

Comprehensive Program Review Self-Study Report

Division/Area Name: Counseling and Matriculation	Year: 2015-2016
Name of person leading this review: Luis Echeverria	
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Number of Degrees offered: N/A	Number of Certificates offered: N/A

Part 1 - Division or Area Overview

1.1. Briefly describe how the division or area contributes to the district [mission](#):
The division faculty and staff support prospective and current students in pursuing and achieving their academic, career and personal goals. New students are welcomed and guided through the beginning steps, Human Development courses give students tools to succeed, and the dissemination of accurate information through counseling services supports student success from entry through graduation/transfer.

1.2.State briefly program highlights and accomplishments:

The California Legislature passed the Student Success Act of 2012 which established the Student Success and Support Program (SSSP). The Counseling division responded by developing a new, proactive approach that engages students and monitors their progress toward receiving all Student Success and Support Program (SSSP) core services in a timely manner. The entire student population was divided into 19 counseling service cohorts with 14 of those in Lancaster (General Counseling, OSD, EOPS/CARE, CalWORKs, OSD, Nursing, Transfer, Honors, Athletics, STAR, SOAR, Veterans, PRIDE, ESL, and Career) and five in Palmdale (General Counseling, OSD, EOPS, CalWORKs, and STEM). Students receive targeted Counseling services. This focus on all students succeeding corresponds with Education Master Plan Goal #1: The college as a community will provide students with an environment which supports learning and facilitates student success; Goal #2: The college will increase the transfer rate to CSU, UC, and private colleges; Goal #4: The college will increase student success in Basic Skills and ESL courses and Palmdale Center

Each cohort is case managed by a team of counselors and clerical staff who proactively contact students via phone and email to encourage them to set counseling appointments in order to receive assistance in making informed decisions. Spring 2016 cohort sizes vary from 7,455 students in General Counseling to 14 in the EOPS Palmdale so resource allocations also vary. Three full-time counselors, five adjunct counselors, one educational advisor, and five full-time clerical staff were hired to provide adequate support for the new approach. They were trained and are given continual training at weekly meetings. A Google Sheets tracking system, Armada, was developed so the success of each student in every cohort could be tracked and monitored. A “home-created” electronic education plan tool was used to complete 10,603 comprehensive student education plans (CSEPs) in 2014-2015. That places AVC in the top one percent of the state according to Chancellor’s Office data and resulted in AVC receiving an additional \$4 million to support SSSP efforts. The college’s electronic infrastructure offers electronic storage and secure access to educational plans by AVC service areas and students.

The Assessment Center provides the Counseling division with the names of students who complete assessment testing. Those students are invited to attend a First Semester Workshop where they receive an abbreviated educational plan and information about support services. A full-time bilingual education advisor was placed in the Assessment Center to advise students, especially Basic Skills and ESL students, about First Semester Workshops and the opportunity for abbreviated educational plans.

Abbreviated educational plans are developed by counselors and emailed to students who do not have an abbreviated education plan and are unable to attend a First Semester Workshop. The email message encourages students to meet with a counselor to have their abbreviated education plan explained and questions answered. The Chancellor’s Office reported that AVC’s Counseling created 6,014 abbreviated educational plans (AEPs) in the 2014-2015 school year.

Counselors call students who do not show for their appointments. The no-show rate ranges from a low of 14 percent in summer 2013 to a high of 28 percent in intersession 2012. Students were no-shows 21 percent of the time in fall 2015. If contact is made the counselor is able to answer questions, go over student concerns, build rapport and get the information necessary to create an educational plan without having the

student schedule another appointment. The student is called a second time if the initial attempt was unsuccessful. After two failed attempts, the Dean of Counseling contacts the student regarding the important role counseling plays in student success.

Clerical staff use the Armada to identify students who have completed their second semester of study or 15 units but have not declared a course of study. These students are considered high priority; they are contacted to determine their major and declare it with Admissions and Records. Students who are unsure of their course of study are placed in the Career cohort. They are referred to the Career Center Coordinator for assessments and workshops to assist them with their decision. This approach resulted in 13,820 students, a record number, with a declared major in fall 2015.

