Fall 2007
Program Review Self-Study
of
Counseling and Matriculation
(Counseling Center-Assessment Center-Career/Transfer Center)

The self-study for Counseling and Matriculation Program Review was conducted during the Fall 2007 academic semester. Each of the eight areas of the program review were divided among the ten full-time faculty and drafts from each area were distributed to Counseling faculty for feedback (twice) before the document was forwarded to the Dean of Counseling and Matriculation. After reviewing the full draft, the Dean of Counseling and Matriculation suggested additions and modifications and drafted a summary before returning the document to the faculty for final feedback. Based on faculty feedback, the dean made final revisions and forwarded the final Self-Study document to the Program Review Coordinator and Vice President of Student Services. The program review self-study follows.

The mission of Counseling Services is to assist students in defining and accomplishing their academic, career and personal goals. The counseling program provides student advocacy, crisis intervention and high school outreach in addition to academic, career and personal counseling. This mission is consistent with the mandate of Title 5, Section 51018.

The counseling program recognizes the student as a whole and complex human being with concerns and issues that are not completely distinct or separate; academic issues intertwine with career issues and with personal, life issues.

Area 1. CURRICULUM

Course Development

1.1   The curriculum supports the educational objectives of the program/discipline. New and revised courses address changes in the discipline or industry and specifically address student needs.

Human Development courses developed during the period of review: HD 198 A Assertiveness Training, HD 198 C, Choosing a Career, Selecting a Major and Developing an Educational Plan, and HD 198 0 Orientation to College.

These courses support the objectives of the Counseling Division by providing unit-bearing opportunities to become acquainted with the college and registration process, explore career and education plans and to become more effective in interpersonal relationships.

The Assertiveness Training course was developed in response to feedback from students who have completed other Human Development courses and counseling faculty assessment of student needs. Similar courses were also identified at several other California community colleges. Advisories for these new courses were developed based on content review.

These courses meet student needs and the college mission by:
a. Enabling student success by teaching students the process for choosing a career.
b. Providing an orientation to the college, a component of matriculation.
c. Enabling self-awareness and self-confidence as part of their personal development.
d. Enabling skills development to facilitate students pursuing and achieving their educational goals.

Additional courses may be developed that will be equivalent to services that are currently provided. For example, the probation workshop has potential for being a non-credit course and dismissal students may benefit more from a specialized course designed for them than the current practice of meeting with a counselor for a half hour.

Student learning outcomes (SLOs) for Human Development courses are in the process of being developed and will be completed in the Spring Semester 2008. When the SLOs are finalized, they will reflect the Human Development course and program objectives.

Course Revision
1.2   All courses are reviewed within a six-year cycle per Title 5, Section 55210(b)(3).

All HD courses are currently updated and on the integrated Course Outline of Record (COR) as required by Title 5 Section 55210(b)(3).

 HD 100 Basic Strategies for College Success and HD 103 Career Planning were updated during the Spring 2007 semester to reflect the new COR form. HD 101 College & Life Management is scheduled to be updated in the Spring 2008 semester.

Other Curriculum Matters
1.3   Courses which have not been taught within a two-year academic period and have not been brought before AP&P for renewal during the third year are obsolete and will be removed from the college catalog. Courses which have not been taught within a two-year academic period are inactive and have been identified.

HD 110 Persons of Mixed Racial/Ethnic Heritage was not offered within a three-year academic period and is now obsolete and removed from the college catalog.

1.4   Where appropriate, courses address issues related to diversity and/or multicultural perspectives.

Two of our HD courses address issues of diversity. The textbooks in HD 101 College and Life Management and HD 105 Personal Development each contain chapters that cover diversity and aspects thereof. No HD courses meet the criteria for Diversity Studies, Category F, and none are being planned.

Program Development and Revision
1.5   New programs developed during the period under review meet students' needs and are consistent with the college mission and ILOs.

   N/A

1.6   Existing programs are revised as needed.

   Yes.

Instruction

1.7   Courses are taught within the parameters described in the outline of record.

To assure that courses follow the COR, syllabi for the courses are submitted by faculty to the Dean of Counseling for review.

1.8   Faculty and staff provide innovative strategies to meet student needs and staff development supports the development of these strategies.

To better serve our students, HD 198 courses were created to be taught online and in a classroom setting. Also, an online version of HD 101 was created and is has been taught since Spring 2007 in addition to the traditional classroom sections. Furthermore, all certificates and degrees offered by AVC have been included in the Program Sheets.

Scheduling

1.9   Course scheduling provides students with reasonable access to meet their educational objectives and promotes strong enrollment patterns.

HD courses are offered every term. Recent Fall and Spring enrollment numbers are shown in the table below. It is notable that enrollment in HD courses from Fall 2006 to Fall 2007 increased 27%. With the inclusion of HD 101 online, students have been able to obtain a more flexible schedule that accommodates their needs, improves students' access to HD courses, and facilitates an increase in scheduling HD courses for the division.

Sum of Enrollment	Term							
Course Number	Fall 2004	Spring 2005	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007	Grand Total
100	37	26	22	17	32	22	34	190
101	166	113	167	138	183	152	224	1143
103	51	18	31	27	34	30	32	223
105	30	28	55	36	47	29	68	293
198C							10	10
198O							9	9
Grand Total	284	185	275	218	296	233	377	1868

With the implementation of the scheduling and reporting system (SARS) classified employees and student assistants develop, coordinate, and revise faculty schedules for counseling, teaching etc.

Student access to HD courses online is weakened by the percentage of our students who do not have internet access readily available. With limited internet access, enrollment in online courses is difficult for many students.

Course and Program Support
1.10   Faculty and staff are familiar with and work closely with other Student Services and Academic Affairs faculty and staff in program development and student referral.

The faculty and staff of the Counseling Division work closely with each of the following, often on a daily basis, but at least, through their participation in weekly Counseling Division meetings: Assessment Center, CalWORKs, Career/Transfer Center, Disabled Student Services, EOPS/CARE, STAR, Admissions and Records and Veterans Affairs.

The Dean of Counseling is also the Dean of Matriculation. As a result, Counseling Division involvement in the matriculation process is assured.

Counselors consult with and make frequent referrals to academic divisions, Admissions and Records, Financial Aid, IMC, Job Placement, Learning Center, Library and Student Development. Counselors strive to maintain strong links with these programs to ensure accurate information and appropriate referrals.

HD 101 and HD 198 O faculty coordinate with the Learning Center and Library faculty and staff so students gain practical knowledge of the Learning Center and Library

through tours, classroom visitations, online tutorials and electronic links. Additionally, counselors frequently refer students to the Learning Center and Library for services specific to the student's needs.

HD 198C is a new course that is being promoted to students who have not declared a major. The course includes completing the DISCOVER career assessment and using the AVC open computer labs. Students are also encouraged to access the Eureka database and other internet resources.

The Counseling faculty works closely with Admissions and Records staff on the entire matriculation process. Counselors are an integral part of the work of Admission and Records, evaluating transcripts from other colleges as well as identifying needed corrections on students' AVC transcripts.

Of course, the Counseling Division is closely aligned with the Transfer Center by virtue of helping students develop educational plans toward transfer. The program faculty consults with the Transfer Center Coordinator on articulation questions and transcript evaluations.

Placement based on assessment test results is an important component of the matriculation process and involves Counseling Division faculty advising students on appropriate course selection.

Counseling faculty provides guidance on program requirements to the Veterans Affairs coordinator and verifies his education plans for veterans. The coordinator also refers veterans to the Counseling Division for education plans for transfer as well as for enrollment in Human Development courses.

Counselors are actively involved with Outreach Services in working with high school seniors. Counselors go to the local high schools to advise graduating seniors concerning their educational goals at AVC. This involves the interpretation of their assessment scores, advising regarding coursework needed for certificates, degrees and transferring, as well as career counseling and referrals to the Career Center for career assessment.

One counselor works with the English as a Second Language program and ensures that counselors are familiar with the interpretation of the ESL assessment to advise students on their appropriate placement. He has also been integral in the translation of many of the forms and documents distributed by the Counseling Division regarding the matriculation process, including application, assessment and orientation.

The Counseling Division works closely with all academic divisions. Formal and informal discussions with deans and academic faculty and the development of various handouts pertaining to programs, certificates and degrees facilitate the delivery of useful and reliable information to students. AVC's Program Sheets were created and are constantly being revised, within the jurisdiction of the Counseling Division, with an ongoing consultation with academic divisions. The sheets are available to all areas of

Student Services and the college as a whole and have become a prominent resource in HD 101. The Counselors' Procedures Manual is a reference for counselors regarding AVC programs and supports the consistency of Counseling Division services.

1.11   Recent developments in instructional technology have been incorporated into courses and student support services consistent with the objectives of the programs and services.

HD 101 is now offered online. In this instructional delivery, the instructor uses Blackboard and its features, including streamed video, automated feedback for quizzes and tests, students' posting access, discussion forums and e-mail communication. All the pedagogical needs of instruction have been met through the online medium.

Articulation:
 1.12   Courses are articulated with institutions of higher education and local high schools.

Initiation of articulation can be generated by either AVC or a university. New courses developed by AVC that are designated CSU transferable for specific discipline areas are submitted to campuses with equivalent programs at the lower division level for articulation consideration. The respective faculties at the universities in question review our Course Outline of Record submissions and either grant or deny equivalency. When course equivalency is granted a recommendation granting equivalency is sent to the university Articulation Officer for processing. The University Articulation Officer then contacts the AVC Articulation Officer either by telephone or e-mail notifying him that equivalency has been granted. The AVC Articulation Officer has the authority to act on behalf of the academic deans on campus and on their behalf accepts the equivalency. Once agreement is achieved, the course is then articulated and entered into ASSIST (if the university is a state supported public institution).

The process for articulation of AVC courses with the University of California is more complex. New AVC Course Outlines of Record (COR) are entered electronically through the internet into a program called "OSCAR". The COR is then reviewed by UC faculty for equivalency. Courses that are accepted are integrated into the UC Transfer Articulation Agreement (TCA) for AVC. The UC Office of the President then notifies AVC's Articulation Officer through email. New courses are then reviewed by the various UC campuses for placement into course and program articulation purposes. The UC campus articulation then enters the course into ASSIST.

If a private university is involved, the articulation process is complete when a letter of articulation is generated.

The strength of the articulation process is that it is an economical and straight-forward way of processing new courses and corresponding programs. It's weakness may be found when the submitted course is denied. Reconsideration and revision by the AVC department discipline takes time and could delay the articulation of a course for months

or years.

The faculty initiating a new course should follow a process that will significantly improve the chances of their course being articulated. If sufficient research is done on the course rigor and content with regard to where the course is expected to be accepted, a denial is unlikely. Should a faculty member develop the course without this kind of information and research, the odds are much greater that the course will be denied.

At present, HD 101 and HD 105 are articulated with the CSU system to meet general education requirements.

1.13   The courses and/or program meet one or more of the primary goals articulated in the College Mission Statement.

The Counseling Division is committed to student success, offering value and opportunity to all members of our community. One of the provisions in the College Mission statement articulates for the provision of counseling, matriculation and transfer services. Human Development courses reflect this aspect of the mission and enhance student skills and attitudes necessary to be successful members of the community. As can be seen from the following table, when asked in the Counseling Program Review survey, students overwhelmingly agreed that our courses met their needs.

The Human Development courses I have taken (i.e. HD 100,101, 103, 105 & 198) met my needs.		
answer options	Response Percent	Response Count
Strongly Agree	14.00%	21
Agree	23.33%	35
Disagree	1.33%	2
Strongly Disagree	1.33%	2
Not applicable	60.00%	90
answered question		150
skipped question		2

1.14   The courses and/or program meet one or more of the college's ILOs.

Counseling services and Human Development courses reflect the following ILOs:

- Analyze diverse perspective from a variety of disciplines and experiences that contribute to the development of self-awareness.
- Value and apply life long learning skills required for employment, basic skills, transfer education, and personal development.
- Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society and identify career opportunities that contribute to the economic well being of the community.

- Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.

1.15   The courses and/or program are consistent with plans articulated in the Educational Master Plan.

Human Development courses are approved by the Academic Policies and Procedures committee and our programs reflect the standards set by the Chancellor's Office as well as the Educational Master Plan.

