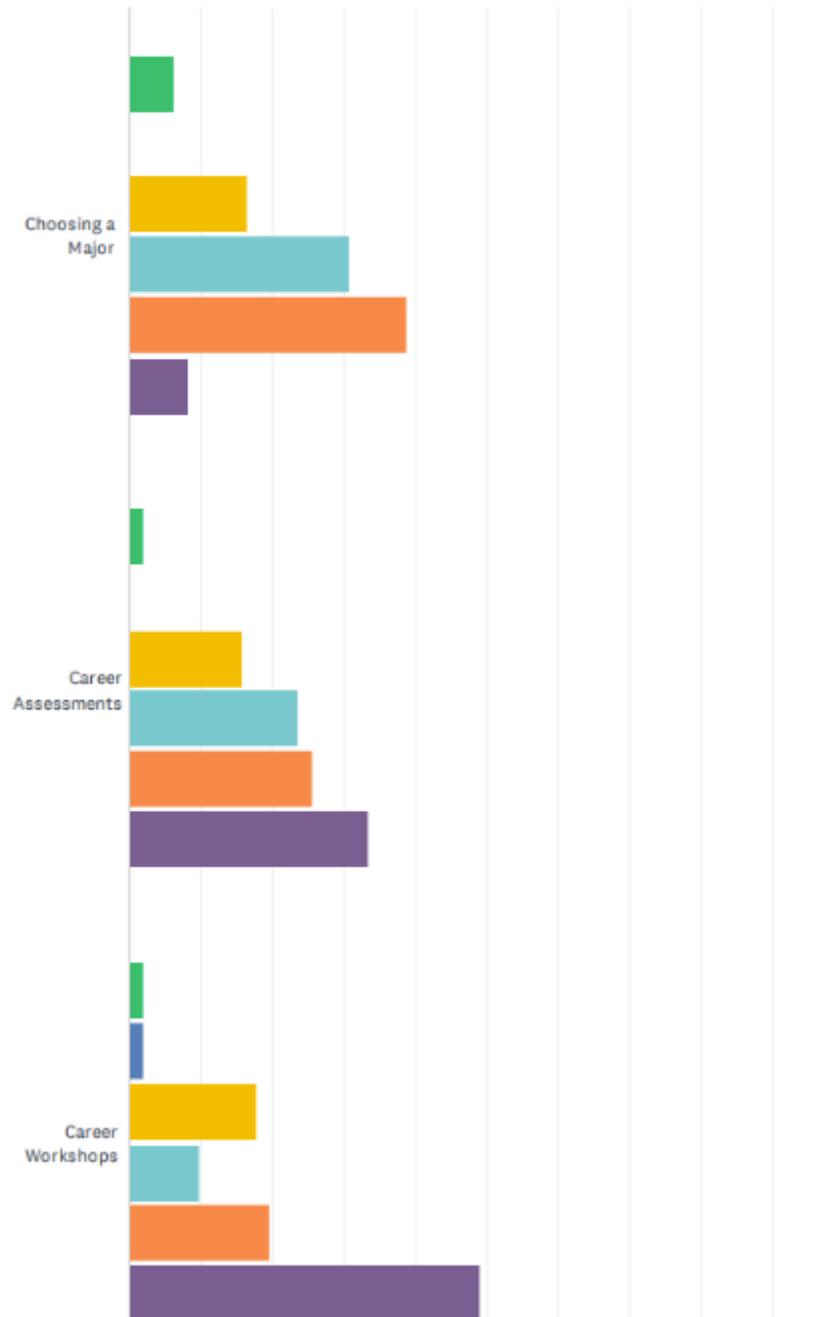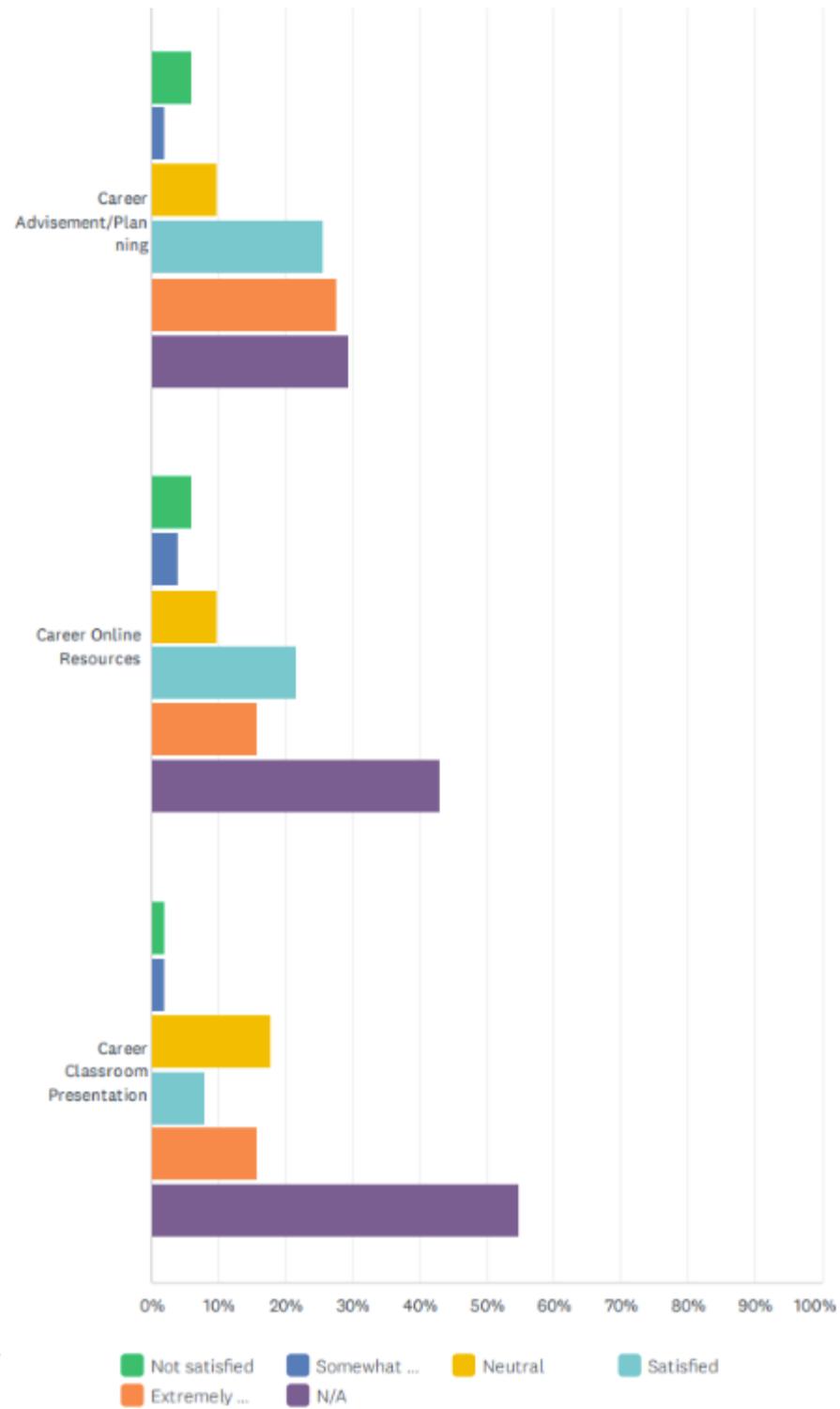
	NOT SATISFIED	SOMEWHAT UNSATISFIED	NEUTRAL	SATISFIED	EXTREMELY SATISFIED	N/A	TOTAL
Choosing a Major	6.12% 3	0.00% 0	16.33% 8	30.61% 15	38.78% 19	8.16% 4	49
Career Assessments	1.96% 1	0.00% 0	15.69% 8	23.53% 12	25.49% 13	33.33% 17	51
Career Workshops	1.96% 1	1.96% 1	17.65% 9	9.80% 5	19.61% 10	49.02% 25	51
Career Advisement/Planning	5.88% 3	1.96% 1	9.80% 5	25.49% 13	27.45% 14	29.41% 15	51
Career Online Resources	5.88% 3	3.92% 2	9.80% 5	21.57% 11	15.69% 8	43.14% 22	51
Career Classroom Presentation	1.96% 1	1.96% 1	17.65% 9	7.84% 4	15.69% 8	54.90% 28	51