We identified 2021 students in January 2016 who had completed between 45 and 69.5 units and enrolled in classes for spring 2016. The transcripts and educational plans of 36 percent (719 students) were reviewed. Most of the 719 students, 84 percent, were enrolled in appropriate classes. The remaining 16 percent (118 students) were enrolled in what appeared to be one or more inappropriate courses and were sent an email with a detailed notification. Many students replied and were appreciative of our notice.

Staff has been added but more counselors and clerical assistants are needed to meet the high demand for counseling services. The proactive counseling approach needs enough counselors and clerical staff to support AVC's large student population.

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1.3. Check each Institutional Learning Outcome (ILO) supported by the division/area.	
<input type="checkbox"/> Communication	<input type="checkbox"/> Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation and synthesis. <input type="checkbox"/> Demonstrates listening and speaking skills that result in focused and coherent communications
<input checked="" type="checkbox"/> Creative, Critical, and Analytical Thinking	<input type="checkbox"/> Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration and application of knowledge and skills. <input type="checkbox"/> Solves problems utilizing technology, quantitative and qualitative information and mathematical concepts.
<input type="checkbox"/> Community/Global Consciousness	<input type="checkbox"/> Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the well being of society and the environment. <input type="checkbox"/> Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions.
<input checked="" type="checkbox"/> Career and Specialized Knowledge	<input type="checkbox"/> Demonstrates knowledge, skills and abilities related to student educational goals, including career, transfer and personal enrichment.

Part 2 - Data Analysis and Use

All divisions will complete Parts 2-7. Within academic divisions, Parts 2-7 will be completed by each discipline.

Discipline: Human Development

Please review and interpret data by following the provided links

Indicator	Comments and Trend Analysis
<p>2.1. Please review the FTES and enrollment (headcount) data. If applicable, please also review division or department data.</p>	<p>Comments on trends over the past five years and how they affect your program:</p> <p>No clear patterns can be seen in the enrollment of HD students in the past five years (fall 2010 through spring 2015). Enrollments have averaged 472 each semester. The faculty believe more students could benefit from taking HD course so more sections have been offered in 2015-2016. HD enrollment reached 766 in fall 2015, a 27% increase from the next highest semester which was fall 2011 with 605 students.</p> <p>District enrollment (annual unduplicated headcount) was 18,854 in 2014-15 which is higher by 84 students than in 2013-14 but 409 students lower than it was in 2010-11. It appears the trend may be for increased headcount but lower FTES. The president projects enrollment of 30,000 students when the Palmdale Center is fully operational.</p>
<p>2.2. Report program/area data showing the quantity of services provided over the past five years (e.g. number transactions, acreage maintained, students served, sales figures).</p>	<p>Comment on trends and how they affect your program:</p> <p>MIS records show that 34,004 students (duplicated) were provided counseling, advising and education planning services in 2014-15. This is quite impressive when you realize that AVC's student to counseling ratio is 971 to 1 according to the 2015 Student Success Scorecard. The Chancellor's Office reported a state median of 811 to 1 in 2012.</p> <p>The need for distance and online counseling services is increasing as headcount grows. Counseling improved the process for providing distance counseling to our 18,854 students in 2014-2015. The use of Google Sheets during online/phone appointments allows students to see the educational plan being made in real-time as they look at their computer from home. It may be a natural progression for the division to increase distance counseling services since it is more convenient for students. AVC will be a pilot school working with the Chancellor's Office Online Education Initiative (OEI) to improve distance counseling.</p> <p>Career Center</p> <p>Student utilization of services provided by the Career Center increased from 357 students in 2010-2011, to 384 in 2011-2012 and to 611 in 2012-2013. Counselors provided career counseling services while the Career Center coordinator position was vacant for over a year. The current Career Center</p>

coordinator, hired in December 2014, provided 229 services in 2014-2015 and 283 services in fall 2015 and intersession 2016.

