

Fall 2012 Program Review - Annual Update Profile

As of: 3/22/2013 11:25 AM EST

Program Review - Annual Update Included in this report:

- 1. Discipline/Program/Area Name
- 2. Year
- 3. Name of person leading this review.
- 4. Names of all participants in this review.
- 5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your program.
- 6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence between ethnic, gender, and location/method of delivery groups. Please comment on all three (success, persistence, and retention). Identify which trends and achievement gaps will be addressed in the current academic year.
- 7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in improvements in student achievement.
- 8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operational Outcomes (OOs) were discussed and used to make budget decisions. This should include brief descriptions of assessment results, when the discussions occurred, who participated, and what, if any, budget items/resources resulted.
- 9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that have resulted in the improvement of SLOs, PLOs and/or OOs this past year.
- 10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self study and subsequent annual update(s). List program goals and objectives for this academic year, adding new ones if needed.
- 11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and explain the connection to outcomes and/or student achievement.

Fall 2012 Counseling and Matriculation (PR)

1. Discipline/Program/Area Name

Counseling and Matriculation

2. Year

2012-2013

3. Name of person leading this review.

Carol Eastin

4. Names of all participants in this review.

Dr. De'Neen Coleman-Carew, Yvette Cruzalegui, Carol Eastin, Luis Echeverria, Rosa Fuller, Dr. Robert Harris, Susan Knapp, Audrey Moore, Rodney Schilling, Annette Skeen, Cynthia Wishka

5. Please review the five year headcount, FTES, and student PT/FT enrollment data provided on the web link. Comment on trends and how they affect your... *(The full text shows at beginning of the document)*

The district has seen a 15 percent decline in unduplicated headcount from 20,435 students in AY 07/08 to 17,276 students in AY 11/12. During those years HD FTES increased 26 percent while district FTES dropped 6 percent. HD classes comprised .72 percent of the district FTES in AY 07/08 but were .96 percent of the district FTES in AY 11/12.

In AY 07-08, 41.5 percent of HD students were full time and 30 percent of district students were full time. In AY 11/12, 35.5 percent of HD students were full time and 32.5 percent of district students were full time.

4 percent of district students were enrolled in one or more HD courses in AY 07/08. That number grew to 5.5 percent in 11/12.

Headcount, FTES and student PT/FT enrollment patterns do not appeared to impact HD offerings. Many students lack the skills taught in HD courses and more than 5.5 percent of students should have the opportunity to complete HD courses. Adequate HD offerings are needed to support both new students and those who are referred to those courses to help alleviate probation problems.

Counseling faculty and the dean examined the matriculation data we have provided to the Chancellor's Office over the past five years to compare services provided with headcounts. We discovered that although the numbers reported for matriculation services are very consistent over the years, they appear to have no relationship with actual services provided. Many of the numbers are underreported. The accuracy of some numbers will be time consuming to verify but others like assessments, orientations, and counseling appointments can be readily obtained. The dean will research data reporting to the Chancellor's Office to identify and correct problems. Besides wanting correct data, we want correct funding for matriculation components.

Information was requested from DIERP in September about the correlation of HD completion with good academic standing and/or student achievement but that data has not been received. The Counseling faculty intend to seek this information for next year's report.

6. Using the student achievement data provided by web link, please comment on any similarities or differences in success, retention, and persistence b... *(The full text shows at beginning of the document)*

The research shows that each year since 2007 the Latino/Hispanic student population has higher success rates than do the non-Latino/Hispanics. The 2010-11 year had the highest difference at 14%. On average there is a 9.6% difference.

When looking at our district as a whole we find that those who are Hispanic/Latino succeed slightly higher in 2011-2012 (73%) than those who are not Hispanic/Latino (71%). Such proximity in success rates is near the same dating back to 2007 with an average of only 1% difference between the two populations. Therefore, when comparing ethnicity, there appears to be a higher level of difference in HD success rates than with the district as a whole.

The data demonstrates that since 2007 there has been an average of 4.6% higher retention rates for Hispanic/Latino than their counterparts in HD classes.

The research demonstrates that each year since 2007 females have had slightly higher (single digit) success and retention rates than males in both the district and HD courses.

There has been a shift in the HD success and retention rates between the Lancaster and Palmdale campus since 2007. In 2007-2008 Lancaster's success rate was 8% higher and retention was 15% higher. Since then Palmdale has had a growing level of success each year by 1% (09-10), 7% (10-11) and 9% (11-12) and retention by 3% (08-09), 3% (09-10), even in 10-11, and 7% in 11-12. When looking at the district as a whole we find that since 2007 there has been a consistent 4-5% higher success rate for those at the Lancaster campus than those at the Palmdale Center. The district-wide data provided demonstrates that the retention rates based on location are very similar (0-1%) between Lancaster and Palmdale since 2007. This is very different than the trend of HD students.

There appears to be a significant difference in the success rates between those in traditional and online HD classes. In 10-11 there was a 26% difference. On average there is an 18% difference. This data is similar to the district findings. This is the opposite of what the US Department of Education found in a 2009 study comparing traditional and online classes.

According to the data by race, within the division and district Asians have the highest level of success (80% and 79% respectively). Black/African Americans have the lowest level of success at 57% for both HD and district.

According to the data by race, both within the division and district, Asians have the highest level of retention (93% and 91% respectively). Native Americans/AK Natives have the lowest level of retention within the division at 82% while Black/African Americans have the lowest level of retention within the district at 83%.

The data demonstrates that there is on average an 8% higher level of persistence for students in HD classes in fall to spring than in the spring to fall. This finding has been observed every year since 2007. This trend is very similar to what we find with district students.