Q15 Which of the following Career Counseling Services helped you identify your personal or educational goals? (Select all that apply)

Answered: 48   Skipped: 66
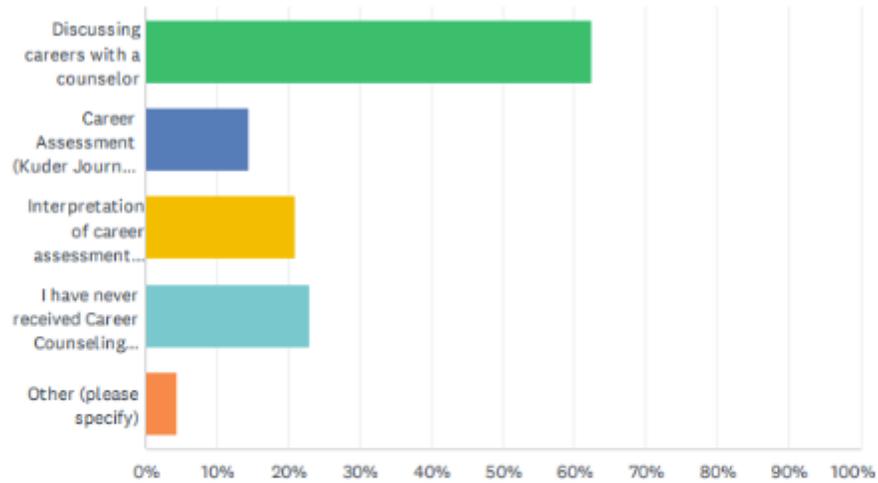
ANSWER CHOICES	RESPONSES	
Discussing careers with a counselor	62.50%	30
Career Assessment (Kuder Journey, Strong/MBTI, or other)	14.58%	7
Interpretation of career assessment results	20.83%	10
I have never received Career Counseling services	22.92%	11
Other (please specify)	4.17%	2
Total Respondents: 48		

#	OTHER (PLEASE SPECIFY)	DATE
1	A Ted ed video	7/15/2025 6:07 AM
2	None	4/14/2025 1:01 AM

Q16 Have you ever used the Transfer Center for any of the following services? (Select all that apply)