Lack of space and privacy in SSV in fall 2015 prompted the relocation of the Career Center coordinator and three counselors to offices in OF1. The offices provide privacy for individual appointments but lack wheelchair accessibility and the dedication of adjoining space needed serve students well. Many students are directed to OF1 for their appointments but no Counseling classified staff is there to greet and check in students, provide general information, or book appointments. The waiting area is inadequate.

SSSP says colleges are to provide students with any assistance needed to define their course of study. The students need space to take online career/personality assessments and engage in career/major/transfer research. Career testing and counseling is linked to student success and retention; resources should be allocated so that AVC students have the support of a full Career Center. The Career cohort had 49 students in fall 2015 and has 66 students in the spring 2016 cohort.

Child Development Work Force Initiative Grant Program

The Child Development Work Force Initiative program was developed via a grant that the Child Development Program received from First Five LA to support studies in child development from the certificate program through the Master's degree. Two counselors provide specialized counseling to students enrolled in the program. These counselors stay in communication with feeder schools for transfer.

ESL Counseling

The ESL program was restructured into a noncredit format in fall 2015 and a full-time bilingual counselor was appointed to provide counseling services for 316 noncredit ESL students in the ESL cohort within the Armada this semester. The ESL counselor maintains communication with Basic Skills and the ESL faculty. She visits ESL classes every semester to encourage students and help them understand the ESL program, ESL course sequencing, SSSP services and academic success.

ESL counseling services are varied and available in person and by phone. The counselor works with community organizations such as ADELANTE, where the students are brought to the campus in groups of ten. The counselor translates materials and brochures into Spanish. "Cross over" counseling is

offered for students who are ready to take regular classes and/or choose a major or a career. Foreign coursework and degrees are also discussed.

There are not enough ESL sections at the beginning levels. Many students cannot get into classes in spite of the open enrollment concept (open entry/exit style) This is a problem that needs to be addressed by the Language Arts and Academic Development division. The counselor assigned to this cohort assists six to eight students daily; another counselor will be necessary if the program grows.

Honors

The number of students enrolled in the Honors program grew 28 percent from 323 students in 2013-2014 to 415 in 2014-2015. The fall 2015 Honors cohort had 352 students; the spring cohort has 401 students. The program started with one designated counselor but now two counselors are assigned to assist honors students in achieving their associate degree and transfer goals. Due to high standards of the TAP certification process, counseling needs to be specific for this group of students who often seek “priority consideration” for UCLA admission. The counselor(s) certified 27 students for TAP in 2013, 25 students in 2014 and 15 students in 2015. The number of faculty teaching honors courses has increased by 50 percent during the last three years. The number of students who complete the Honors program with six specific honors courses has increased by 70 percent over the past three years.

The AVC Honors Program is developing increased respect among our local feeder high schools and more students see AVC as a strategic choice. The AVC Honors program enables many students to complete their lower division work at AVC and then transfer to the university of their choice.

Law Scholars Program

The Law Scholars program aims to increase the level of diversity in the legal profession as it is one of the least diverse career sectors. The Law Scholars program began in fall 2014 with 45 students. There are 55 students in the program this academic year. Completion of an AA/AS degree, fulfillment of Law Scholar designated curriculum, and transfer are components of the Law Scholars program.

Students in the program meet with a designated counselor at least once a year and complete a seven course pattern, which introduces students to the legal profession and strengthens critical thinking and analytical skills. They meet mentors, attend activities and receive information about the law school

admission process. The Law School Admissions Council has also identified the need to develop emotional intelligence and social skills among prospective pre-law students.

Palmdale Center

The Palmdale Center continues to grow even within the confines of the current site. The Palmdale Center is scheduled to move within 12 months to a larger facility that will more than double the current capacity. The need to add and expand the services offered to AVC Palmdale students will require the addition of various student services faculty and staff. An adjunct counselor was hired this year who works specifically with the CalWORKs and EOPS students. The CalWORKs Palmdale cohort has 93 students this semester; there were 78 in fall 2015. The EOPS Palmdale cohort has 14 students this semester; there were 67 in fall 2015.

