

Antelope Valley College
Counseling and Matriculation
Counseling, Career/Transfer Center and Assessment
2011

Program Review



Table of Contents

Counseling and Matriculation

Mission	Area 1
History	Area 2
Curriculum	Area 3
Student Support and Development	Area 4
Data Analysis and Environmental Scan.....	Area 5
Student and Program Learning Outcomes	Area 6
Collaboration with Other Programs	Area 7
Outreach Activities	Area 8
Goals and Objectives	Area 9
Long Term Resource Planning	Area 10
Recommendations and Comments.....	Area 11
Report to Board of Trustees.....	Area 12

Area 1 Mission

1.1 The counseling mission 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.

1.2 Comment on the area of the mission, vision and Institutional Learning Outcomes (ILOs) of the college that are most closely related to the mission of the program.

The counseling mission is closely related to the Antelope Valley College (AVC) mission. Counseling faculty and staff serve the community by placing student success and student-centered learning as a priority. We offer innovative programs and services. We are committed to student success for a diverse community of learners. Our vision mirrors that of the college: to provide a quality education that enriches lives and builds futures.

Counseling is closely related to several ILOs of the college. Advice and information given during counseling appointments results in increasing the students' ability to make correct course selections needed to achieve their educational and employment goals. (ILO: Value and apply lifelong learning skills required for employment, basic skills, transfer education and personal development.)

Counseling appointments facilitate in-depth discussions with students about general education requirements. This exposure to the importance of general education and possible course selections encourages the students to obtain a breadth of knowledge. (ILO: Demonstrate a breadth of knowledge and experiences from the humanities, social and behavioral sciences, arts natural sciences and mathematics.)

The counseling mission specifically identifies the importance of career training and opportunities that contribute to the economic success of our community. The Career/Transfer Center offers a myriad of assistance to students so they are able to make appropriate decisions and choices regarding career opportunities. (ILO: Identify career opportunities that contribute to the economic well being of the community.)

Area 2 History

2.1 Identify major changes and/or developments, including change or growth in other programs, which significantly impacted the program in the last four years.

Counseling is directly impacted by changes in the local economy, community demographics and state funding. Demand for higher education is growing along with the Antelope Valley population. The 14.1 percent unemployment rate in our district has prompted many unemployed and underemployed people to seek education. The demographics of AVC are changing to include more ESL and low income students as well as more first generation degree seekers. An increasing number of prospective students need basic skills. The California Community Colleges Chancellor's Office reports that in recent years, about 50 percent of new students trying to enroll in CCC classes have been turned away, however Counseling continues to serve many of those prospective students before and after learning the class(es) they want are full.

Counseling recently enjoyed the unusual experience of stable leadership for nearly three years. (Counseling has had eight different deans in ten years.) This rare stability gave us the opportunity to address some of the changing needs of our students.

Since our last self-study several program modifications have been established which help accommodate students. New students are now seen in Initial Education Plan (IEP) workshops. Same-day appointments permit students to receive counseling without waiting weeks. Students can request updates to their Education Plan without scheduling appointments. Express counseling is heavily utilized at peak times when the demand for appointments far exceeds the supply. Education Plan Update workshops for students who need updated plans, Probation 1 workshops (delivered online), Probation 2 workshops for students in the second semester of probation and Dismissal workshops for students in disqualified status have all been added. DegreeWorks was purchased and is being prepared for AVC use.

One faculty member has been assigned to work with the SOAR High School students. SOAR students receive information about completing degrees from AVC and preparing for transfer.

Other activities involve Counseling faculty in ancillary activities on campus. These are ongoing and include the Veterans program and speaking to students in classrooms to inform them of our services.

A variety of services are increasingly available at the Palmdale Center. Students have access to three Counseling faculty three days a week, generally from 8:00 am to 7:00 pm. Students are able to take Human Development courses, have access to counseling and attend transfer workshops. Counseling has tripled the number of hours serving 1,000 FTE students at the Palmdale Center in the last three years.

2.2 Briefly describe the program's activities and services in the past four years.

A. AVC's Human Development courses are developed, revised and taught by the Counseling faculty. Some sections are now offered in online or hybrid modalities. All of the Human Development courses have Student Learning Outcomes (SLOs) and methods for assessment.