Answered: 97   Skipped: 17
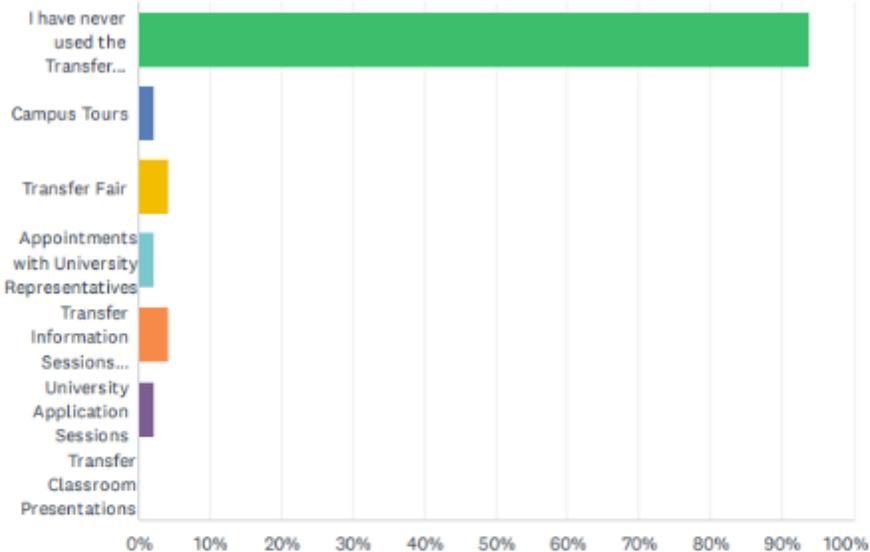
ANSWER CHOICES	RESPONSES	
I have never used the Transfer Center's services	93.81%	91
Campus Tours	2.06%	2
Transfer Fair	4.12%	4
Appointments with University Representatives	2.06%	2
Transfer Information Sessions (Workshop Wednesday or Pop-up Workshops)	4.12%	4
University Application Sessions	2.06%	2
Transfer Classroom Presentations	0.00%	0
Total Respondents: 97		

Q17 How would you rate your satisfaction with the following Transfer Center Services?