The retention rates for HD students in traditional and online classes are on average 8% higher for traditional. District-wide from 2007-2012, those in the traditional setting having the higher rates of retention. The district-wide data provided demonstrates that the retention rates based on instructional modality (district) ranges between 6% (2010-2011) to 10% (2007-2008).

According to the data by race, both within the division and district, Asians have the highest level of retention (93% and 91% respectively). Native Americans/AK Natives have the lowest level of retention within the division at 82% while Black/African Americans have the lowest level of retention within the district at 83%.

Conclusion: The highest difference in success levels for HD students is found in modality and race. These are areas that we should address (campus-wide and within our division) in order to first address what the issues are and then what we can do to close the gaps.

7. Analyze changes in student achievement and achievement gaps over the past four years. Cite examples of using additional resources (e.g. human, faci... *(The full text shows at beginning of the document)*

The data shows that students are less successful in online courses than traditional courses. HD 100 and 103 were offered only online for a few years. Prompted by a review of the data during our comprehensive self-study last fall, one section each of HD 100 and 103 are being offered in the traditional format this semester with plans to do the same in the spring. We are expecting the return to a traditional format will improve student success this academic year.

The 29 percent improvement in the success of students taking HD courses at the Palmdale Center in the past five years correlates with an increase in counselor hours at the Center.

8. Provide examples from your program where assessment results of Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and/or Operation... *(The full text shows at beginning of the document)*

On August 17, 2012, the counseling faculty met during the annual Welcome Back Day to discuss the assessment of SLOs and to review the findings. Assessment results indicate that students achieved the learning outcomes set by the faculty. However, the faculty considered how it could improve the level of achievement in their courses by introducing more supplementary material such as audio-visual material, especially those with minority role models. Since there is no formal procedure for requesting additional educational material for the classes, and since the faculty is unaware of any financial resources for such materials, no specific recommendations were generated during this meeting.

There had been ongoing discussions concerning SLOs during staff meetings. However, we have no minutes to which to refer as documentation of these discussions.

9. Analyze changes in SLO, PLO and/or OO assessment results over the past four years. Cite examples of using additional resources (e.g. human, facilit... *(The full text shows at beginning of the document)*

Assessment tools for HD 101 and HD 100 have been revised but the SLOs have not. In the process of assessing the SLOs, the faculty teaching these courses reviewed the results of their quizzes and determined that there were items that did not accurately assess the achievement of student learning and substituted a new item into the quiz. The result was increased accuracy of the instrument in the assessment of student learning.

10. Review the program goals and objectives related to improving outcomes and/or student achievement identified in the most recent comprehensive self ... *(The full text shows at beginning of the document)*

1. Goal: Help students become more self-directive in completing certificate, degree and transfer requirements.
Objectives:

Continue to evaluate and/or refine services related to providing education plans.

Continue offering workshops and targeted services to students whose intended goal is transfer.

Continue to put more transfer related resources on the Counseling webpage.

Continue to prepare for DegreeWorks implementation.

2. Goal: Utilize technology to serve more students electronically and improve services. Objectives:

Expand online counseling services; add a link to online counseling on the Counseling webpage.

Continue to email scanned SEPs to students.

Continue to update the Counselors' Online Counseling Training Manual.

Enable student access to eSARS to make appointments and workshop reservations.

Inform/remind students about e-resources available on AVC website.

Better utilize email to communicate with students.

3. Goal: Increase student success and reduce the number of students on academic and progress probation. Objectives:

Revise online orientation to emphasize advisories and support service.

Offer additional and/or larger IEP workshops, especially at peak times.

Offer more sections of HD courses, especially HD 100 and 101.

Encourage undecided students to identify goals. Inform them about Journey, the Career Center, HD 103.

Use various means to reinforce the message to address basic skills early.

Explore offering a college success course with Engl 095 and Read 095 advisories.

Revise IEP form; change the form heading to "First Semester Plan" to help students distinguish it from a complete "Education Plan".

4. Goal: Increase the number of students who move from "dismissal" to "good standing". Objectives:

Update student contract.

Develop electronic progress report forms for students taking online classes.

Develop process for internal GPA calculation to include work from other institutions Propose revision of dismissal board policy.

11. Identify changes in significant resource needs since writing the comprehensive self-study report. List new needs in rank order of importance and e... (The full text shows at beginning of the document)

Three classified positions, a Technical Analyst, an Administrative Assistant and a Clerical Assistant II, need to be replaced to keep the Counseling office running efficiently. The support they give counseling faculty helps students obtain timely information which in turn supports student success, retention and persistence.

One counseling faculty member needs to be replaced to help address the high counselor to student ratio. Counselors help students identify goals, requirements and strategies to complete requirements and reach goals.

The Counseling dean should be replaced so that person can focus on implementing the requirements of the Student Success Act of 2012 which is intended to improve student achievement. Our dean currently oversees two areas.

A faculty chair in Counseling would help the division provide accurate information to students and improve scheduling to better serve students. A chair would be able to attend to student needs in a way that a dean without a counseling background cannot.

Demand for the services of the three Ed Advisors far exceeds their availability. Students need their support year round. Those positions need to be restored to 100 percent.

To meet the recommendations of the Student Success Act and improve student success, dozens of additional new counseling faculty need to be hired.

It is estimated that four additional new clerical staff and commensurate work space will be needed to support a larger faculty.

Funding should be available for all counselors to attend UC and CSU transfer conferences, especially now that there is a sharper focus on increasing transfer rates. Counselors who have timely information about the ever-changing transfer process can better help students plan their AVC courses and expedite their transfer.

See the comprehensive report of 2011 for vital facility, equipment and technology needs. One of the most urgent is a room with a capacity of 30-50 students so faculty and students can meet for workshops designed to support student success. The room we currently use has seating for 10 which is inefficient and limits the number of students who can obtain the information/services.