PRIDE

There were 1,260 students in the fall 2015 P.R.I.D.E (Personal Responsibility in Developing Excellence) cohort; there are 1,181 students in the cohort this semester. Three counselors and one education advisor are assigned to provide interventions for these students through one-on-one sessions, meetings, and comprehensive education plans.

Currently, 18 percent (98 of 526) of the student on Probation 2 and 33 percent (165 of 486) of students on a Dismissal standing attend an intervention. Probation 1 students can wait 12 – 18 months before choosing to attend an intervention that addresses academic difficulties and refers students to resources such as financial aid and mental health counseling. Only 25 percent (344 of 1,358) complete the online probation workshop.

It is expected that in Fall 2016 all Probation 1 students will be required to attend a face-to-face workshop (distance counseling students will be addressed in a different manner) and complete a comprehensive education plan before registering for the next term. They will attend a study skills session offered by the Learning Center. Probation I students will be the targeted focus within this cohort in an attempt to prevent them from moving into a Probation II status.

This change will necessitate additional personnel hours. The PRIDE counselors will have to dedicate more of their contact hours to PRIDE students. It may be necessary for additional counselors to assist with PRIDE duties.

Transfer Education Center/Articulation & Evaluation

The number of transcripts received from students who attended other institutions has increased 13 percent since 2010. Approximately 1,979 students (10.5 percent) submitted transcripts in 2015. The percentage of students submitting transcripts in 2014 was 9.9. A steady 8.6 percent of students submitted transcripts from 2010 through 2013. A significant number of the 2202 students who graduated or received certificates and awards in 2015 came from other institutions before matriculating at AVC.

Our present system of officially evaluating transcripts when the student applies for graduation or certification puts students at risk of being unprepared to graduate or transfer and/or taking unneeded courses. AVC must develop a system that gives students timely and accurate information on the equivalency and use of coursework completed elsewhere.

The implementation of “front end” transcript evaluation would improve the accuracy of educational plans and thereby increase graduation and transfer numbers. It will increase counselor efficiency and enable the utilization of DegreeWorks’ degree audit program.

Two expertly trained transcript evaluators (Range 16 “Evaluations Coordinator”) should evaluate courses on the “front-end.” These evaluators would systematically evaluate incoming transcripts upon arrival and enter the results into Banner SHATATR. The full evaluation of the transcripts received in 2015 would likely require six months of full time work by two skilled evaluators. New transcripts arrive daily, enrollment is projected to grow, and there is more than a two year backlog of work.

The Banner SHATATR database has been growing since 2000. It is used to identify course equivalencies between AVC courses and courses offered at other colleges. Inaccuracies and voids in Banner, due to inadequate quality control, are reflected in educational plans and create graduation and transfer problems for students. Errors are corrected as they become known.

A more accurate and complete database needs to be created in Banner SHATATR. Courses offered at other colleges should be evaluated by skilled evaluators who would enter course attributes in SHATATR.

Prerequisite overrides for equivalent courses should be entered into SOATEST. The following attributes for each course are suggested:

1. AVC course equivalency
2. AVC GE/Diversity application
3. AVC LAS degree application
4. CSU GE Breadth/IGETC application
5. CSU and/or UC transferability
6. C-ID designation

There has been a moderate increase of students transferring to four-year colleges and institutions over the past half-decade. AVC has averaged 467 transfers to the CSU per year for the past five years and 95 UC transfers per year over the past six years. A 38-fold increase of ADT graduates has been recorded since 2011. There were 745 students in the fall 2015 transfer cohort in fall 2015; the spring 2016 cohort has 757 students.