Answered: 7   Skipped: 107
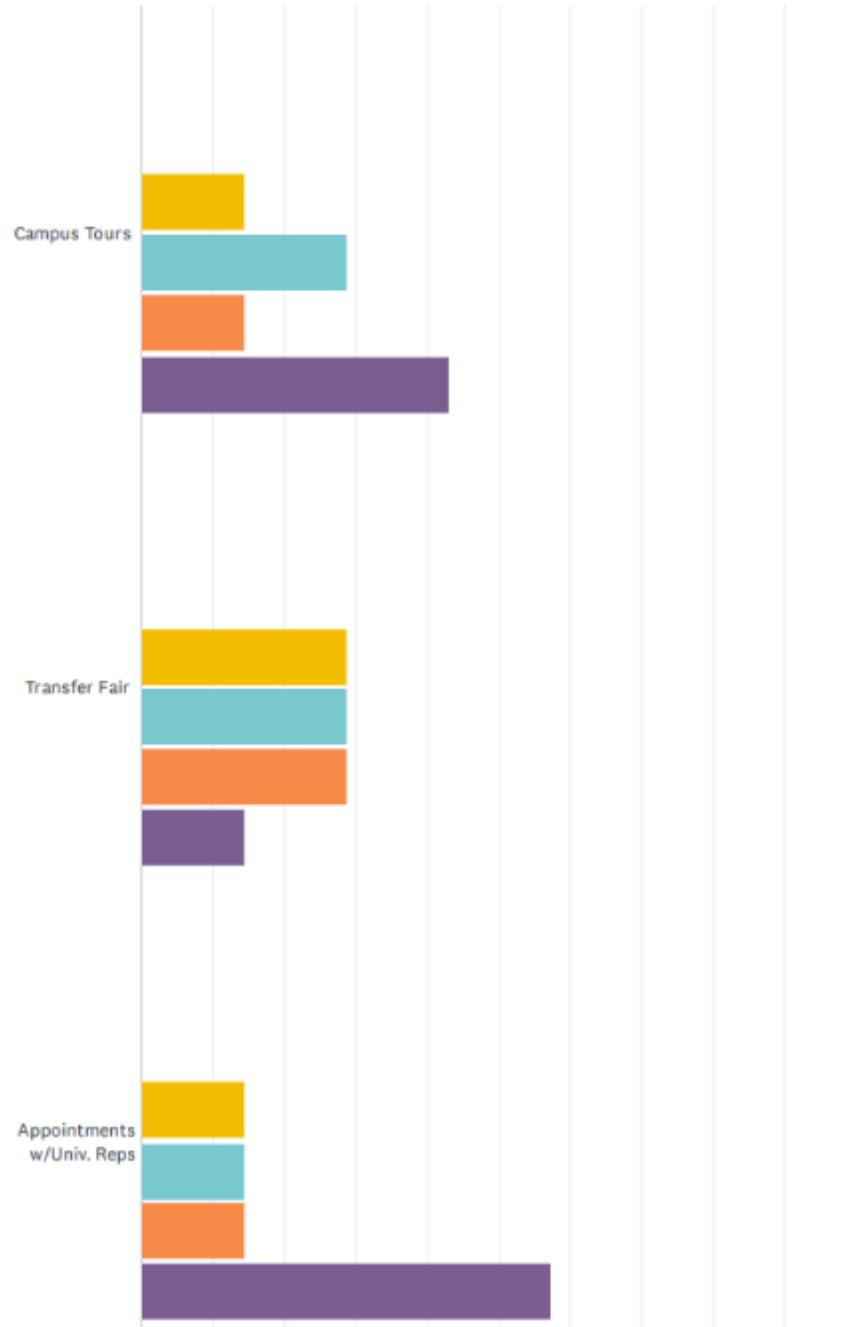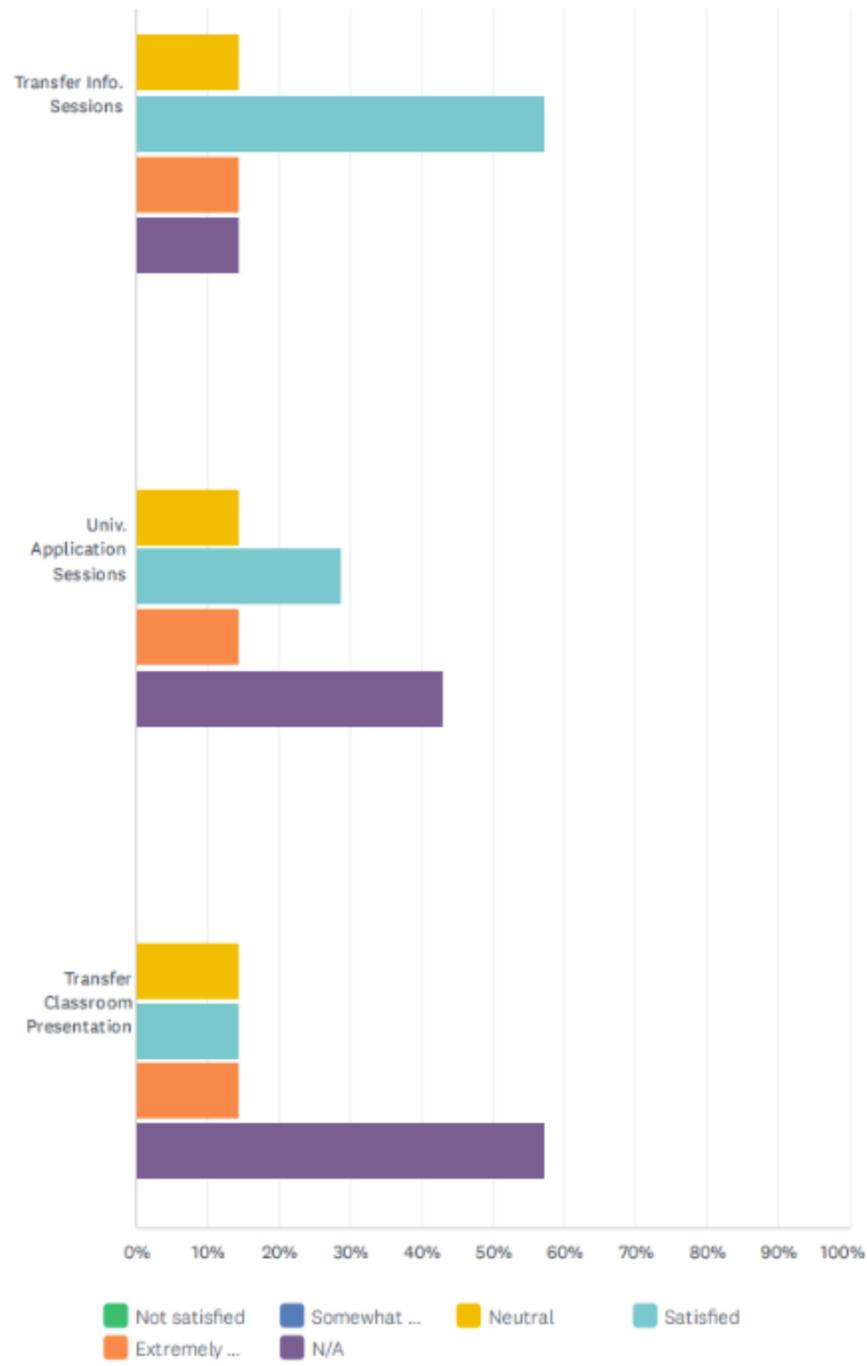
Transfer Info.
Sessions

Univ.
Application
Sessions

Transfer
Classroom
Presentation

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Not satisfied   ■ Somewhat ...   ■ Neutral   ■ Satisfied
■ Extremely ...   ■ N/A

	NOT SATISFIED	SOMEWHAT UNSATISFIED	NEUTRAL	SATISFIED	EXTREMELY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
Campus Tours	0.00% 0	0.00% 0	14.29% 1	28.57% 2	14.29% 1	42.86% 3	7	4.00
Transfer Fair	0.00% 0	0.00% 0	28.57% 2	28.57% 2	28.57% 2	14.29% 1	7	4.00
Appointments w/Univ. Reps	0.00% 0	0.00% 0	14.29% 1	14.29% 1	14.29% 1	57.14% 4	7	4.00
Transfer Info. Sessions	0.00% 0	0.00% 0	14.29% 1	57.14% 4	14.29% 1	14.29% 1	7	4.00
Univ. Application Sessions	0.00% 0	0.00% 0	14.29% 1	28.57% 2	14.29% 1	42.86% 3	7	4.00
Transfer Classroom Presentation	0.00% 0	0.00% 0	14.29% 1	14.29% 1	14.29% 1	57.14% 4	7	4.00

Q18 I have accessed the following online Transfer Center services (select all that apply):