Summary

The Counseling faculty is committed to student success. To this end we have developed, during the period of review, several new courses and revised one to be taught online. These courses and resources, along with our other courses and services, provide students with opportunities to become acquainted with the college registration procedures, explore career options, develop educational plans and become more effective as students and in their interpersonal relationships. We are exploring alternative delivery systems for other services as well as discussing how new courses may improve student learning.

Because of our commitment to student success we have kept our courses relevant and current. We also review the scheduling of our courses to insure they meet the demands of our students. By offering some of our programs online, we meet students' needs for distance education and incorporate the use of technology into our instruction.

Another reflection of our commitment to student success is our coordination of services within the Student Services. Faculty and staff from other areas within Student Services participate in our staff meetings regularly and we maintain links with the Learning Center, the Library and the Financial Aid Office. During the registration process counselors are an integral part of the admission and evaluation of students, working closely with Admissions and Records and the Assessment Center. Further, one counselor works closely with the English as a Second Language program, translating several documents and the online orientation into Spanish. We work closely with Outreach through our involvement with high schools seniors, advising them about courses, interpreting their assessment scores and making referrals to other Student Services programs.

Two of our courses are articulated to meet general education requirements within the California State University [CSU] system.

Recommendations

1. The faculty continue to develop SLOs for each of our HD courses and implement, assess, and revise as needed within the timeframe established by the SLO Committee for all academic courses.

2. To facilitate Web registration, we see a need for the college to increase access to open computer labs. The open labs are often full and there is a line of waiting students. Students cannot take full advantage of good counseling if they cannot access real-time registration information.

3. The faculty needs to continue exploring alternative delivery systems for our services. Developing more online courses and sections of courses would be helpful as would the development of online counseling.

4. There is a need for more full-time faculty to be in the classroom teaching our courses and reduce our reliance on adjuncts for this critical component of our service. While this may reduce the hours available for individual appointments, it could encourage a more serious exploration of alternative modes of service delivery.

Area 2. STUDENT SUPPORT AND DEVELOPMENT

2.1   The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.

N/A for Counseling Division.

2.2   The institution provides all prospective and currently enrolled students with current and accurate information about its programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.

Counselors and staff provide prospective and current students with accurate information about AVC programs, admissions policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures. Updates are accomplished through counseling faculty participation on the AP&P committee and Academic Senate, as well as articulation updates, consultation with academic deans and other administrative input. The tools used to ensure that accurate information is provided to students include the Counselors' Procedure Manual, Program Sheets, handouts, the Catalog, and the Student Handbook.

During the school year 2006-2007, Antelope Valley College Program Sheets were created to reflect the current academic, certificate and major offerings and to satisfy students' demand for a comprehensive and concise format. The Program Sheets recently came under the jurisdiction of the Counseling Division and are being updated on an ongoing basis to reflect changes. The service provided to students by AVC's Program Sheets helps increase student awareness of their academic development/progress and assists them in appropriate course selection towards the completion of their educational

plan, which is one of Counseling's SLOs. The Program Sheets also help students understand general education requirements for an Associate degree and help them plan their courses, which is another SLO for Counseling. The use of the Program Sheets has been integrated into Counseling general practice and the sheets have been disseminated to academic divisions as well.

During Spring 2007 the Counselors' Procedures Manual was created in an effort to disseminate information to the Counseling staff as it related to all aspects of the counseling practice. This manual is in electronic format, maintained in Counseling Advisory System (CAS) and continuously updated. The manual is available to staff members. Through this medium, counselors in all areas are promptly notified of updates, revisions and changes.

2.3   The program identifies the educational support needs of its student population and provides appropriate services to address those needs.

Persistence research from the Institutional Research Office indicates that students who complete the English and math assessment and receive counseling are more likely to persist in college compared to those who do not complete these activities.

Assessment testing helps place students in the appropriate math and English levels. Counselors spend considerable time discussing the benefits of basic skills classes when assessment indicates weak math and English skills.

Counseling staff encourage students to familiarize themselves with AVC services by participating in orientation. Students can either take an online orientation (in English or Spanish) or enroll in a .5 credit Human Development class. Students are advised to meet with a counselor to discuss goals, plan initial coursework and identify relevant support services. Three full-time counselors and two adjunct counselors speak fluent Spanish which helps meet the needs of Spanish speaking students.

A new Title V counselor has been hired this year with a Title V grant to help nurture future college students who will either be first generation college students or fall into an at-risk category. This program provides supplementary academic enrichment activities to high school juniors and seniors from local high schools.

Counselors frequently advise at-risk students about academic, career and personal issues. Students having difficulty with coursework are referred to tutors or workshops offered by the Learning Center. Human Development classes varying from .5 to 3 units are available to students for the purpose of enhancing personal growth and knowledge and strengthening skills needed to be successful in college. Counselors also make students aware of EOPS (a categorical program) and STAR (a federally funded program) for first generation college students.

Counselors are available throughout business hours to advise current and prospective students. Counselors working at the walk-in desk try to quickly determine if each student's needs/questions can be best addressed with brief information or assistance on the spot or if the student needs a block of time (appointment) with a counselor to review transcripts or discuss issues.

Probationary students meet with counselors in a probation workshop or individually to complete a probation contract which is aimed at helping students identify problem areas and identify actions to achieve success. The contract defines the number of units and courses to be taken the following semester.

An area of concern is the large numbers of students who do not return for a second year. In addition to the probation workshops required of students on probation and counseling appointments required of students readmitted after being dismissed, the counseling staff has discussed other possible counseling interventions to reach out and retain current students. The Institutional Research Office has developed a model for predicting which students are most likely to persist from the Fall to Spring semester and which students are most at-risk of not completing their coursework with a grade of "C" or better. During the Spring 2008 semester, the counseling faculty will attempt to create strategies and interventions to help students who are identified as most at-risk by the Institutional Research Office.

Students expect online courses and services. Online HD classes are very popular and fill quickly. It is expected that fewer students will need to come to the Counseling Center for services as a result of new efforts to provide online counseling. The Transfer Center recently implemented an e-mail link on their Website for students to pose questions online. It is possible that the increase in younger student population is partly attributable to the ease of the registration process which now includes the ability to enroll and register online.

Since the last program review, much information regarding enrollment, assessment test study guides, orientation, and programs of study, has been put online, making it more easily accessible to the community. Many of these same documents have also been translated into Spanish. In addition, students may avail themselves of a new on-line orientation in English or Spanish or half-unit orientation course to learn more about college services and improve assigned registration time. The Transfer Center also posts a great deal of information regarding transfer coursework and visits from college representatives on its Website.

Counseling appointments are easily booked via telephone and in person. Same day appointments are available nearly everyday. With the implementation of the SARS TRAK software, students will be able to make their own appointments online in the near future.

The Counseling and Outreach departments work closely with local high school senior counselors to recruit potential students. High school seniors are given an opportunity to

take the college assessment test and attend a college orientation in the spring before graduation. Counselors travel to seven high school sites to meet with students and develop initial education plans.   This too may partly account for the increase in a younger student population at AVC.

2.4   The program involves students, as appropriate, in planning and evaluating student support and development services.

Student involvement in planning and evaluation of student support and development services has been limited. Since the last self-study, students have evaluated specific related events such as probation and orientation workshops, along with counseling faculty within the tenure review and on-going evaluation processes.

Evaluations from students will assist in shaping the structure of what is provided by this division in meeting the needs of the student population. The Fall 2007 Program Review Student Survey indicated students are satisfied with the curriculum, orientation, appointments, publicity, assessment, transfer/career services, respect from staff, counseling services and materials. One question allowed students to indicate interest in possible workshop/mini-course topics. Student response to that question will guide the development of future offerings.

2.5   Admissions and assessment instruments and placement practices are designed to reduce bias and are regularly evaluated to assure effectiveness.

Antelope Valley College administers the ACT Compass/ESL computer-adaptive assessment for English and math course placement as well as reading and English as a Second Language (ESL) course advisories. Compass, a second-party assessment test, is currently listed on the California Community Colleges Chancellor's Office (CCCCO) list of approved test instruments. Upon implementation of Compass in 2000, the college began collecting data and compiling statistical information in which to institute valid assessment prerequisites. In November of 2003, cut-score validation results were used to implement assessment prerequisite cut scores for Math 102 and English 101. Based on further empirical research in May of 2004, additional cut scores were implemented for the following basic skills courses: Math 100 (070) and English 099.

In accord with Antelope Valley Colleges' commitment to monitor its test instruments every three years, the college hired a research consultant to conduct additional assessment validity research studies during the spring 2006 semester because of vacancies in the campus' Institutional research department. Following the college's Academic Policies and Procedures committee (AP&P) guidelines and approval process for establishing assessment prerequisites, the Math and Language Arts divisions accepted the research consultant's validation research, and on July 14, 2006, implemented adjusted cut scores for the following courses: Math 070, Math 102, Engl 097, Engl 099 and Engl 101. A content validation study and initial cut score was also implemented for Math 060, a new course added to the math sequence that began during the Fall 2006 semester.

Additionally, in collaboration with a campus wide discussion, a slightly modified version of the research consultant's recommended multiple measures system was adopted. This two-prong approach to multiple measures differentiates test score adjustments between recent high school graduates and students who are five years or more removed from high school.

The effectiveness of current placement practices can be seen with the cut scores that were implemented for English and math courses on July 14, 2006. The placement accuracy rates that correspond with the adopted cut scores represent an 82% to 87% placement accuracy for English course placements and a 79% to 84% placement accuracy for math courses. All placement accuracy rates exceed the 75% minimum required by the Chancellor's Office for consequential validation.

Assessment practices have several other safeguards in place to ensure effectiveness. An assessment committee, operating as a subcommittee of Matriculation, evaluates the assessment policies and procedures of the college. This group coordinates research, evaluations and makes recommendations for changes regarding assessment. Membership includes faculty members, respective academic deans, counselor, assessment staff, research director and Learning Center representatives. Division deans keep their faculty abreast of current developments in assessment. They also solicit feedback and involve their instructional faculty when decisions or modifications are made, such as content review studies, multiple measures criteria and cut score analyses.

In terms of test bias, the college employs the use of a second-party test instrument. With such an arrangement, researchers for Compass work directly with the Chancellor's Office, assuring that their test items are free of test bias. If not, the test instrument would be removed from the CCCCO list of approved assessment tests. Faculty and college personnel have also reviewed the test item development procedures provided by the test provider. This documented information assures that appropriate and comprehensive measures were taken to ensure the fairness of content. Likewise, disproportionate impact is also evaluated on a regular basis. For example, the most recent validity study found no difference among ethnic groups in terms of placement accuracy. That is to say, the Compass assessment was found to be placing students accurately without disproportionate impact.

The math faculty have been advised about a need to conduct content reviews of the Compass math test items. The Assessment Coordinator has also recommended to math faculty that test items be reviewed from other Chancellor-approved instruments in order to ensure the most accurate alignment between assessment prerequisites and curriculum. Additionally, with the removal of the upper-level Compass math subtests from the latest Chancellor-approved list of assessment instruments, discussions about local validation for upper-level math course placement will need to take place.

At present, reading and ESL assessments are used in an advisory manner only. Students are not required to enroll in a corresponding class. The Language Arts Division is

currently undergoing the process in which to implement sequential course prerequisites. The most recent validation research has identified reading cut scores that could be adopted by the reading program as assessment prerequisites. If used in this manner, the reading faculty will need to conduct content reviews of the Compass reading test pool items. Likewise, the ESL program will need to go through the same process if they decide to require assessment prerequisites in lieu of just recommending advisories. The ESL program has also developed new multiple measures criteria that will be brought forward to the assessment committee once meetings reconvene for the 2007/08 academic year.

A proposal to redefine the Assessment Committee, currently a subcommittee of the Matriculation Committee, has been drafted and has been submitted to the Matriculation Committee for consideration during the Fall 2007 semester. The proposal recommends the scaling down of membership so that it may function more suitably as a workgroup. In addition, the proposal seeks appropriate chair oversight and leadership. The Matriculation Committee has agreed that the proposal should be submitted to the College Coordinating Council requesting consideration for the Assessment Committee becoming a standing committee.