The Transfer Center supported the Education Master Plan goal of increasing the transfer rate by offering the following in 2013-2015:

- Annual Transfer Fairs offering information from 38-41 colleges and universities
- Ongoing visits from colleges and universities throughout the year
- 42 Transfer Basics workshops
- 4 Transfer Application workshops (2 UC, 2 CSU)
- 4 Pre-Med workshops
- 2 TAG workshops
- 2 Personal Statement workshops
- Workshops and events focused on specific career fields
- Student Transfer Recognition/Video program
- Pre-Med Club (45+ student members)
- Conveyance of CSU and UC conference information to AVC counselors and advisors
- Counseling appointments and walk-in advising
- Useful and current information on the Transfer Center web page, bookshelves & display/bulletin boards

	<p>Veterans Counseling</p> <p>According to the Veterans Resource Center AVC currently serves 1300+ veterans and dependents. The Chancellor's Office data indicates a "Military" Unduplicated Headcount of 50 active duty and 306 veterans. The Armada cohort is 387 this semester. The numbers vary but they are growing. In order for this population to receive their military benefits, they must meet with a counselor and receive an educational plan. Veterans are provided with priority registration. One counselor has appointment times designated for veteran students.</p>
<p>2.3. Student success and retention rates by discipline</p>	<p>Comment on trends and how they affect your program and on where improvements are needed to meet the Institutional Standard of 68% for student success:</p> <p>Success in Human Development (HD) courses averaged 69 percent between fall 2010 and spring 2015 with success rates falling below the 68 percent standard in three of those semesters. Fall 2015 HD success was 65.8 percent. Retention averaged 86.5 percent between fall 2010 and spring 2015 and was 87.3 in fall 2015.</p> <p>PRIDE</p> <p>The results for the 116 students who had a Dismissal status and attended a workshop prior to spring 2015 are as follows: 39 (38.8 percent) made progress (earned grades of C or better or P for all units attempted) and 22 (21.6 percent) earned Good Standing (GPA was ≥ 2.00 and their progress was at least 51 percent). 25 percent did not make progress and were dismissed again and will be eligible to return for fall 2016.</p> <p>The results for the 198 students who had a Dismissal status and attended a workshop prior to fall 2015 are as follows: 35 (34.8 percent) made progress (earned grades of C or better or P for all units attempted) and 18 (17.7 percent) earned Good Standing (GPA was ≥ 2.00 and their progress was at least 51 percent), 30 (29.8percent) did not make progress; they were dismissed again and will be eligible to return for spring 2017.</p> <p>As a note, 14.7 percent for the 2015 group and 17.7 percent for the 2016 group were left out; these are students who should be dismissed for two semesters but policy at AVC allows them to continue attending.</p>

<p>2.4. Success and Retention by Equity Groups</p>	<p>Review and interpret data by race/ethnicity and gender or both together:</p> <p>The success rates of students in Human Development (HD) courses between fall 2010 and spring 2015 were examined. The success rate of African-American students was 52.2 percent for males and 59.8 percent for females. It was 76.5 and 77.4 percent for Hispanic/Latino male and female students respectively. The success rate of White males was 73.6 percent and 78.9 percent for female students. The success rate in fall 2015 was higher than the 2010-2015 average for African-American males by 2.1 percent and by 9.8 percent for White females. Fall 2015 success was lower in the other groups.</p> <p>The retention rates of students in HD courses between fall 2010 and spring 2015 were examined. The retention rate 78.8 percent for African-American males and 82.6 percent for females. It was 93.1 percent for Hispanic/Latino males and 89 percent for females. White males averaged 87.8 percent retention between fall 2010 and spring 2015 while females averaged 88.9 percent. Fall 2015 retention was slightly improved for most but it was lower for African-American females by 3.6 percent and for Hispanic/Latino females by 2.5 percent.</p> <p>Retention is good with numbers running between 93.1 and 78.8 percent. The lowest retention at 78.8 percent is found in the African-American males who also have the lowest success rate at 52.2 percent. This pattern is repeated throughout this and other districts. The Counseling division believes the core services of SSSP will improve the success and retention rates of all groups.</p>
<p>2.5. Number of Sections by Location and Modality</p>	<p>Comment on trends:</p> <p>AVC records show that 143 HD sections were offered from intersession 2011 through fall 2014 with 57 percent of the sections scheduled in Lancaster (65 sections) and Palmdale (16 sections) classrooms. Online sections totaled 62 which was 43 percent of the total sections.</p>
<p>2.6. Analyze and summarize trends in student progression through basic skills courses, if applicable.</p>	<p>Comment on trends and how they affect your program:</p> <p>Discussions with new students and the development of their educational plans begin with the students' assessment scores. Counselors and advisors help students understand the significance of reading and writing skills in college success and how addressing deficiencies early in their college careers increases the likelihood of achieving their academic goals. Math skills are also addressed when the student's goal(s) may include a degree or a course which requires math competency. Students at basic skills levels are strongly encouraged to take the needed reading, writing and math courses before taking</p>