Answered: 6   Skipped: 108
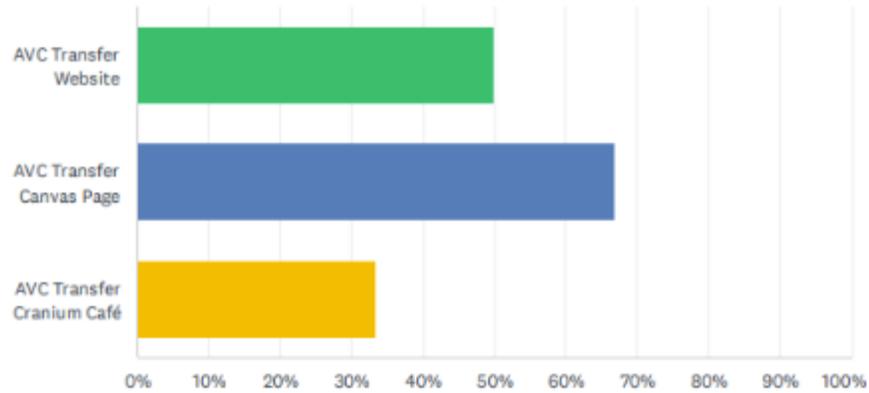
ANSWER CHOICES	RESPONSES	
AVC Transfer Website	50.00%	3
AVC Transfer Canvas Page	66.67%	4
AVC Transfer Cranium Café	33.33%	2
Total Respondents: 6		

Q19 What topics would you like the Transfer Center to cover in the future?

Answered: 3   Skipped: 111

#	RESPONSES	DATE
1	I'd like to see more information about the satellite campus CSU Bakersfield. I'd also like to know more about higher education like how to navigate finding a major for a bachelors and what to do if I pursue a masters later on.	7/15/2025 9:51 AM
2	Visiting campus	7/14/2025 7:34 PM
3	Administrative of Justice	7/14/2025 9:46 AM

Q20 After discussing my English as a Second Language (ESL) needs with a counselor, I was able to select the appropriate ESL courses.

Answered: 99   Skipped: 15
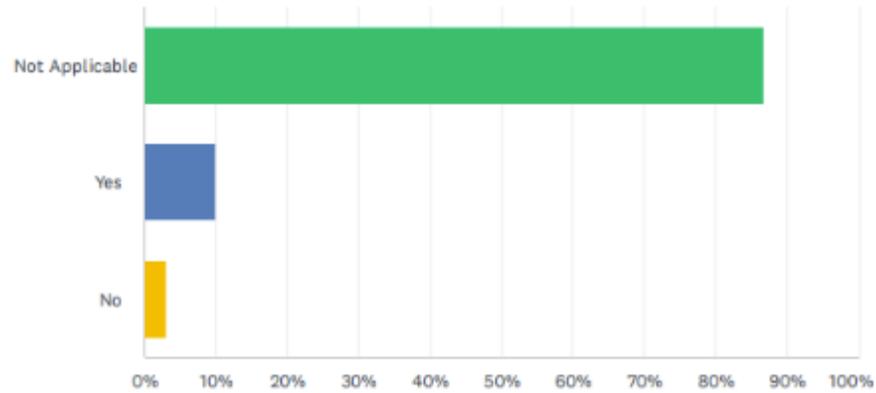
ANSWER CHOICES	RESPONSES	
Not Applicable	86.87%	86
Yes	10.10%	10
No	3.03%	3
TOTAL		99

Q21 Which of the following time options best permits you to schedule a counseling appointment (Select all that apply):

Answered: 90   Skipped: 24
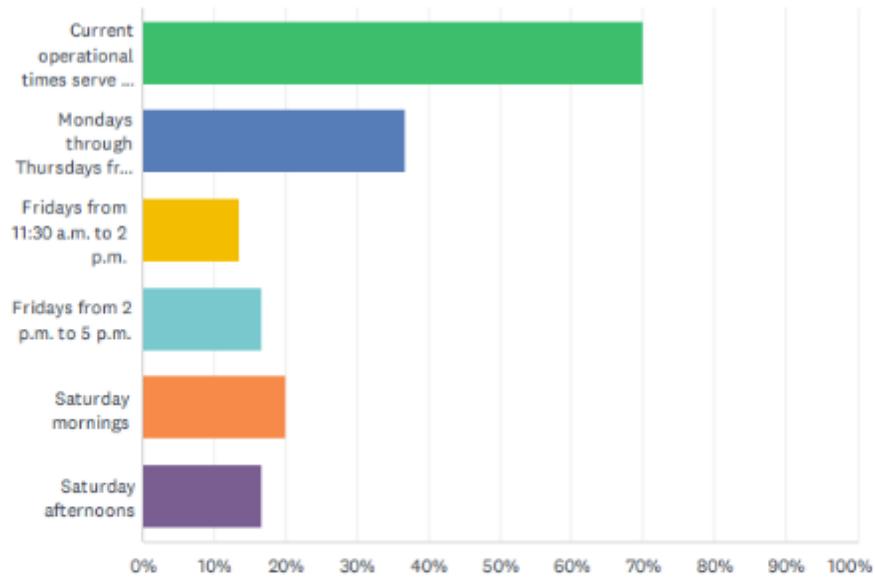
ANSWER CHOICES	RESPONSES	
Current operational times serve me well (M-TH 730am-6pm; F 730-1130am)	70.00%	63
Mondays through Thursdays from 5 p.m. to 8 p.m.	36.67%	33
Fridays from 11:30 a.m. to 2 p.m.	13.33%	12
Fridays from 2 p.m. to 5 p.m.	16.67%	15
Saturday mornings	20.00%	18
Saturday afternoons	16.67%	15
Total Respondents: 90		

Q22 What is your preferred mode of service?