In an effort to create a manageable workload of assessment validation research, a rotating three-year cycle will be considered. In other words, validation studies will occur for the math program, followed the next year by the English program, followed the next year for reading program. This alternating three-year cycle will then repeat continuously, assuring that appropriate measures are in place to evaluate assessment instruments at specific intervals.

2.6   The program provides appropriate comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Counseling
A full spectrum of Counseling Division services are available on the main campus five days and four evenings per week and those services are widely used by students. Counseling is offered at the Palmdale site one day a week for two and one-half hours. Utilization of the Palmdale site counselor has been sporadic despite the fact that a counselor went into the Palmdale classes to promote the availability of site services. Through web access, the counselor who works in Palmdale can offer many of the services available on the main campus. SARS Trak will soon allow students to schedule appointments online.

Counseling services on the main campus are made up of several different functional areas which includes the following: Counseling Center, Assessment Center, and Career/Transfer Center. The Counseling Center includes faculty and staff whose primary function is to provide academic, career and personal counseling to all the students. The Counseling Division faculty and staff assist students with career/educational planning,

decision-making, and personal problem solving from their first exposure to Antelope Valley College until they have achieved their personal or educational objectives.

Assessment
The Assessment Center is located in the Student Services building. It functions as a dedicated testing lab with twenty-one computer workstations. The Assessment Center operates on a walk-in first-come, first-serve basis throughout the year. No appointments are needed. This flexible arrangement provides ample opportunity for students to plan and take their assessment at a time convenient for them during the daytime.

The Assessment Center is staffed during business hours with personnel to assist students, especially those who are first-time computer users. On occasion, large groups of fifty to seventy students are scheduled to take the assessment test at other designated computer lab locations on campus. For example, separate computer labs have been prearranged to accommodate large groups such as the Sheriff's Academy recruits and prospective high school transfer students. In September of 2007, the Web administrator configured the network infrastructure in such a way that the assessment program can be deployed in any computer lab on campus. This will be especially helpful during the busy weeks of open registration. Additional lab space may help to alleviate the need for using waiting lists. This also better equips the campus to accommodate targeted community-based enrollment events, such as "Super Saturday," where hundreds have attended. These one-stop-shop events are geared to enable students to complete the matriculation steps, starting from application to enrolling in courses in one day. Having enough computers to assess students and provide information to counselors for advising sessions is crucial.

The campus server that supports the assessment program has been very reliable. Perhaps once or twice a year, the Assessment Center has had to close because of network failure. In these very rare instances, the ITS department has worked diligently to restore connectivity, which usually occurs within the hour. As a contingency plan, should a lengthy delay occur, the Assessment Center is ready to administer the online version of the Compass Assessment. This version is used primarily during off-campus testing at the local high schools, but can be administered on any computer with access to a standard Web browser.

Recent efforts to offer the online version of the Compass assessment at the local high school campuses have shown some promise, but it was found that most of the schools in the Antelope Valley Union High School District (AVUHSD) lacked the technology infrastructure to support the remote Web-based Compass testing program. However, outreach assessment testing will soon increase as the AVUHSD has approved a multi-million dollar technology upgrade. Work is currently underway to improve internet connectivity at each high school campus with a projected completion date of December 2007. Currently, remote testing is being planned in Spring 2008 at two high schools and a third high school is considering the possibility. Those high schools already have the necessary infrastructure. With this development, assessment testing at the Palmdale site may not be necessary for the near future.

Laptop computers have been purchased to administer assessments using wireless Internet capabilities. However, it is uncertain if the infrastructure of the main campus is sufficient to handle a wireless link. If the link can be made and assessment is made available in Palmdale, planning efforts such as coordinating test proctoring, establishing remote assessment procedures and configuring the laptops and wireless network system will need to take place.

The Assessment Center is equipped to accommodate physically impaired students. The center has a DSS workstation with an adjustable height table as well as a large 19" monitor. A separate testing room assigned to the DSS office is used for visually impaired students. This special room, offering a distraction-free environment, is equipped with one computer station and allows for approved accommodations such as reader assistance or zoom text magnification software.

Career/Transfer Center
The Career and /Transfer Center have been physically located together since 2001. The Centers share resources and facilities and the office has been renamed the Career/Transfer Resource Center. Open daily Monday – Friday with evening hours provided on Monday, Tuesday and Thursday, the Center provides services twelve months a year.

The Career/Transfer Center has two computers dedicated for student use. Students may apply to universities and colleges via the Internet or look up various university or college Web sites for information and to obtain articulation agreements. Students may also use the computers for financial aid research. Career assessment and career planning information is available through DISCOVER, a career assessment and information system, and Eureka, a career exploration and information system. These programs help identify careers to explore and provide job descriptions, projected career trends, college and university school and majors search, salary data, scholarship availability and training requirements for most careers.

The Transfer Center provides transfer information and services for students desiring to further their education beyond AVC. Courses in AVC's transfer curriculum are equivalent in content, credit value, and quality to courses offered in lower division programs of regionally accredited four-year colleges and universities. The Transfer Center staff has the expertise to assist students in selecting a college to attend, provide appropriate curriculum and scholastic requirements, and assist in researching and understanding scholarship programs and financial aid information. The Center provides representative visitations, campus tours, and offers a series of application and financial aid workshops, a seminar on the higher education system of California, and personal counseling and advisement. The Center has established a catalog/video library for student use and has a number of reference books on selecting a college, college ratings, and overseas programs. The Center houses many files and applications from universities around the country.

Articulation services are housed in the Transfer Center as well. Over 600 official articulation agreements are on-line on our in-house computer program (CAS). AVC participates in the ASSIST project and has its CSU and UC articulation agreements available on the Web ASSIST site through the internet. Although CAN (California Articulation Numbering System) course articulation has become obsolete, the Transfer Center maintains an active CAN list. It is very useful for course equivalency determination between colleges and universities that continue to publish their CAN lists. One hundred twenty-eight AVC courses have qualified for CAN.

The Transfer Center has one full-time, 12 month certificated coordinator/articulation officer; one full-time Transfer Center Technician (currently vacant), one part-time student assistant and the services of one adjunct counselor and a clerical III who serves both the Transfer and Career Center. To better serve students, an Educational Advisor is being hired (Spring 2008) in the Transfer Center to replace the Transfer Center Technician. The Educational Advisor will be able to provide a broader range of service to students than was possible with the Transfer Center Technician. In addition, a Title V counselor was hired in Fall 2007 to serve underrepresented Hispanic students and is located in the Career/Transfer Center.

Career Center services include a complete library of career and occupational information. Students may utilize the Center computers for career assessment, information, exploration and planning independently or with the assistance of Center staff. Many students take DISCOVER on their personal computer, after receiving an access code from the Career Center, and return to the Center for additional services after taking DISCOVER. Students may obtain job descriptions, projected career trends, college and university school and majors search data, salary data, scholarship availability and training requirements for most careers. The Career Center also offers the Myers-Brigg Type Inventory, career related internet links and college search programs.

Most services are offered on a walk-in basis. Appointments are required for career counseling, and DISCOVER & MBTI interpretations. Staff consists of one full-time Career Center Technician (currently vacant) and a clerical III assistant shared with the Transfer Center. To better serve students, a Career Center Coordinator is being hired (Spring 2008) to replace the Career Center Technician. The Career Center Coordinator will be able to provide a broader range of service to students than was possible with the Career Center Technician.

2.7 The institution, in keeping with its mission, creates and maintains a campus climate that serves and supports its diverse student population.

Since 2001, Hispanic students at AVC have increased over 50% and African-American students have increased over 42%. Paralleling this growth is an increase in transfer students. There has been an approximate 25% increase in students transferring to four year California State Universities *(464 in 2002 versus 585 in 2007)*. These gains have been made predominately by Non-Latino/White students. African American students'

transfer rates increased by 50% and Latino students increased transfer rates by 85%. This may be attributed to the increase in college outreach efforts taking place in the community, but is supported by the Counseling Division. Counselors can anticipate receiving more requests from students relating to the transfer process.

New Human Development courses have been developed to better assist students with career planning and personal development. Short, .5 unit courses were developed for orientation, assertiveness training and deciding a career, major and completing an educational plan. They are being offered for the first time in Fall 2007.

The Counseling Division maintains close ties to AVC departments that support student achievement and refers students to them. The Learning Center is frequently touted for its numerous workshops, learning specialists and tutors who can provide academic support. The Career/Transfer Center offers valuable assistance in career and transfer information and also receives constant referrals. Counselors recommend that undecided students avail themselves of a DISCOVER career assessment to identify careers of interest and encourage them to access the Eureka database where they can acquire information on numerous professions and their educational requirements. The Transfer Center also coordinates visits from college representatives and tours to university campuses.

In addition to developing new Human Development courses that assist students with career planning and personal development and career counseling, the Division has an awareness that students are grappling with a variety of personal and psychological issues. Given that there is no women/men's center on campus that might offer workshops to help students deal with these issues, the Counseling Division may want to begin offering workshops related to some of these issues. Fall 2007 student surveys for Program Review indicate strong interest (62.5% - 40.8%) in: understanding the transfer process, completing a university admission application, managing stress, balancing school/family/ work, and managing money effectively.

2.8 The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Counselors and staff promote student participation in co-curricular activities. Campus faculty and staff frequently provide information and/or flyers to the Counseling Center which are passed along to students.

2.9 Student Records are maintained permanently, securely, and confidentially, with provision for secure back up of all files, regardless of the form in which those files are maintained.

Antelope Valley College enforces the following policy on maintaining student records in a permanent, secure and confidential area:

- All documents containing confidential and sensitive information, unique hardcover material and archival records are housed in the Student Services Vault. (Class - 1 Permanent per Education Code 59022 and 59023)

- Official student counseling records are maintained for a period of 3 years and then purged.

- Transcripts from other institutions are purged every 5 years - unless the student is currently active.

- Initial Ed Plans (IEP) are maintained for one year in a cabinet inaccessible to the public and are then filed into the student's individual file in the vault.

- Challenge Request petitions are kept in a drawer for one year and then filed in students' files which are maintained in the vault.

- A student's file is maintained for three years if the student is inactive. The purging process involves removing the name labels and shredding the student's documents.

- Appointment forms data is entered into the Banner system and the appointment forms are then shredded.

In order to improve the maintenance of files and reduce paper file space needs, imaging software has been purchased but not yet implemented and an imaging plan is needed. A campus-wide effort is underway to develop an imaging program. This effort, coordinated by the Director of Information Technology Services, and spearheaded by the Dean of Enrollment Management, is projected to get underway in Spring 2008.

To improve efficiency in scheduling student appointments and tracking, the campus has acquired the SARS appointment system which will eventually eliminate the use of appointment forms and have the ability to capture Matriculation data, further diminishing the need to use paper forms that include confidential student data.

2. 10 The program systematically evaluates the appropriateness, adequacy and effectiveness of its student services and uses the results of the evaluation as a basis for improvements.

Surveys are distributed to students for specific counselor evaluations. Student evaluations are direct tools for assessing the Counselors' ability to provide quality services that benefit and meet the student's needs during student appointments. Counselors distribute surveys to students at the conclusion of counseling appointments. Once the evaluation period is completed, the dean and counselor look for areas of strength and weakness identified by students. Individual counselor performance is often generalized by students to indicate the effectiveness of the entire Counseling Division.

Due to several reorganization efforts, ten deans/directors have overseen the Counseling Division since 2001. That level of turnover has meant division faculty and staff have found themselves adapting to new leadership more often than systematically evaluating or modifying the program.

The Program Review student surveys done in 2001 and 2007 both indicate the Counseling Division is meeting the needs of students. Suggestion boxes utilized by past deans/directors were rarely used by students and added little to the 2001 Program Review survey feedback. Based on the counseling SLOs and assessments completed in the Fall 2007, a student survey and other assessments will be used to measure SLOs during the Spring 2008 semester. Counseling is always in subtle transition. With a constant desire to serve students more effectively, counseling shifts scheduling, modalities and curriculum in concert with student needs, and our SLO assessment data will help us to make those changes to our counseling program.

Summary

Processes are in place to help assess and place incoming and current students so that they meet their academic goals. However, as the college grows in size and diversity the organizational and physical infrastructure must grow in order to cope with the increased number of students at the Lancaster campus as well as at the Palmdale site.