	<p>courses with advisories higher than the student's indicated skill level. This theme continues in all subsequent counseling sessions and ed plan updates. It is discussed again in probation workshops. Success in basic skills courses is life changing. Many students build on that success and continue their education.</p>
2.7. Degree and certificate completion	<p>Discuss trends in the completion rates of degrees and certificates. If applicable, discuss improvements in license exam results, job placement/post testing and/or transfer rates to four-year institutions:</p> <p>The number of certificate and degrees awarded to AVC students has increased steadily over the past five years. AVC awarded 727 certificates and 1475 associate degrees in 2014-15. The number of certificates increased 87 percent and the number of degrees increased 76 percent from 2010-11 when AVC awarded 388 certificates and 836 degrees.</p>
2.8. Faculty Data	<p>Review and Interpret data on PT/FT Ratio and FTES/FTEF (by Division, Department, Discipline). Comment on trends:</p> <p>Full time faculty taught 78.45 percent of HD courses over the past five years while 21.55 percent were taught by adjunct faculty. This aligns with AB 1725 which says at least 75 percent of instruction hours should be taught by full time faculty.</p>
2.9. Career Technical Education (CTE) programs: Review the labor market data on the California Employment Development Department website for jobs related to your discipline.	<p>Comment on the occupational projections for employment in your discipline for the next two years and how the projections affect your planning:</p> <p>NA</p>
<p>Part 2 Summary</p> <p>Based on examination of the data, address any student achievement gaps and/or other student needs here:</p> <p>The Counseling division believes that achievement gaps will shrink as more students utilize the information and support provided in SSSP services.</p> <p>The addition of five full time counselors would bring AVC close to the state median of 811 students per counselor. The Academic Senate for California Community Colleges published Resolution Number: 08.02 in spring 2010 which said it should work with the Chancellor's Office to change Title 5 to define the minimum number of counseling faculty required based on the recommended counselor to student ratio (1:370)</p>	

cited in the Academic Senate adopted paper *Consultation Council Task Force on Counseling* (2003). AVC needs 35 more full time counselors to reach the recommended 1:370 ratio.

Part 3 – Outcome Analysis and Use

Cite examples of using outcome (PLO, SLO, and/or OO) action plans as the basis for resource requests and the allocation of those requests (e.g. human, facilities/physical, technology, financial, professional development) or making other changes that resulted in or correlate with improved outcome findings over the past five years.

SLO/PLO/OO	Action Plan	Current Status	Impact of Action
OO1	Hire & train 3 more counselors	ongoing	Records show 6,014 ASEPs and 10,603 CSEPs were completed in 2014-15. Accurate numbers are not available before 2014 but this is far more than in prior years. Student surveys show students are using their SEPs to select courses (OO2).
Part 3 Summary			
Briefly describe what changes have been made (or need to be taken) to the program based on findings:			
It's simple math. An increase in the faculty and staff enabled the increase in the number of educational plans developed for students. Needs are prioritized and resources allocated accordingly to serve students well. We should build on this progress. The hiring and training of additional faculty and staff will enable the Counseling division to help more students reach their goals.			
Please provide any additional comments for Part 3:			

Part 4 - Stakeholder Assessment

Assess how well the program serves the needs of the students, district, and community. Use surveys, interviews or focus groups to obtain feedback from stakeholders (students and/or others who are impacted by your services). Include documented feedback from other sources if relevant (e.g. advisory committees, employers in the community, universities, scores on licensure exams, job placement).