Answered: 95   Skipped: 19
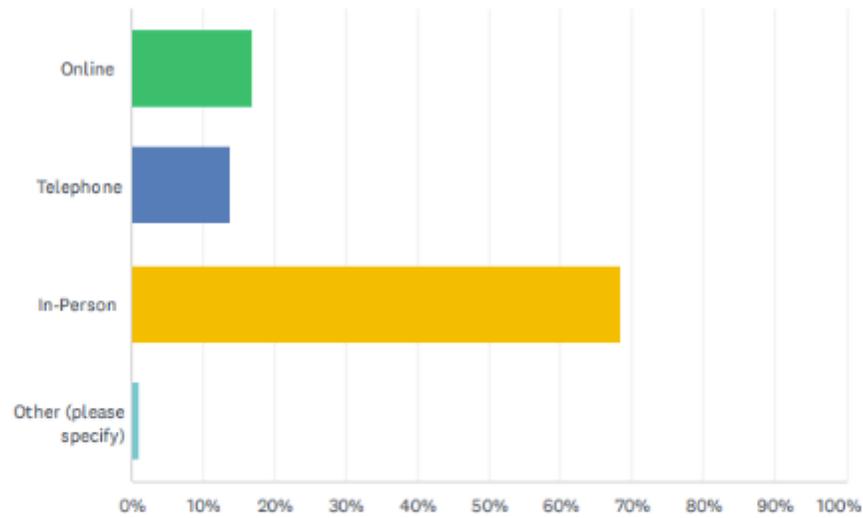
ANSWER CHOICES	RESPONSES	
Online	16.84%	16
Telephone	13.68%	13
In-Person	68.42%	65
Other (please specify)	1.05%	1
TOTAL		95

#	OTHER (PLEASE SPECIFY)	DATE
1	Online Ed Plan	4/7/2025 11:34 PM

Q23 Please rate your overall level of satisfaction with the AVC counseling department.

Answered: 90   Skipped: 24

3.6 ★
average rating

★★★★☆

	NOT SATISFIED	SOMEWHAT UNSATISFIED	NEUTRAL	SATISFIED	EXTREMELY SATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
☆	5.56% 5	11.11% 10	23.33% 21	27.78% 25	26.67% 24	5.56% 5	90	3.62

Q24 What is the AVC counseling department doing well?

Answered: 56   Skipped: 58

#	RESPONSES	DATE
1	And they see you immediately which is great but I don't understand answers and some of us are suffering from things that are not temporary	7/24/2025 4:57 PM
2	meeting my needs of returning to school as old as I am and helping me navigate through successfully	7/17/2025 7:46 PM
3	Staff members have always been patient and helpful.	7/17/2025 4:49 PM
4	They are really kind and understanding, and they help with whatever questions you have.	7/15/2025 12:58 PM
5	Overall, the department is helpful.	7/15/2025 9:51 AM
6	Everything	7/15/2025 9:51 AM
7	Wasting school fund	7/15/2025 6:07 AM
8	the people in the office are soooo helpful and I have no complaints	7/14/2025 10:12 PM
9	one on one	7/14/2025 7:34 PM
10	Very friendly bunch. Make students feel welcome.	7/14/2025 11:55 AM
11	they communicate with students in an amazing way.	7/14/2025 11:54 AM
12	good communication	7/14/2025 11:08 AM
13	One on one appointments directed towards my goals	7/14/2025 10:57 AM
14	The AVC Counseling Department is doing well in providing personalized academic planning, strong transfer and career guidance, accessible services (including virtual and walk-in options), and dedicated support for special student groups. Students appreciate the counselors' friendliness, helpfulness, and commitment to their success.	7/14/2025 10:01 AM
15	N/a	7/14/2025 9:49 AM
16	Everything	7/14/2025 9:46 AM
17	Eating lunch all day	7/14/2025 9:31 AM
18	Everything	7/14/2025 8:47 AM
19	My educational plan	7/14/2025 8:24 AM
20	not sure	7/14/2025 8:22 AM
21	Helping you	7/14/2025 8:19 AM
22	Having ███████████ location, ███████████ And ███████████ and ███ Other than that your services lack of everything I call professional. I'm Very disappointed and dissatisfied with everyone else including your bad front desk service.	7/14/2025 8:15 AM
23	The Palmdale Center Counselors are absolutely amazing! Super helpful and overall great people	7/14/2025 8:11 AM
24	Not really sure	7/7/2025 3:30 PM
25	Helping me choose my classes and answering any questions I may have.	7/5/2025 11:32 AM
26	They're doing well with making Ed plans.	7/1/2025 7:33 PM
27	The people at the front desk are super knowledgeable and helpful	6/27/2025 6:47 PM
28	The counseling department helps create educational plans and ensures students stay on track	6/26/2025 1:17 PM

to meet their goals.