The shift in demographics toward a younger, more diverse student body that has traditionally not accessed higher education, along with the rise in students who do not return for the second semester and year, requires attention and creative thinking on how to reach students and meet their needs. More student input is needed as the Counseling Division considers expanding services. The Counseling and Career Centers are becoming more proactive in seeking out students to offer them counseling and career information services. Likewise, efforts are being made to extend assessment testing at the local high school campuses. Remote testing efforts serve as a convenience to prospective students as well as a marketing avenue in which to recruit college-bound high school seniors.

Counseling has also become more accessible to students via online tools and through expansion of Human Development course offerings—both online and on campus. In addition, the Counseling Center has taken on the responsibility to create, update, and revise the college's Program Sheets to insure that students have timely, accurate and relevant information. We have also created, updated, and revised the Counselors' Procedures Manual to ensure that every counselor delivers consistent services to students. The area of personal counseling is somewhat lacking and discussions are underway about providing personal development workshops.

Assessment staff members maintain currency in assessment practices through annual participation in the California Community Colleges Assessment Association. Measures are in place to ensure that the assessment processes are unbiased and that validation of

assessment instruments is taking place. Counseling staff stay abreast of changes in AVC and transfer majors via the counseling manual and internet resources such as College Source and Assist. The 24% increase in transfer rates indicates that this is a growing emphasis for the campus community. Counselors frequently prepare educational plans for students wanting an associate degree before transferring to a university. The Career/Transfer Center have two unfilled positions; its configuration and staffing levels are currently being evaluated to better serve students.

Recommendations

1. Evaluate space to accommodate future growth.
2. Hire additional full time faculty and staff in Counseling, Assessment and the Transfer /Career Center.
3. Expand on-line counseling and on-line Human Development courses.
4. Coordinate efforts with high schools to administer on-site assessment.
5. Increase outreach efforts to the campus community and high schools (i.e. classroom visitations, publications, etc).
6. Offer more personal development courses and workshops.
7. Continue efforts to keep abreast with transfer requirements.
8. Continue pro-active efforts related to serving basic skills and probation students.
9. Establish permanent Counseling Services at the Palmdale site.
10. Hire a department chair.
11. Continue to work with the academic areas and the counseling staff to accurately maintain the Program Sheets available for public consumption.
12. Continue to maintain, update, and use the Counselors' Procedures Manual to support counselors' effectiveness.

Area 3. Program and Student Learning Outcomes

3.1   Expectations for PLOs and SLOs are clearly articulated and are used in assessing the effectiveness of the program and service provided.

The Academic Senate subcommittee on Student Learning Outcomes, the Student Learning Outcomes Committee [SLOCOMM], set November 16, 2007 as the target date for Counseling and Matriculation to complete SLO assessments, analyze results, and revise SLOs and assessments as needed. Program SLOs are planned for development for the academic year 2008-2009. Student Learning Outcomes [SLOs] for our counseling program were completed and forwarded to the SLO Committee in early December, 2007. As stated earlier, a survey and other assessments of our SLOs will be conducted during the spring semester 2008. Counseling SLOs and assessments are listed below.

COUNSELING
STUDENT LEARNING OUTCOMES

AVC ILO (Institutional Learning Outcome)	General Counseling PLO (Program Learning Outcome)	General Counseling SLOs (Student Learning Outcome)	Program Activity	Evaluation/Assessment	Corrective Action Plan
Analyze diverse perspectives from a variety of disciplines and experiences that contribute to the development of self-awareness.		1. The student will be able to successfully select appropriate coursework to fulfill the requirements of his/her education plan. 2. The student will be able to evaluate and acknowledge how personal issues interfere with academic performance. 3. Students will demonstrate increased awareness of their academic strengths and areas of need in reading, writing and mathematics to assist in appropriate course selection.	1. Academic Counseling 2. Completed Education Plan 3. Campus Referrals 4. Enroll in HD course(s). 5. Administer standardized assessment prior to enrollment 6. Provide students with report of assessment results 7. Refer students to counseling for interpretation of scores, Orientation and IEP development	1. Student Survey with questions such as, "Do you know how to select your courses for the next semester?" 2. Education Plan on file. 3. Select random students' schedules who completed an Ed Plan to see if they registered for courses listed on their educational plan 4. Student Questionnaire asking how assessment, orientation and IEP benefited the student	Corrective action will follow assessments

Value and apply lifelong learning skills required for employment, basic skills, transfer education, and personal development.		1. Students will be able to identify appropriate educational and personal goals. 2. Students will be able to use Division resources to research questions relevant to their identified goals.	1. Academic/Career Advisement. 2. Educational planning resulting in a SEP on file. 3. Career/Transfer Center staff will instruct students in the use of the Center Library, Computers, Computer Programs for Education and Career exploration, and other resources.	1. Randomly sample students who completed an SEP to see if they enrolled in courses that fulfill SEP requirements. 2. Account for number of students who utilized counseling and career resources. 3. Administer student exit questionnaire to determine if students were able to access counseling and career resources and determine if the resources helped them develop career and educational goals.	
Demonstrate a breadth of knowledge and experiences from the Humanities, Social and Behavioral Sciences, Arts, Natural Sciences, and Mathematics.	.	1. Student is aware of the general education courses required to earn an associate degree or complete transfer general education	Complete an Educational Plan	1. Number of associate degrees awarded 2. Number of IGETC & CSU Certifications	
Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.		1. Student will be able to apply planning and goal setting strategies in developing an educational plan for their chosen career. 2. Student will use computer skills for gathering information for career, major and other academic and personal decisions.	1. Enroll in Human Development Class 2. Gather information on degrees, majors, careers and transfer universities. 3. Make a counseling appointment to develop an educational plan	1. Completion of HD courses 2. Utilization of college catalogs and career resources in Career/Transfer Center 3. Completion of Educational Plan with a counselor	

Demonstrate good citizenship and teamwork through respect, tolerance, cultural awareness, and the role of diversity in modern society.		Non-native English speaking students will identify their proficiency in ESL reading, writing and grammar/usage and be aware of the appropriate ESL courses needed.	1. Complete ESL assessment and have it interpreted by a counselor.	1. Randomly sample ESL students in a survey to determine if the assessment and interpretation assisted them in knowing their proficiency levels and selecting their courses.	
Identify career opportunities that contribute to the economic well being of the community.		1. Student will be able to identify a career appropriate to their work-related values, interests and abilities.	1. Complete Discover and other career assessments 2. Interpretation of results and locate possible careers with counselor 3. Research labor market trends and salary of potential careers via databases and internet sites 4. Formulate career goal and complete Student Educational Plan with counselor	1. Completion of Career Goal Questionnaire	

Student evaluations are an integral part of the assessment of program effectiveness.

The counseling faculty plan to develop Program Learning Outcomes and assessment instruments during Spring 2008. Student evaluations will be an integral part of the assessment process. Assessment results will be analyzed and assessment techniques will be revised as needed.

3.3   Job placement data are an integral part of the assessment for the effectiveness of vocational programs.

N/A

Recommendations

1. Continue work on SLO assessments and PLOs and take corrective actions based on results of SLO assessments.

2. Implement an on-going student evaluation process relating to SLOs and program development.

Area 4. Personnel and Support Services

4.1   The ratio of full-time to part-time faculty and staff provides students with a quality of instruction and service consistent with students' and goals of the program.

At the present time, there are ten full-time counseling faculty and eight adjunct faculty. During the 2006 Fall semester, 2,080 students were seen by full-time counselors during appointments, while 424 students were seen by adjunct counselors during the same period. During spring 2007, 2,074 students were seen by full-time counseling faculty during appointments and 668 students were seen by adjunct faculty. Adjunct counseling hours equal approximately two full-time equivalent counselors.

Without the adjunct faculty, about 17% fewer students would receive counseling and our ability to assist those students in reaching their academic goals would be diminished. However, with the ever-changing degree requirements, Title V requirement changes, changes in college policies and procedures, adjunct counselors being unable to attend weekly counselor meetings, and lack of in-service training opportunities for adjunct counselors, adjunct counselors are less prepared to assist students than full-time counselors.

While adjunct counselors all have the requisite discipline knowledge and skills to counsel students, they must learn and keep abreast of the constant changes mentioned above, as do full-time counselors. It is difficult for adjunct counselors who have other obligations and are not on campus outside their assigned counseling hours to keep pace with those changes. Consequently, on-going in-service training for adjunct counselors is needed to assist them in acquiring the information needed to provide students with a level of service commensurate with full-time faculty. Greater training efforts will help to keep our adjunct counselors equipped with the information they need to assist our students, but greater reliance on adjunct counselors should not be an alternative to hiring additional full-time counselors.

In addition to counseling appointments, full time counseling faculty contribute to the improvement of counseling services through participation on campus committees, curriculum development, assisting students outside of classes and counseling appointments, program development activities, outreach activities, collaboration with faculty and staff across campus and attending staff meetings and conferences. Attending staff meetings and conferences is necessary to stay abreast of the ever-changing guidelines, policies and procedures related to student services and counseling. Most adjunct faculty are not in a position to attend and find themselves constantly struggling to remain current. Thus, increased reliance on full-time counseling faculty is necessary to improve the overall quality of counseling services.

Human Development curriculum overall needs more attention from the faculty. There is a need for a full-time faculty member to have responsibility to coordinate, monitor and facilitate the update of the Human Development curriculum. There is also a need for

more full-time faculty to be in the classroom teaching HD courses, reducing our reliance on adjuncts for this critical component of our service. While this may reduce the hours available for individual appointments, it could encourage broader participation in curriculum development and a more serious exploration of alternative modes of service delivery.

The ratio of full-time to part-time faculty and staff provides adequate personnel responsible for program evaluation and revision.

Program evaluation and revision is solely the responsibility of full-time faculty. Most full-time faculty have not been assigned program development responsibilities since it became an optional component of the counseling faculty workload in 2004. Program evaluation and revision are program development needs that have not received the attention that the faculty would like to give them. Faculty are in favor of committing to niche areas that they are responsible for developing, growing, and maintaining.

4.3   There are adequate full-time faculty and staff to meet program needs.

Since 2001, student enrollment has increased by nearly 30%. With the hiring of one full-time counseling faculty, one full-time Title V counseling faculty and two full-time clerical staff, the counseling department was better prepared to meet its obligations during Fall 2007. However, even with the newly hired counselors and an increased pool of adjunct counselors, the counselor to student ratio is approximately one counselor to 1,100 students. While this is an improvement over the past six years when the ratio was one counselor to 1,300 students, it is still more than twice the professional standard of one counselor to 500 students. In order to add or expand counseling services to probation students, basic skills students and other student populations who need targeted counseling, additional full-time faculty will be needed to develop and maintain those services.

In order to assist the dean in coordinating the numerous counseling services, strengthen the division, and help it better interface with outside departments, a department chair is needed.

4.4   There is adequate support staff to meet program needs.

An administrative assistant to the Dean of Counseling and a Clerical III were hired in 2007. This has helped reduce reliance on student workers and improved consistency and quality of service to students. Even with these two additions, the Counseling Center still has one less clerical position than it had in 2001 when our student population was 30% less.

On the 2007 student survey, 75% of the respondents agreed or strongly agreed to the statement "I am satisfied with the services and materials provided by the Counseling Center."   Although students do not perceive problems, both faculty and staff feel the shortage, especially at peak registration times.

The Career/Transfer Center staff report having adequate support staff to meet program needs when fully staffed. At the present time two classified positions are vacant due to transfer of staff to other positions on campus. When those two positions are filled, staffing in that area should be adequate. Coverage is currently a problem during staff meetings, lunch breaks and busy times.

The two full-time staff members of the Assessment Center feel that most of the time staffing is adequate. There are, however, many months each year when staffing is inadequate. The inadequate times include February and March when the Compass assessment is administered at local high school campuses, necessitating the Assessment Coordinator be off-campus administering the assessment test and meeting with high school administrators. There is such a great demand for assessments in July and August, another lab, along with a proctor, is needed to accommodate the large number of students. During the busy months and staff meetings throughout the year, hourly and student workers from the Counseling Center provide proctoring services in the Center. In most instances, there are enough hourly and student workers in the Counseling Center to provide coverage.