Type of feedback	Feedback provided by?	Recommendations/findings	Actions needed/planned/taken based on feedback
Counseling Survey	Students	Discussing careers with a counselor helped 64 percent of surveyed students identify their personal or educational goals.	1. Additional career-related counselor training. 2. Expand the size, staffing and services of the Career Center
Counseling Survey	Students	Many students, 41 percent, have not utilized counseling services because it was too difficult to get someone on the phone.	The Counseling staff is actively reaching out to students setting them up with counseling appointments
Counseling Survey	Students	Nearly half of surveyed students, 44 percent, have not utilized counseling services because appointments were not available at the days & times they needed	1. Support staff has been increased to provide outreach services to students. 2. Survey students to determine when they want appointments.

Part 4 Summary

Please provide any additional comments for Part 4:

Part 5 - Goals and Objectives and Evaluation of Previous Plans

5.1. Review the goals identified in your most recent comprehensive self-study report and any subsequent annual reports. Briefly discuss your progress in achieving those goals.

Goals/Objectives/Action Plans	Current Status	Impact of Action (describe any relevant measures/data used to evaluate the impact)
Implement DegreeWorks in 13-14	Completed.	Problems made DW ineffective for comprehensive plans. A home-grown system was developed and used to create 6,014 ASEPs and 10,603 CSEPs in 2014-15.
Student access to eSARS to make appointments in 13-14	Completed	No show rate is higher for eSARS appointments. Counselors call no-shows to help students by phone. Ed plans are developed and emailed to them.
Comply with SSSP requirements	Ongoing	AVC developed comprehensive ed plans in 2014-15 at a rate that placed them in the 50p 1% CA Community Colleges. The infusion of an additional \$4 million will be used to address more SSSP requirements.
Improve division effectiveness and efficiency	Ongoing	A dean was hired for the division. All counselors now report to that dean. A faculty chair position was filled. Counseling hours have increased in Lancaster and Palmdale since 2013-14. All ed plans are now created electronically. SSSP money funds new faculty and staff positions, professional development and other resources that have made counseling services more accessible to students.
Briefly discuss your progress in achieving those goals:		
Some electronic progress (e.g., DegreeWorks and eSARS) was not as useful as anticipated but the problems spurred the development of better resources and services.		
Please describe how resources provided in support of previous program review contributed to program improvements:		
SSSP money enabled the hiring of needed staff and faculty and the purchase technology to improve efficiency and student services. More, but not near enough, office space has been assigned for counselors' use. Professional development has increased the knowledge base of counselors and		

advisors who pass along that information to students. New technology has been used to work more efficiently and effectively within the division and with students.

5.2 2016-2017 Planning

Based on data analysis, outcomes, program indicators, assessment and summaries, list discipline/area goals and objectives to advancing district Strategic Goals, improving outcome findings and/or increasing the completion rate of courses, certificates, degrees and transfer requirements in 2016-2017. Discipline/area goals must be guided by [district Strategic Goals](#) in the Educational Master Plan (EMP). They **must be supported by an outcome or other reason (e.g., health and safety, data analysis, national or professional standards, a requirement or guideline from legislation or an outside agency).**