29	Communicating what you need to achieve graduation or transfer.	6/25/2025 5:04 PM
30	The counselor explains very well the classes you need for your major.	6/25/2025 8:11 AM
31	Every department	6/24/2025 10:34 PM
32	Can't choose an option, if I click the one I want all the other gets also marked	6/24/2025 2:27 PM
33	Everything I needed help they were there to help me.	6/24/2025 12:36 PM
34	Very easy to navigate and quick service	6/24/2025 11:32 AM
35	The counselors are great, they do what they can.	6/24/2025 11:24 AM
36	Basically doing outstanding as always with assistance.	6/24/2025 11:17 AM
37	Responding	6/24/2025 10:37 AM
38	Great personnel	6/24/2025 10:23 AM
39	Their guidance on educational plans	6/24/2025 10:20 AM
40	made everything easy to understand. resolved any issues I was having in regard to choosing classes.	6/24/2025 9:41 AM
41	N/a	6/24/2025 8:53 AM
42	They helped me figure out what classes to take for summer and fall and are helping me stay on track for my education plan for my major of psychology. They have also helped me to figure out where I plan to apply to transfer to after I am done at AVC. They also explained the TAP program to me after I was recommended for it during my first semester (spring) here at AVC, which I have been accepted into. They make the process easier. They help me to know I am on the right track to earning my associates degree with the plan to transfer.	6/24/2025 8:36 AM
43	The bare minimum	6/24/2025 8:16 AM
44	Being available daily	6/24/2025 8:11 AM
45	Very helpful when dealing with transfer or graduation requirements	4/14/2025 12:03 PM
46	They were quick to respond and provided excellent guidance for my career plan.	4/11/2025 2:04 AM
47	Always there to assist	4/10/2025 11:13 AM
48	Walk in appointment	4/7/2025 11:35 PM
49	They are nice, and try there best to help	4/7/2025 1:25 PM
50	Felt like a personal experience and my counselor really spent the time and energy to open up doors for me to take on classes again and paint a clear picture of how to achieve my goal after a 20-year absence.	4/7/2025 12:12 PM
51	Explaining everything clearly and providing print outs of the needed courses for my major	4/7/2025 10:45 AM
52	I prefer walk ins, it's much easier so I really like that it is an option	4/7/2025 10:18 AM
53	Everything	4/7/2025 9:20 AM
54	Making appointments	4/7/2025 9:18 AM
55	Very kind people are working in counseling!	4/7/2025 9:14 AM
56	Puente counseling	4/7/2025 9:11 AM

Q25 How can the AVC counseling department better serve your needs?

Answered: 56   Skipped: 58

#	RESPONSES	DATE
1	Take it individual serious when you're telling you they're completely stressed out and don't know what to do	7/24/2025 4:57 PM
2	Nothing keep doing what yall are doing	7/17/2025 7:46 PM
3	They can allow more options to schedule an appointment. I have gone in-person which was easy but with telephone, no one picked up. I'd also like an option to schedule with any counselor not just the ones who are for my major. I used to have a different major and liked that specific counselor.	7/15/2025 9:51 AM
4	Nothing	7/15/2025 9:51 AM
5	Instead of drinking coffee and eating cookies focusing on helping students	7/15/2025 6:07 AM
6	▓▓▓▓▓ was the one assisting me via email and it was the worst experience yet while being apart of AVC.	7/14/2025 10:12 PM
7	Transfer sessions	7/14/2025 7:34 PM
8	A bit more thorough with handling EduNav. Took me two semesters to learn how to use the program after swapping majors.	7/14/2025 11:55 AM
9	they are doing an amazing job.	7/14/2025 11:54 AM
10	they are professionals nothing to recommend at this moment	7/14/2025 11:08 AM
11	I wish I knew about EOPS which I'm currently trying to be apart of since I need more assistance. Maybe letting more students know about the program.	7/14/2025 10:57 AM
12	The AVC Counseling Department can improve by offering more appointment availability, increasing follow-up support, extending hours for working students, enhancing communication, and expanding workshop offerings.	7/14/2025 10:01 AM
13	Could be more accessible	7/14/2025 9:49 AM
14	More grants	7/14/2025 9:46 AM
15	Actually help with transfer classes. I've never been to college so figuring it out was very difficult and the counselors often mislead me to get me out of their chair quicker. I should also have an assigned counselor but they are always out or not taking anyone when they are needed	7/14/2025 9:31 AM
16	They're doing a good	7/14/2025 8:47 AM
17	N/A	7/14/2025 8:24 AM
18	I emailed the initial counselor I met with, and I never recieved a response. I do not know if I need to meet with someone different each time, or if I'm supposed to have the same counselor. I do not know how often I'm supposed to meet with a counselor. I'm not 100% sure how to finish up my work and transfer to 4 year college, and I'm hoping EduNav is correct, because I don't understand the written plan I received from the counselor.	7/14/2025 8:22 AM
19	They already do	7/14/2025 8:19 AM
20	Get ride of the people you have, keep the good counselors and hire personnel that see all students as equal. I have been embarrassed, mistreated, made feel like an idiot at the point I rather to go to ▓▓▓▓. [LOCATION] lacks of human skills, no equality or quality at all. I have waited hours to be treated badly. There is so much to be said. Please call me because I need an hour!	7/14/2025 8:15 AM
21	Honestly go reevaluate the ▓▓▓▓ counselors. I had one who was extremely rude, ruined	7/14/2025 8:11 AM

my edplan, ignored me the entire time, told me to stop wasting time with my associates just go do my Bach and come back later and over all discouraged me as a whole. She didn't even introduce herself to me. Just started off hostile.