Additional clerical staff is critical. Although three clerical positions were filled in 2007, these additions only bring the current total number of classified employees in Counseling (including Assessment & Career/Transfer areas) to eight. At the time of the last program review in 2001, the total number of classified staff in Counseling was nine. Classified staff levels are still 11% below 2001 levels while student enrollment has grown by nearly 30% (10,938 to 14,067) over that same time period. In addition, there are currently three hourly workers and five student workers providing clerical services year-round, pointing to the need for even more clerical staff. Three additional clerical staff are needed to bring classified staff levels to the same staff to student ratio that existed in 2001.

4.5   Faculty and staff were interviewed to determine their perceptions regarding the availability of adequate staff development opportunities to enhance the effectiveness of all staff in meeting the goals and objectives of their respective programs, as well as the professional development of staff.

Classified staff in the Counseling Center expressed that there were ample opportunities for professional development. Opportunities to expand computer skills and Banner training were frequent. The staff stated they received periodic e-mails alerting them of classes available to nurture their professional growth.

Faculty in the Counseling Center were fairly satisfied with individual growth opportunities, although the $1,000 Staff Development money is not enough to support most training events. All faculty participate in flex activities. Faculty expressed a need in the area of group training to enhance department consistency, career counseling skills and collegiality among our faculty. The counseling faculty noted the absence of divisional training coordination that existed in the past to attend CSU and UC annual conferences,

California Community College Counselor Association conferences and other conferences.

Adjunct faculty in the Counseling Center expressed that training for them is rare and sporadic. Four in-service training sessions for adjunct and full-time faculty were offered last spring. No formal training was offered in Fall 2006 or Fall 2007. Clearly, training needs to be offered more regularly. Adjunct counselors were all unaware of the staff development funds for professional training and conferences.

Faculty in the Career/Transfer Center expressed that there are numerous conferences and regional meetings, providing ample opportunities to grow professionally and increase their knowledge base. The wealth of information gleaned from these activities is shared with center staff and relevant information is passed on to the counseling and special programs faculty as well.

Assessment staff expressed that there are a few opportunities for staff development. The assessment personnel are members of the California Community College Assessment Association (CCCAA). This is an association of testing professionals working in community colleges that provides professional development opportunities through two annual conferences. These conferences serve as a forum for collecting and disseminating assessment information and promoting professional assessment standards and practices. It would be helpful for assessment staff to have coordinated training, such as computer related training in database applications, working with SDA Views and Banner applications within the counseling and admissions areas.

4.6   Full-time faculty are actively involved in the process of hiring and evaluating faculty.

All tenured full-time faculty participate on hiring committees for new faculty in both Academic Affairs and Student Services. Some faculty have been very satisfied with their hiring committee experiences; others have been displeased with the process and are reluctant to serve on hiring committees.

Full-time faculty are actively involved in the process of evaluating adjunct and tenured faculty. Adjunct faculty are evaluated by full-time, tenured faculty members. Full time faculty serve on tenure evaluation teams and peer evaluation teams for tenured faculty in both Academic Affairs and Student Services.

4.7   The evaluation of staff is systematic and conducted at appropriate intervals. Follow-up to evaluation is timely and systematic.

Staff in the Counseling Center expressed concern that evaluations had been sporadic in the past. It appears that the current administration is reinstating a systematic approach to conducting evaluations.

All adjuncts have been evaluated in the past year. Four tenured faculty members were evaluated in Fall 2007; the remaining tenured faculty will be evaluated in Spring 2008. During Fall 2007, two newly hired counselors began the tenure-evaluation process and the newly hired Title V counselor was evaluated as a fulltime temporary faculty member. Career/Transfer Center classified personnel report annual reviews were performed and follow ups provided appropriately. Faculty expressed positive feedback regarding the evaluation process and follow up timeliness.

Classified personnel in the Assessment Center expressed positive feedback about reviews. They are performed on a regular, systematic basis, and follow up is timely and informative.

4.8   The evaluation processes assess effectiveness and encourages improvement.

Both Career/Transfer Center and Counseling Center classified staff expressed preferences for the older evaluation form rather than the new version. Classified staff felt that the newer evaluation surveys provide a less positive approach in assessment. Individuals also felt the questions were less personal with fewer selections to describe employee attributes. Classified staff would like to see more training for areas in which comments were noted for improvement on the evaluation form, either through the "hands on" approach or by attending workshops. However, most classified staff felt the process itself was a helpful tool and an encouraging experience.

Counseling faculty commented that the mentor process that was initiated for new faculty members was very effective giving them access to a tenured faculty member with which to consult regularly regarding nuances in counseling processes and procedures. Several faculty expressed that the current performance evaluation process was an excellent one. Through the process of observing counseling and teaching sessions and providing feedback, counselors were able to receive information about their performance that helped them make improvements.

A couple of adjunct counselors felt the evaluation process was too negative and lacked constructive criticism. Several adjuncts had not been evaluated in many years and they may have been surprised to find they had areas needing improvement when they had thought they had mastered that area. It was expressed that adjunct need more on-going training to stay abreast of constantly changing guidelines and procedures. Adjunct also expressed a desire to have feedback as soon as possible after the undesired behavior occurred. Beginning with the 2008 intersession, when errors are discovered on Educational Plans completed by full-time or adjunct counselors, they are brought to their attention so they are aware of them and can make adjustment to avoid that error in the future.

Summary:

In addition to counseling the student population, full-time faculty have program development, preparation, shared governance, and community service responsibilities. Most counseling faculty feel overwhelmed with the pressure of juggling their counseling load along with the multitude of other department and campus-wide programmatic needs. Having more full-time counselors would allow these additional department and campus-wide needs to be fulfilled without overwhelming the current staff.

Additional full-time faculty and staff are needed to meet program needs. Two open classified staff positions need to be filled in the Career/Transfer Center.

Staff development opportunities appear to be adequate, although the counseling faculty requested more group training, like the student success seminar scheduled for Spring 2008. Adjunct faculty did not feel that adequate and consistent training was available to them.

The evaluation of faculty has been sporadic in the past, but appears to be occurring systematically at the current time. There was a feeling that the evaluation process could be more encouraging.

Recommendations

1. Make additional funds available, in addition to the $1,000 provided by the campus-wide Staff Development Committee, to cover conference expenses.

2. Provide group in-service training and retreats where faculty can spend a couple of days refining and developing new counseling skills which are specific to counseling duties at AVC.

3. Establish systematic and consistent staff development opportunities for adjunct faculty. Possibly offering a paid day or half-day of training each year would be a start. Additionally, make sure adjunct faculty are aware that Staff Development money is available to them.

4. Hire more full-time faculty.

5. Evaluate, possibly revise, and fill the two open classified positions in the Career/ Transfer Center.

6. Hire an additional clerical person in the Counseling Center to bring staffing up to the 2001 level.

8. Use more full-time faculty in the classroom to teach HD courses.

9   Provide coordinated training, such as computer related training in database applications, working with SDA Views and Banner applications within the counseling and admissions areas.

10. Hire full-time clerical staff or hourly workers to meet the needs of the Assessment Center.

11. Hire a half-time clerical staff person from Basic Skills funds to support follow-up of Basic Skills students and support Assessment Center during peak times.

12. Increase full-time faculty involvement in HD courses by having a person responsible for coordinating and updating the curriculum and assigning more full-time faculty to classroom instruction.

Area 5. FACILITIES, EQUIPMENT AND TECHNOLOGY

5.1   Facilities are appropriate for effective teaching, learning, counseling, and/or other services.

The space used now for Human Development classes, counseling workshops and seminars is insufficient. Lack of room availability means these services cannot adequately be delivered or expanded to meet the needs of current and future students.

Counseling cannot increase Human Development course offerings due to lack of classroom space, nor can Counseling offer workshops and seminars in small group settings due to lack of room availability.

Lack of privacy and confidentiality are issues in several locations. Express Counseling (quick counseling questions) is done at the front desk of the Counseling Center. The cubicles used by counselors in the Career/Transfer Center do not provide needed confidentiality for students when they are meeting with the counselors. The Career/Transfer Center clerical support is located in a heavy foot-traffic walk-in area and has no space to process work which is of a confidential nature. The Assessment Center staff frequently has no privacy when discussing assessment results with students.

The Career and Transfer Centers were combined in 2004. The office area used for these services has been remodeled twice in the last three years. The summer 2007 remodel provided better office furnishings for staff members but reduced valuable work space and, with the exception of the Transfer Coordinator/Articulation Officer who has an office, did not address the need for private office space.

With the recent hiring of a new full-time counselor, the counseling offices are operating at full capacity. Although full-time counselors have been assigned their own offices,

these same offices must also be used by adjunct counselors, creating many work schedule conflicts. Proposed additional office space created by converting the Assessment Center to counseling offices after the Assessment Center moves to a new modular building will address some of these space needs.

In the current computer lab space used for assessment, students must walk through the testing area to an office shared by the full-time assessment coordinator and assessment clerk to check-in for an assessment. This creates distractions and is not conducive for a testing environment, especially when prospective testers are accompanied by children or visitors. The office space only accommodates two students at a time, causing a bottleneck of students spilling into the testing room during peak testing periods. Additionally, the current office space cannot accommodate future staff growth, including the current need to hire an hourly worker to provide test proctoring services.

The Assessment Center currently has twenty-one computer terminals. During the 2006/07 school year, over 27,000 assessment tests were administered in the center. With this high volume of testing, which has been steadily increasing over the past several years, the center often utilizes a wait list of ten or more students. In order to alleviate excessive waiting, a modular building is planned for completion to accommodate Assessment needs and Disabled Student Services needs sometime in the Fall of 2008. This move will allow for 20 additional computer workstations as well as a reception area and appropriate office space for assessment staff personnel. It would also free up the existing Assessment Center for four or five additional counseling offices.

5.2   Equipment and technology are appropriate for effective teaching, learning, counseling, and/or other services.

Electrical outlets, data and telephone lines are at maximum utilization. Lack of data lines and electricity in the Student Services building prevents utilization of our technology to its full potential and expansion. There are no computer, phone or electrical accommodations for additional faculty or staff. There is an immediate need for an additional computer or kiosk at the Counseling counter to implement student check-in and scheduling services. A request to evaluate data and electrical capacity in that area was made a month ago and awaits a response.

Counseling has adequate computer and copier equipment for the 2007/08 school year. Replacement or upgrades of computers and printer were done for all counselors, support staff and three front counter stations, as well as copiers, in counseling and the Career/Transfer Center.

Student records are managed with Banner version 7.3 and will be moved to Banner 8.0 in fall 2008. Staff training will be required to make full use of the program and its features. We currently utilize SDA Views as a reporting tool and it is adequate for our current reporting needs.

We recently started using SARS (Scheduling and Reporting System), a new counseling appointment scheduling tool. In addition to improving our day to day appointment scheduling, it will improve the collection of our matriculation data and will increase our ability to notify and track basic skills and probation students when all elements of SARS are implemented.

The Counseling Center is considering the purchase of Degree Works, an educational planning and degree audit software program, that is compatible with the Banner database. This program would allow paperless student educational plans to be accessed by counselors and students any time.

5.3   Program support space is adequate to ensure the effective operation of the educational program and related support activities.

The lack of office space is an issue for clerical support staff and student/hourly workers. Work space in the clerical support area was recently remodeled to accommodate an additional clerical staff position. As a result, student and hourly workers must complete their job duties in reduced, confined space, making it difficult to process large volumes of work, such as filing or preparing orientation and probation folders. Additionally, the Veterans Coordinator has been located in the Counseling Center for many years and this space is needed for additional work space in counseling. He is scheduled to move as a result of the new space allocation for Disabled Student Services.

5.4   The safety of the facilities and equipment are reasonable and adequate.

Student records are locked down in a vault, which provides adequate confidentiality to all students who utilize counseling services. However, the vault is at capacity for student records, necessitating movement to a scanning and paperless storage system in order to accommodate future growth. Our smart cart for classroom use has no lockable storage area and is being stored in a faculty office. The Counseling Center has no secure storage area for any computer or office equipment.