Goal #	Discipline/area goal and objectives	Relationship to Strategic Goals* in Educational Master Plan (EMP) and/or other	Expected Impact of Program Outcomes/Student Learning	Action plan(s) or steps needed to achieve the goal**	Resources needed (Y/N)?	
1.	Refine and expand SSSP services	SG #1, 2, 3, 4, 5, 6, 7	Students will use information and other supports to reach their academic goals.	-Assist students in defining their career goals/majors. -Increase number of ASEPs and CSEPs. -Provide follow-up services to at-risk students (basic skills, no goal or on probation).	Y	
2.	Give reliable CSEPs to students who transfer from another institution	SG #1, 2, 3, 4, 5, 6, 7	Students will use information to reach their academic goals.	-Develop a plan with Enrollment Services to have transcripts formally evaluated at the front end. -Put accurate and comprehensive data into SHATATR.	Y	
3.	Increase opportunities for students to obtain information from counselors and advisors	SG # 1 2, 3, 4, 5, 6, 7	Increase student awareness of and access to counseling services.	-Hire, train and place AVC counselors in local high schools. -Plan with VPAA and VPSS to embed counselors in academic divisions. -Ongoing prof dev't development to stay current on degree and transfer requirements. -Inform students about services.	Y	

4.	Improve the quality of counseling and HD instruction	SG # 1, 2, 5, 7	<ul style="list-style-type: none"> -Improve SLO and OO findings -Increase the rates of success and retention in classes 	<ul style="list-style-type: none"> -Prof dev't for those who teach or counsel online. -Prof dev't for those who teach or counsel face to face -Obtain and utilize Cranium Cafe for online counseling. (Purchased by Chancellor's Office) Integrate Cranium Cafe with SARS and MIS; train faculty & staff to use the program. -Hire a computer technician to provide support for online services and for other technology needs. -Explore ways to share information with students. 	Y	
5.	Obtain adequate and appropriate workspaces for staff and faculty	SG # 1, 2, 3, 4, 5, 6, 7	<ul style="list-style-type: none"> -Increase students' achievement of their personal, academic and career goals, and thereby supporting success in all divisions. -Improve HD SLO and Counseling OO findings 	<ul style="list-style-type: none"> -Plan and secure office space and technology to support Counseling needs. This includes a 4-6 station call center, a career center, and private offices. 	Y	

***Action plan verbs: expand, reduce, maintain, eliminate, outsource, reorganize, re-engineer, study further, etc.*

Part 6 - Resource Needs

Identify significant resource needs that should be addressed currently or in near term. For each request type identify which **discipline/area goal(s)** from Part 5.2 guide this need.

Indicate which Discipline/area Goal(s) guide this need	Type of Request (Personnel ¹ , Physical ² , Technology ³ , Professional development ⁴ , Other ⁵)	New or Repeat Request?	Briefly describe your request here	Amount, \$	One-time or Recurring Cost, \$?
1, 2, 3, 4, 5	Personnel	Repeat	35 new full time counselors and commensurate support staff in addition to maintaining current staffing levels.		Recurring
1, 2, 3, 4, 5	Physical	Repeat	Adequate and appropriate workspaces to conduct the Division's work.		One-time
1, 2, 3, 4, 5	Technology	Repeat	Adequate and appropriate technology to conduct the Division's work.		Recurring
1, 2, 3, 4, 5	Professional Development	Repeat.	Adequate and appropriate training and conference attendance to effectively utilize technology and conduct the Division's work.		Recurring

¹List needed human resources in priority order. For faculty and staffing request attach Faculty Position Request form.

²List needed technology resources in priority order.

³In priority order, list facilities/physical resources (remodels, renovations, or new) needed for safer and appropriate student learning and/or work environment.

⁴List needed professional development resources in priority order. This request will be reviewed by the professional development committee.

⁵List any other needed resources in priority order.

Part 7 - Comments

Please rate the level of your agreement with the following statements regarding the program review process:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
<ul style="list-style-type: none"> This year's program review was valuable in planning for the continued improvement of my program 	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> Analysis of the program review data was useful in assessing my program's outcomes and current status 	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: The report template was shared with all division faculty on Chrome Drive. This enabled easy collaboration in writing and editing the report but neither the template links nor drop-down menus worked in Chrome Drive.					