22	I don't really know	7/7/2025 3:30 PM
23	No suggestions at the moment	7/5/2025 11:32 AM
24	My needs can be better served with better meeting times and availability. It's often that for a walk in it's difficult and troublesome to get with a counselor. Appointments are good, but walk ins are a frustration to deal with. Regardless all help is appreciated, even though sometimes it's a hassle.	7/1/2025 7:33 PM
25	I know it's probably not doable, but it would help to have the same counselor every time I make an appointment, because every counselor i have seen left out some helpful information be ayse they were unfamiliar with my specific needs.	6/27/2025 6:47 PM
26	During my last counseling session, I felt a bit confused because my SEP was created without much discussion about the different class options that fulfill the requirements. It would be more helpful if counselors could explain the available choices and involve students more in the decision-making process.	6/26/2025 1:17 PM
27	They are doing well on everything	6/25/2025 8:11 AM
28	Do not change a thing	6/24/2025 10:34 PM
29	review the previous year ED plan	6/24/2025 6:13 PM
30	Offer me a part time job	6/24/2025 12:36 PM
31	N/a	6/24/2025 11:32 AM
32	I don't know? I don't understand school administrations and it seems y'all like to keep bureaucratically smokescreened so that people can't get help without having their problems already solved? Beats me.	6/24/2025 11:24 AM
33	Nothing as usual but only with reaching out with me when I have important questions to ask.	6/24/2025 11:17 AM
34	respond to my email	6/24/2025 10:37 AM
35	More availability. Appointments are booked far out. Actually listen on the phone. I called twice only to be transferred each time before even saying what I needed help with. I opted to schedule through email.	6/24/2025 10:37 AM
36	Online waiting is very long, and sometimes your call is never answered. A better system for answering online counseling questions.	6/24/2025 10:23 AM
37	I was never informed on how to obtain priority registration to effectively register for high demand classes. I heard from other students that in order to get priority registration I needed to be in some kind of program and by that time it was too late and I almost didn't make it into a class I really needed. It was by luck I made it into bio 201 due to a last minute addition.	6/24/2025 10:20 AM
38	I had to wait awhile to be seen, but I was a walk in appointment so it's understandable. but overall I felt like the wait was worth it	6/24/2025 9:41 AM
39	If it's just for a ed plan allow the workers there to give it because sometimes financial aid just want a update so really there isn't any changes. Appointments be to far out	6/24/2025 8:53 AM
40	I think it would be nice if when you do go see them for a walk in appointment if they would ask if you would like to make an appointment with them during the semester to make sure everything is going well or close to the end of the semester to start discussing choosing classes for the next semester, that way the student will have an appointment set up for the next one, with the same counselor instead of seeing a different one every time, and also, it will help counselors with their schedules, and it will also help to keep the students who do want to take advantage of that process on the path of staying on track. I know that this would be great for me. Plus like I said, then I could see the same counselor each time, instead of having to re-explain my plan and my intentions completely. Obviously a brief reminder would still be necessary since there are so many students, but it would just help to come up with a plan and stick with that because the counselor would work with you the entire time you are at AVC if that is what you prefer. I mean students who don't mind seeing different people each time	6/24/2025 8:36 AM

could still walk in like they have now, but then people who want to have consistency by talking with the same counselor throughout would be awesome.

41	Actually be organized and responsible for the plans they give out. For years they've kept giving me the "to transfer" requirements when I've changed it to only the degree officially. On top of that, they will discourage you from taking classes you'll likely need. For example, I was chastised for doing ▇▇ 101 before ▇▇▇ 10. If I had let them bully me out of it, I guarantee you I would not have passed ▇▇▇ 10. They are not knowledgeable on the subjects they advise. They know the paper and that's it. Often times I had questions they had to redirect me to other departments for, or would "get back to me" on them. None of them are keeping track of anything and all of the students and even faculty outside of the counseling services hate the department. It's well known they are not good at their jobs. And when you're paying for your education, when your GPA matters, THIS matters.	6/24/2025 8:16 AM
42	More over the phone services	6/24/2025 8:11 AM
43	Perhaps having more specialized counselors would be a good idea. I've had many classmates in the Deaf Studies field that were not able to graduate due to an error on their Ed Plan (ie. a class only available in Spring was put down for Fall and now they were behind courses).	4/14/2025 12:03 PM
44	Counselors must be adequate. I did not even know we were allowed to consult more personal matters with a counselor. The tone does not make that seem welcome at all.	4/14/2025 1:04 AM
45	Make sure they understand what classes are transferable from other colleges.before giving wrong advice.	4/11/2025 3:13 PM
46	Everything seems to be great	4/11/2025 2:04 AM
47	Be more understanding. You guys make me feel dumb for asking questions.	4/7/2025 11:35 PM
48	Work on less wait time between scheduling appointment to the actual appointment date. More personalization of major counselling.	4/7/2025 1:33 PM
49	If we can have better direction with instructions please, we don't know what we're doing that's why we go to you guys	4/7/2025 1:25 PM
50	I have no complaints and will be scheduling another appointment shortly to go about my next steps.	4/7/2025 12:12 PM
51	Idk, more counselors maybe? So the wait times aren't as long maybe?	4/7/2025 10:45 AM
52	I think scheduling appointments should be easier. Have a survey with what is needed from student and choose available times/counselor instead of emailing someone	4/7/2025 10:18 AM
53	Nothing	4/7/2025 9:20 AM
54	Answering the phone more or calling back	4/7/2025 9:18 AM
55	Maybe hire more counselors? Everyone is doing wonderful but bookings are so far out due to limited availability/.	4/7/2025 9:14 AM
56	N/A	4/7/2025 9:11 AM