Summary:

Counseling Center facilities are a critical concern. Counseling and staff offices are at maximum usage, some counseling offices have little privacy and work space for clerical tasks has been eliminated in the Counseling Center and the Career/Transfer Center. The Assessment Center is configured so that students must walk through the testing area to the office area distracting students in the process. Data line, electrical outlet and phone capacity is maximized as well. Increased needs for computer terminals with population growth cannot be accommodated in our current facilities. With the Assessment Center expanding into a new modular building, some space will be made available for private counseling offices in the Fall of 2008. With the addition of SARS TRAK, additional computer terminals or kiosks are needed for self-service check-in and scheduling of

appointments by students. At the present time, we are unable to offer this service. Likewise, fewer workshops, seminars, HD courses and group advising sessions can be offered due to limited classroom space. In addition, need for additional space, computer terminals and electrical outlets will be a limiting factor for future counseling services in our current facility.

Recommendations:

1. Expedite relocation of the Assessment Center to the proposed modular building as soon as possible.
2. Remodel the current Assessment Center space into private counseling offices.
3. Relocate counselors from offices with limited privacy to the remodeled Assessment Center space.
4. Relocate the Veterans Coordinator to space outside counseling to create additional space for counseling clerical staff.
5. Evaluate best use of office space in the Career/Transfer Center vacated by counselors and utilize accordingly.
6. Evaluate space at front counter to determine if data lines and electrical capacity is sufficient to implement SARS TRAK and allocate funds to complete its implementation.

Area 6. FISCAL SUPPORT

6.1   During the period under review, resources have been used effectively to support programs and services.
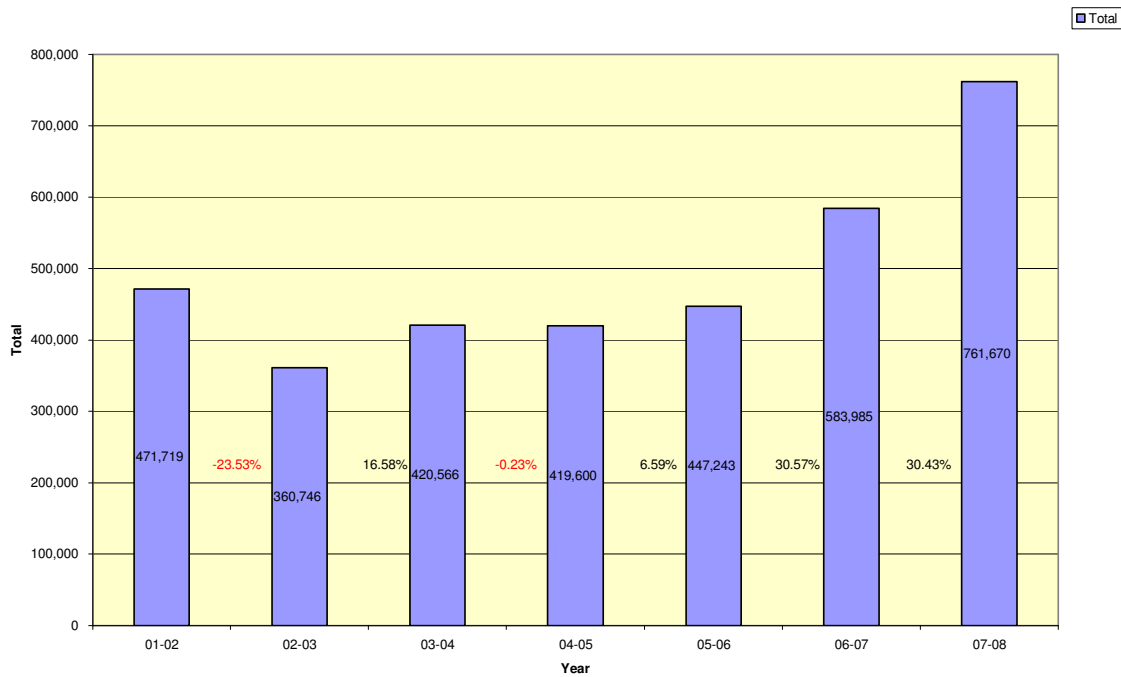
Resources have been used effectively. Over the past year we have been able to upgrade computers, printers and monitors in most of the Counseling areas through one-time District Funds and Matriculation funding. In addition, Title V funds have allowed us to hire a full time Title V counselor and pay for a portion of the remodel of offices and office furniture in the Career/Transfer Center. Copiers in the Counseling area have been upgraded in the past two years as well.

District funds have increased over the past two years as the district has grown. Matriculation funds have also steadily increased due to growth. This has allowed the hiring of an additional counselor this year from district funds and funding for the purchase and implementation of a new scheduling program (SARS) from Matriculation funds to better serve students, counselors and staff. This software has made it easier to schedule and track students utilizing Counseling services and collect Matriculation data for MIS reporting.
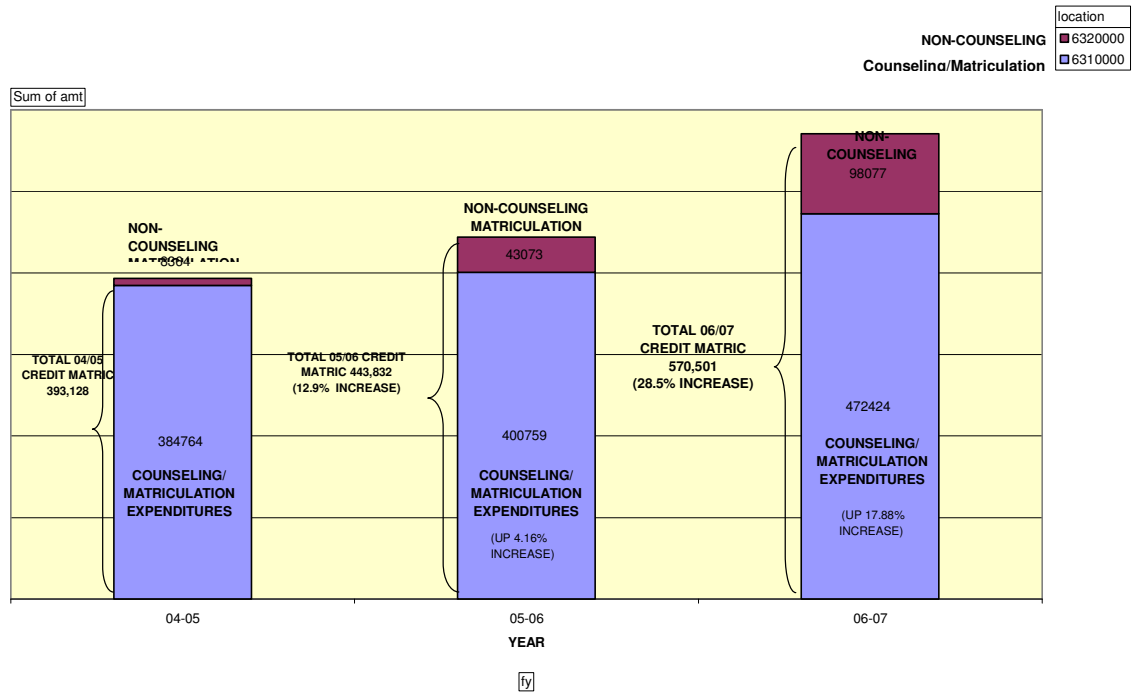
6.2   Current and anticipated funding is adequate to maintain high quality programs and services.

If growth monies continue to flow from the state and are targeted for Counseling programs and services, current and anticipated funding by the District and from Matriculation is anticipated to be adequate for maintaining **our current** counseling programs and services. These funding sources will provide needed increases in supplies, software and computer and office equipment needs, but do not address personnel shortages. The Matriculation budget has increased steadily over the past three years providing Counseling with some additional revenues to increase classified personnel and one-time counseling program needs. The first graph below shows the increases and decreases in matriculation funds from 2001 to 2008. The second graph shows the proportion of matriculation funds allocated to counseling.

Matriculation

COUNSELING COMPARISON BY YEAR

	location
NON-COUNSELING	■ 6320000
Counseling/Matriculation	■ 6310000

Sum of amt

NON-COUNSELING
8094

NON-COUNSELING MATRICULATION
43073

NON-COUNSELING
98077

TOTAL 04/05 CREDIT MATRIC 393,128

TOTAL 05/06 CREDIT MATRIC 443,832 (12.9% INCREASE)

TOTAL 06/07 CREDIT MATRIC 570,501 (28.5% INCREASE)

384764

400759

472424

COUNSELING/ MATRICULATION EXPENDITURES

COUNSELING/ MATRICULATION EXPENDITURES
(UP 4.16% INCREASE)

COUNSELING/ MATRICULATION EXPENDITURES
(UP 17.88% INCREASE)

04-05   05-06   06-07

YEAR

fy

As the second graph shows, Matriculation funds are allocated to support many Matriculation functions besides counseling, and a higher percentage of funds have gone to non-counseling matriculation functions over the past two years than to counseling. If this trend in Matriculation fund expenditures continues and with no guarantee that growth funds will be allocated to hire counseling faculty or staff, the need for additional District funds to support growth needs in Counseling is critical.

Even though we hired three new counseling faculty for Fall 2007, one is a replacement, one is funded from Title V grant money and one is a new district funded counseling position. The Title V position is guaranteed funding for only four years. And another counselor transferred from the Athletic department counselor position three years ago to General Counseling. However, that position replaced a counselor position lost due to a transfer of one of our counselors from General Counseling being reassigned to EOPS with an earlier budget downturn. This is a net gain of one district-funded counselor and a grant funded counselor over the past six years. The national standard for counselor to student ratio is one counselor for every 500 students. With ten full-time counselors (including one Title V counselor) and the full-time equivalent of approximately two part-time counselors, the counselor to student ratio of approximately one counselor for every 1,100 students is over twice the professional standard. This is a slight improvement from 2001 when the ratio was one counselor for 1,300 students. However, if the Title V grant is not continued, the ratio would be one counselor for 1,200 students. Additional district funding is needed to make a significant improvement in the counselor to student ratio, especially with Palmdale site needs increasing rapidly.

Funding to support additional clerical staff needs is critical. Although three clerical positions were filled in the Spring of 2007, these additions only bring the current total number of classified employees in Counseling (including Assessment & Career/Transfer areas) to eight. At the time of the last program review in 2001, the total number of classified staff in Counseling was nine. Classified staff levels are still 11% below 2001 levels while student enrollment has grown nearly 30% (10,938 to 14,067) over that same time period. In addition, there are currently three hourly workers and five student workers providing clerical services year-round pointing to the need for even more clerical staff. Three additional clerical staff are needed to bring classified staff levels to the same staff to student ratio that existed in 2001.

The need for additional faculty and staff is critical and the demand for facilities to provide adequate counseling and clerical offices is at a crisis point. These needs must be addressed to adequately provide office space for our present counseling and clerical staff that assures privacy for students. Likewise, there is no additional office space available to house needed additional counselors and clerical personnel. Three counselors work in cubicles with no privacy. Funding for new facilities, or expansion, is critical to the future of counseling at Antelope Valley College. Likewise, Counseling cannot increase Human Development course offerings unless classroom space is available in other areas outside of the student services building, course offerings are increased in Palmdale, or online course offerings are increased. Additional space must be found to offer counseling workshops and seminars in small group settings as well. Funding is desperately needed to expand facilities.

Facilities and computer terminals are also a critical need for assessment services. Currently, there are twenty-one computer terminals providing approximately 27,000 assessments in 2006-2007 compared to 15,000 in 2001-2002, an increase of 80%. In order to provide timely assessment services, additional funding is needed for facilities and computer terminals to increase assessment capacity for students and provide adequate staff to administer the assessments. If remote assessment sites can be established at local high schools, that will ease the demand for assessments on-campus to some extent. At the present time, three high schools have the technical infrastructure for administering assessments and efforts are currently underway to partner with those high schools to do remote assessment testing. A plan is presently being developed to expand assessment facilities to be ready for use by August 2008.

Funding for computer hardware and software in counseling is another critical need area. While all computers in counseling were upgraded from one-time funding in 2007, inordinate wait times for technical support are common. In the summer of 2007, all computers in counseling were down for several hours. This occurred again later in the fall semester as well. Implementation of the SARS software began in June of 2007 and still is not fully implemented do to lack of programming staff and hardware needed to complete the process. A related area is updating of counseling information on the AVC website. Most of the data on the website was posted in 2004-2005 and has never been updated due to lack of access and staff to maintain the information. In recent months, Counseling has secured access to update the website but does not have the staff to keep

the site current. Technical support is essential to providing quality counseling services; accurate and up to date information for students is essential to the counseling process.

Funding is also needed for additional staffing at the Palmdale site to provide assessment and counseling services. A plan is currently being developed to secure a counseling office at that site.

6.3   Anticipated funding is adequate for the development of revised and new programs.

In addition to the facilities, equipment and program needs mentioned in 6.2, Counseling will need funding to implement and maintain a paperless counseling file system and a computerized educational planning program. Counseling files and educational plans must be effectively and efficiently created, maintained and retrieved to serve our students with accurate and timely counseling and advising. A portion of the one-time startup costs of the imaging system and the degree audit and educational planning system will be paid by Matriculation funds.

Summary

Matriculation funds and district funds have increased steadily over the past six years. However, funding has not been sufficient to provide the counselor to student ratio recommended by the American Counseling Association; our ratio is over twice that recommendation. This requires constant attention, especially with Palmdale site needs expanding quickly due to growth demands. Likewise, funding has not been sufficient to provide the clerical staff level that existed at the time of our 2001 program review. Clerical staff levels are 11% lower than 2001 levels while student population has increased by 30%.

There is also a critical shortage of physical facilities with some counseling offices having little privacy and no office space being available for additional counselors or clerical staff. The Assessment Center is also in need of additional space to keep pace with our student population growth and demand for English and math assessments. The current configuration of the Assessment Center does not provide an environment conducive to testing; students taking the assessment must deal with the distractions created by students that must pass through the testing area as they enter and exit the center. Classroom space for Human Development courses is also limited and no space is available to deliver group advising sessions or workshops for students. In order to maintain and expand counseling programs and services to students, expansion of physical facilities is critical.

Funding of Counseling supplies has been adequate over the past six years. The campus-wide initiative to upgrade computer hardware last year resulted in much needed improvements throughout the counseling area. Counseling services are very computer technology dependent and systematic computer upgrades are necessary to provide timely

and accurate information to students. Continued funding for systematic computer upgrades is essential in order to provide quality counseling services. To maintain our computers and network and keep our system up and running, adequate ITS staff is needed to provide that maintenance and to assure a rapid response when computers and systems go down.

Matriculation funds have provided for new software for our SARS scheduling system and part of the campus imaging system as we move toward paperless files. However, funding for maintenance and upgrades to these software programs, and ITS staff to help implement and maintain them, will need to be provided. Although matriculation funds have grown steadily over the past few years, they are subject to decline as they did in 2002. To maintain Counseling services, a larger proportion of matriculation funds may need to be allocated to counseling programs and services, or additional funds sought from other sources. According to the persistence research provided by the Institutional Research Office, counseling and assessment are two of the top three factors that lead to student persistence. Therefore, increased district funds, coupled with a combination of matriculation and basic skills funds, seems warranted.

Recommendations

1. To ensure that Counseling programs and services keep pace with growth, it is recommended that one new counselor positions be funded per year until a ratio approximating one counselor to 500 students is achieved, and then maintain that ratio.

2. To ensure that clerical support services are adequate to serve students, it is recommended that one new clerical position be hired in 2008-2009 and one additional clerical position be funded for each additional increase of 1500 student head count thereafter.

3. It is recommended that funds for upgrading and replacement of computer hardware and software are requested in the annual budget cycle if not provided by a campus-wide plan to provide upgrades and replacements.

4. It is recommended that funding for the expansion of existing facilities or construction of new facilities for all Counseling services be sought as a highest priority to provide adequate facilities for counseling programs and services, and funds be allocated to support this.

5. It is recommended that computer stations for assessment be upgraded and expanded as well as facilities expanded to meet the growing needs for assessment services to students, and funds be allocated to support this.

6. It is recommended that a combination of matriculation, basic skills and district funding be used to augment the implementation of an imaging system and degree audit/ educational planning program in Counseling and Student Services.

7. It is recommended that a larger proportion of matriculation, basic skills and district funds be used to support counseling services that research has shown to improve student persistence.

Area 7. COMMUNITY OUTREACH AND PROGRAM AWARENESS

7.1   Staff maintains appropriate links with community.

All staff and faculty are informal ambassadors throughout the community, dispensing information and referrals to members of the community at social and community gatherings. At times, these contacts lead to formal presentations.

Counselors participate in One Stop Registration days, AVC Open House and College Night functions at the local high schools. Additionally, each year, one or more counselors have discussed the process of going to college, generally, and the virtues of attending AVC, specifically, with high school seniors at the invitation of high school faculty.

Ongoing presentations to community groups and flyer distributions discontinued with the elimination of the reentry program several years ago, but community presentations recently resumed with the funding and hiring of a Title V counselor who focuses on increasing the number of Hispanic and other minority students attending AVC. This counselor will establish relationships in the community and visit local high schools to distribute information and discuss college opportunities with both students and their parents. Plans also include advertising in church bulletins, working with the Hispanic Chamber of Commerce and expanding outreach to Hispanics and other minorities in additional ways.

AVC hosts a "Transfer Day" each year where dozens of four-year colleges and universities distribute information about their schools. Past practice of having AVC represented at this event has been eliminated in recent years. Since Transfer Day is publicized to the community, this is a missed opportunity to educate the community of how AVC can facilitate success at a university of choice both academically and financially.

Several years ago, AVC counselors were each assigned to one local high school and to one campus division. AVC counselors regularly attended their staff meetings. Both practices were evaluated and deemed ineffective use of counselor time since their agendas were dominated by topics not pertinent to the Counseling Division and their agendas rarely allowed time for information from AVC counselors.

Local high school counselors are invited to an annual meeting at AVC. Originally designed and organized by AVC counselors as a time for counselors to share information, the meeting has been organized and scheduled by the Outreach office in recent years, sometimes without significant AVC Counseling Division input. Due to scheduling

issues, last year, the meeting was scheduled during semester break when the majority of counselors were not on duty or available to participate. This coming spring, counseling faculty will be a part of the planning for this event once again and a date has been selected that is mutually beneficial to both high school counselors, AVC counselors and other participants.

Antelope Valley College is a member of the Higher Education Consortium. The Consortium is an information sharing body that strives to promote post-secondary education opportunities to the Antelope Valley community as well as help meet local workforce needs. Representatives from AVC, CSUB-AV, UCLA, CSUF and AVUHSD participate in the Consortium. An AVC counselor has begun attending these meetings and the Dean of Counseling plans to attend as well in the future. The Dean of Counseling began attending monthly meetings with local high school head counselors during Fall 2007.

7.2 Staff makes appropriate efforts to inform the community and students about each program and facilitate student participation in those programs.

Counselors and staff participate in spring recruitment and orientation of high school seniors in the Antelope Valley and surrounding areas by meeting with students at AVC and on the high school campuses. During these contacts, Human Development courses, DISCOVER career assessment and counseling services are described repeatedly. Brochures, flyers and DISCOVER access sheets are included in every information packet given to high school seniors.

Counselors go to local high schools to meet with seniors interested in attending AVC who have completed an admission application and English/Math assessment testing. Assessment results and goals are discussed so initial educational plans may be developed with each student. Students are advised about AVC programs and support services.

In the past, the ESL counselor has visited the Palmdale Pueblo Center to inform parents of Head Start students about AVC ESL courses. These visits have stopped since our ESL courses cannot meet current demand.

AVC has put an emphasis on increasing the enrollment of 18 year olds; over 60% of the student body is under age 24. Efforts to specifically recruit and retain reentry, non-traditional and professional students have been decreased.

Counselors and staff link students and prospective students with services and support programs on campus. Formal and informal training keep counselors and staff current on Assessment, Career and Transfer Center resources, DSS, EOPS, CalWORKs, STAR, Job Placement, Student Development, Financial Aid, and others services.

MyAVC is being utilized by the Counseling Division to reach students. The Transfer Center informs students about visits from four-year school representatives, university tours, and changes in university requirements. MyAVC has also been utilized to invite

students to meet with counselors during the semester to avoid the crush of peak demand times during registration. SARS software (scheduling and referral system) is being used to make student appointments, notify students on probation and students taking basic skills courses and reminding students of upcoming counseling appointments. It is expected that SARS will be used increasingly in the future to communicate with students by phone and Email. In addition, an online counseling service has been in development during Fall 2007 and will be utilized more to serve students in the future.

The Title V counselor will be working with the campus public relations office, AVC and CSUB Outreach, CSUFresno and other AVC offices to explore reaching young people through mediums they access and events they attend. Presentations to local high schools throughout the Antelope Valley have been scheduled during the Fall 2007 semester and Spring 2008. Email, SARS and other communications media are being explored to see what avenues are most effective in reaching prospective young students.

Several brochures are utilized by the Counseling staff to disseminate information to students and the community. Examples include brochures describing the Dual Admission Program with the CSUB-AV campus, iCAN, and the Honors program. Some brochures are handed to students, while others are distributed to high schools and mailed to target groups. Also, the Antelope Valley College Program Sheets, which provide all the pertinent information needed to complete AVC programs, are distributed liberally. Frequent and timely updating of Program Sheets helps increase student awareness of general education and major course requirements.

Counseling services are also offered at the Palmdale site one day a week for two and one-half hours. Utilization of the counselor has been sporadic. Consequently, in addition to visiting different courses to inform students of the services being provided at the Palmdale site, additional outreach efforts are necessary.

As part of the Program Review process, a survey was created and used for program evaluation purposes. The survey generated a total of 152 responses, the majority of which were online responses. There are four questions which pertain to community outreach. 72.37% of the respondents indicated the availability of counseling appointments meet their needs. 76.97% and 73.51% respectively felt there is adequate publicity of Counseling services and the Career/Transfer Center services. Over 70% of the respondents are satisfied with the services and materials provided by the Counseling, Career/Transfer, and Assessment centers. 85.53% said the hours of the Counseling Center meet their needs and 78.14% felt the same about the Career/Transfer Center.

While these numbers look impressive, they express the views of only 1.08% of the student population. Evaluations of Counseling Center services should be solicited from students throughout the year for larger student input. Student Learning Outcomes for counseling services will be assessed beginning in the Spring 2008 semester and will be measured annually thereafter, along with the student survey.

7.3   Where appropriate, advisory committees meet regularly and support the development of programs and services.

The Transfer Center Advisory Committee consists of a wide constituency base consisting of staff, faculty, students, community members, and university representatives. This committee meets annually.

The Matriculation Advisory Committee consists of a campus-wide constituency and meets twice a semester and more often as needed. Currently, a loosely formed subcommittee of Matriculation addresses assessment concerns. In the fall semester 2007, the Matriculation Committee recommended making a request to the College Coordinating Council to establish the Assessment Committee as a standing campus committee. The purpose of the Matriculation committee and Assessment subcommittee is to discuss the elements of the matriculation plan and offer advice on possible practices and procedures for improving student success.

Summary:

1. The Counseling Division is committed to providing appropriate and accurate information to the community at large. Reaching out to the community increases awareness of the programs and services that Antelope Valley College has to offer. The counseling faculty feels a need to reestablish direct communication with local high school counselors. This may be achieved by either scheduling a counselor day for high school counselors and AVC counselors or by having significant involvement in scheduling and shaping the annual high school counselor meeting day. In addition, AVC counselors should have a formal presence during Transfer Day on the AVC campus and share information at Transfer Night held on a local high school campus. Both events provide opportunities to shape community understanding and opinion of AVC.

   While the Title V counselor is addressing a need at present, the job is too big for one person and current funding for the Title V counselor will end in June 2011. The Title V counselor position should be a permanent position and new counseling positions should be added with their duties to include building community links. Although it is recommended that the Counseling Division play a larger role in building community relations, this is not likely to happen to any significant extent while ten full-time and eight adjunct counselors struggle to cover the basic counseling needs of 14,000 students. Given our staffing, present community efforts by the Counseling Division are appropriate, although not ideal.

   By necessity, the Counseling Division will probably continue to emphasize contacts with AVC students more than with prospective students and rely more heavily on the use of electronic communication with current and prospective students through the use of SARS, myAVC and online counseling, to increase

students' awareness of counseling services and encourage student utilization of those services.

Recommendations:

1. Effort should be made to reestablish and expand community outreach by counselors.

2. The Counseling Division feels a need to reestablish direct communication with local high school counselors. Means of building and continuing relationships with high school counselors should be identified and explored.

3. Counseling should seek opportunities to shape community understanding and opinion of AVC.

4. Counseling should increase the use of electronic communication with current and prospective students via SARS, myAVC and online counseling, as well visit classrooms to inform students of degree requirements.

Area 8. State and Federal Compliance

8.1   Program adheres to all state and federal guidelines.

The Counseling Division is an integral part of the Matriculation process, advising students on admissions and enrollment procedures, interpreting assessment scores, making recommendations for the selection of courses, offering orientation to the college, providing educational plans and conducting follow-up and research. As a result, our programs are reviewed and revised to ensure that they are in compliance with California Ed. Code and Matriculation guidelines, as well as all federal guidelines.

8.2   Program adheres to all college policies and procedures.

Counseling programs and services are monitored to be sure they are in compliance with all college policies and procedures. Changes in Matriculation or Title V mandates from the Chancellors Office are reviewed by the Dean of Counseling and Matriculation and appropriate changes in counseling programs and procedures are made accordingly. Any needed changes to the college catalog are made when annual catalog revisions are requested each year.

Summary:

Counseling processes and procedures are in compliance with college policies and procedures, matriculation, federal and state requirements and other Title V and Ed. Code

mandates. Counseling practices are reviewed annually and modified in accord with any changes to state, federal or college policies.

Recommendation: Continue to meet all federal, state, Ed. Code and Title V requirements.

Program Review Summary

The following is a broad summary of the eight areas and the actions needed to improve counseling programs and services.

In the area of **Curriculum**, Counseling has a solid core of Human Development courses and has added three new mini-courses to help students achieve their academic goals. SLOs will be developed for HD courses during Spring 2008. Human Development courses help students achieve their educational goals by giving them the success skills to persist until completion of their certificate or degree objectives.

Student Support and Development comprises a large part of the counseling services provided by the Counseling Center and encompasses many of the elements of the Matriculation process. The Assessment Center provides assessment so students are able to determine the most appropriate starting point in reading, writing, math and ESL courses. The Career Center provides career assessment and career information to assist students in determining the most appropriate and satisfying career choices. Counselors provide career decision-making and planning and help students develop educational plans to reach their educational and career goals, as well as help students resolve personal issues that may be obstacles to reaching their educational goals. The Transfer Center helps students with transfer planning, course requirements and the admission application process for transferring to a four year college or university. Collectively, these counseling services guide the student from the time of entry into college until the time of exit.

Several areas were identified as needing improvement in order to better serve students. There has been little marketing of counseling services to the campus community over the past six years. Consequently, many students are still unaware of the counseling services that are available to them. In-service training for counselors, especially adjunct counselors, has been infrequent and sporadic over the past six years and needs to be an on-going process throughout each academic year. Four sessions of in service training were provided to both adjunct and full-time counselors during Spring 2007 and some training sessions were provided for adjunct in 2003-2004. Group training for all counseling staff on student success and CSU and UC transfer requirements is needed

along with additional staff development funds for counseling faculty to stay abreast of new counseling strategies and programs. Classified staff needs additional training for Banner and other areas relevant to their work duties.

It is also important to identify at-risk students, if possible, before they are in academic difficulty and provide counseling interventions for them. Discussion is on-going with the Director of Institutional Research to predict which students are most likely at-risk of not attaining their educational goals and providing counseling interventions to assist these students. Likewise, it is important to provide counseling interventions for probation and dismissal students who have already encountered academic difficulty to assist them in improving their GPA in order to progress toward their academic goals.

In order to deliver counseling services to more students in a timely and efficient manner, it is important to seek new and different delivery modes for counseling services. We currently have several online Human Development courses and have been developing online counseling services since the Spring 2007. We have also implemented the SARS (scheduling and reporting system) program to improve appointment scheduling and collect data for Matriculation reporting in a more effective and efficient manner. We also need to implement our SLO assessments in order to measure the success of our counseling services and determine new strategies for improvement. This will begin in the Spring 2008 semester.

In order to make these improvements, **Staffing and Facilities** needs must be addressed. If we do a better job of informing students of our counseling services, presumably we will have more students participating in those services and will need more counseling faculty to serve them. Our current counselor to student ratio is one counselor to 1100 students which is over twice the professional standard of one to 500 students. With more counselors we need more office space, computers, data lines, phones, etc. Our facilities are currently at maximum capacity. Classified staff levels are still below that of 2001 levels, while the student population has increased nearly thirty percent over that time period. If we attempt to deliver counseling services to more students with the same number of staff and facilities, we will simply diminish the quality of our services and invite burnout among our staff. Expansion of facilities and increasing the number of faculty and classified staff are critical for providing quality counseling services to our students.

Besides staffing and facilities needs, the counseling program structure needs reshaping to improve the effectiveness and efficiency of our counseling services. There is a critical need for a Faculty Chair to coordinate the elements of the counseling program on a daily basis when the dean is engaged in committee meetings, partnering with local high schools, attending statewide professional meetings, and other activities to advocate for counseling and building working relationships with other academic and support areas. It is also important for the counseling faculty, as professionals in their discipline, to be given the responsibility to develop counseling program interventions and strategies just as teaching faculty develop curriculum within their discipline. Counseling faculty have been limited in being able to engage in program development activities since 2001,

especially on-load. In order to improve and maintain counseling programs and services, it is recommended that each counseling faculty be assigned program development responsibilities, on-load, as needed throughout the fall and spring semesters.

In order to measure the effectiveness of our counseling programs and services, an on-going, systematic evaluation process is needed to determine what works, what does not work and what needs improvement. The current Program Review, along with implementation of our SLO assessments, will give us the framework for the needed evaluation.

Summary of High Priority Recommendations

After careful review of the self-study recommendations, the counseling faculty and staff believes that some recommendations have greater weight and urgency than others, even though all recommendations are considered important. In addition, it is apparent that recommendations from one area of the self-study overlap with recommendations from other areas. Consequently, the counseling faculty and staff have combined and condensed several recommendations into a top priority list of six major recommendations considered essential to keep pace with student counseling needs.

1. Combined Area 1/Recommendation 1; Area 3/Recommendation 3; and Area 3/Recommendation 2.

   Develop SLOs for Human Development courses; develop PLOs for counseling programs and services; and develop an on-going evaluation process to systematically measure SLOs and PLOs for counseling programs and services.

2. Combined Area 2/Recommendation 1&2; Area 5/Recommendation 1&2; and Area 6/Recommendation 2.

   Continue to evaluate counseling space and personnel needed to accommodate future growth; expedite relocation of the Assessment Center to proposed modular building and remodel current assessment center space into private counseling offices as soon as possible; hire one additional full-time counseling faculty annually until student/counselor ratio approximates 500 to1; and hire one additional clerical position in 2008-2009 (to restore staff levels to the level in 2000) and add one additional clerical staff per 1500 student headcount thereafter to provide adequate staff support for counseling services.

3. Combined Area 2/Recommendation 7 and Area 4/Recommendation 2.

   Provide on-going in-service training for full-time and adjunct counselors to keep abreast of AVC degree and major changes, transfer requirements and continuing college policies and procedures changes.

4. Area 7/Recommendation 2.

   Reestablish direct communication with local high school counselors in order to keep our primary feeder student population well informed and prepared to matriculate to Antelope Valley College.

5. Area 4/Recommendation 3.

   Establish systematic and consistent staff development opportunities for full-time and adjunct faculty in order to keep them abreast of all areas of community college counseling.

6. Area 2/Recommendation 3.

   Expand on-line counseling and online Human Development courses to better serve distant learners, provide easier access to counseling services for students and reduce overcrowding in the student services lobby.

Historically, community college counseling has debated the merits of being counseling specialists vs. generalist. At AVC, over the past twenty years, the practice has been that counselors are primarily generalists with additional areas of specialization. The areas of specialization were referred to as "program development" areas and a faculty member in a program development area was the lead faculty for that area and considered the faculty member with the greatest expertise in that area. The program development concept and structure was dismantled at the time of the last program review resulting in the loss of critical development of some counseling services over the past six years. Based on the findings of the present program review, the counseling faculty believes that the reestablishment of program development areas is essential to the future growth and development of counseling programs and services. Consequently, the faculty believes the following program development areas need to be addressed at this time.

Recommended Program Development Areas

1. Curriculum---Online course development, course revision, SLO development, new course development, etc.

2. Communications to Campus and Community---Distribution of counseling flyers and program sheets, e-mail and print media announcements and other communications with campus and community

3. Counseling Interventions for Probation and Dismissal/Readmit students---Workshops, HD short courses, counseling appointments, online counseling, phone reminders and other strategies to promote student success

4. Counseling Interventions for Early Alert of At-Risk (including basic skills)---Workshops, HD short courses, counseling appointments, online counseling, phone reminders and other strategies to promote student success

5. In-Service and Group Counselor Training for full-time and adjunct counselors---Training for student success strategies, improvement of educational plans, transfer process, etc.

Student Evaluation of Counseling Programs and Services

1.

The Human Development courses I have taken (i.e. HD 100,101, 103, 105 & 198) met my needs.		
answer options	Response Percent	Response Count
Strongly Agree	14.00%	21
Agree	23.33%	35
Disagree	1.33%	2
Strongly Disagree	1.33%	2
Not applicable	60.00%	90
answered question		150
skipped question		2

2.

The Online Orientation provided useful information.		
answer options	Response Percent	Response Count
Strongly Agree	17.76%	27
Agree	55.92%	85
Disagree	3.95%	6
Strongly Disagree	0.66%	1
Not applicable	21.71%	33
answered question		152
skipped question		0

3.

answer options	Response Percent	Response Count
The availability of counseling appointments meets my needs.		
Strongly Agree	29.61%	45
Agree	42.76%	65
Disagree	13.16%	20
Strongly Disagree	9.21%	14
Not applicable	5.26%	8
answered question		152
skipped question		0

4.

answer options	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable	Response Count
There is adequate publicity within the college campus and in the community regarding the:						
Counseling Services	42	75	26	7	2	152
Assessment Services	31	82	21	8	10	152
Transfer / Career Center Services	38	73	17	8	15	151
answered question						152
skipped question						0

5.

answer options	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable	Response Count
The staff are courteous and respectful when I ask for assistance in the:						
Counseling Center	67	55	16	6	6	150
Assessment Center	56	69	4	0	20	149
Transfer / Career Center	54	53	9	0	33	149
answered question						150
skipped question						2

6.

answer options	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable	Response Count
I am satisfied with the services and materials provided by the:						
Counseling Center	54	61	16	10	11	152
Assessment Center	48	69	6	2	26	151
Transfer / Career Center	47	58	8	1	35	149
answered question						152
skipped question						0

7.

answer options	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable	Response Count
The hours of operation for the following Services meet my needs:						
Counseling (M – R, 8am–7pm / F, 8am–4:30pm)	64	66	11	4	7	152
Assessment (M – R, 8am–7pm / F, 8am–4:30pm)	61	64	3	1	21	150
Transfer / Career (M,T,R, 8am–7pm / W, F, 8am–4:30pm)	57	61	5	2	26	151
					answered question	152
					skipped question	0

8.

answer options	Response Percent	Response Count
Please check any of the following workshops/mini-courses you would attend if available.		
Managing stress	42.50%	51
Building self-esteem	20.83%	25
Learning assertiveness	23.33%	28
Building relationships	14.17%	17
Becoming self-aware	17.50%	21
Understanding addictions	14.17%	17
Balancing school, family and work	42.50%	51
Making effective decisions	26.67%	32
Learning to use myAVC	13.33%	16
Setting effective goals	30.83%	37
Understanding the transfer process	62.50%	75
Managing money effectively	40.83%	49
Completing a university admission application	45.00%	54
Other	7.50%	9
answered question		120
skipped question		32