B. Online Counseling services have expanded since 2007. We were communicating with students by email at that time and continue today with a practice of responding within 48 hours. Last year over 1000 email responses were sent through this system. A "counseling group" now exists within our website where students access a library of resource information regarding educational endeavors, including the requirements for each certificate/degree at AVC, links to career related website and links to transfer related websites.

The actual number of students joining the Online Counseling Group is unknown because membership is limited to 2,000 by ITS. The online counseling facilitator has on multiple occasions removed inactive members of this group only to find the group at maximum capacity a short time later.

Our efforts have expanded to utilizing the *CCC Confer* system established by the state wherein faculty can meet with a student online and speak with him/her via telephone to conduct a complete counseling session. This is particularly useful for students who live outside a convenient commute to the college. Approximately 5 hours of active counseling via CCC Confer have been provided weekly for the past two years.

C. The Transfer Center has initiated several programs since the last self-study review. Advising sessions with UC Riverside, UC Santa Barbara and UC Berkeley representatives have taken place on campus for the last two years via technology. Our transfer application workshops to the University of California have expanded to include a Transfer Admission Guarantee program (TAG) workshop. Students attending TAG workshops receive guidance while they apply to the UC TAG program in real time.

D. Students who take various career assessments are offered a sequence of services provided by the Career Center and Counseling. Students first meet with the career center coordinator to discuss and interpret their test results. Those who want additional assistance forming a career goal may attend career workshops led by a faculty member who guides them to resources to investigate their prospective careers. Included are job growth projections for a specific state, salary projections in the field of the student's interest, training requirements, etc.

E. A training program for adjuncts was instituted but budget difficulties now make us rely on the weekly division meetings to help adjuncts remain up-to-date on training needs. The practice of reviewing Student Education Plans (SEPs) done by adjuncts and education advisors helps ensure accuracy.

F. Services for probationary and disqualified students have improved since our last self-study. Previously our program did not target the various levels of student probationary/disqualification status. Now the groups are divided into Probation 1 (1st semester on probation), Probation 2 (2nd semester on probation), and Dismissal. This increased our effectiveness as each group has a tailored presentation with unique activities to accomplish.

G. Personal and crisis counseling workshops are now held weekly. This provides continual access and assistance to counseling services through our faculty specializing in human behavioral issues.

H. Since the last program review a faculty facilitator has carried out various vital duties. The facilitator converted the Counseling Manual to an electronic format which is updated regularly and available at: <http://code.google.com/p/avccounselorsmanual/downloads/list>. The facilitator updates the Counseling program sheets annually and makes them available to students and faculty in printed and online formats and also coordinates the Human Development course schedule and the student contact master schedule. The facilitator trains new faculty and works with the dean and faculty to improve the division and its services.

I. More students are now being served in group settings. Others are served by receiving new or updated SEPs at the Express Counter. The SEPs are done at the student's request. Faculty at the Express Counter reviews the plan with the student when they pick up the plan.

J. Outreach to high schools is ongoing.

2.3 Did the program receive outside funding (e.g. Perkins IV and/or grants) during the last four years? If yes, briefly identify the years funded and how those funds were used to improve the program and student learning.

Money from a Title V grant was used to fund a faculty position from 2007-2011 to establish linkages with feeder high school students and CSU Bakersfield. This position was not funded when the grant was renewed.

Grant money funded 24 additional personal counseling hours monthly in 2010-2011. That grant money was reallocated to support the student health program in 2011-2012.

The former Dean of Counseling and Matriculation was awarded grant funding for the Early Assessment Program (EAP) to pilot math and English academic interventions to assist 11th and 12th grade students who do not demonstrate college-readiness on the EAP test. Unfortunately, due to staff turnover including the dean who coordinated the program, results were inconclusive as to the effectiveness of the grant activity.

Area 3 Curriculum

3.1 Identify degrees and certificates currently offered in the program.

No degrees or certificates are offered through Counseling.

3.2 Discuss the adequacy of course offerings relative to appropriate aspects of the college mission and ILOs. Summarize recent additions, deletions, or revisions of courses.

Human Development courses reflect the college mission of serving the community by supporting student success and student centered learning. The courses enhance student skills and attitudes necessary to be successful in college and the community. When asked in a 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
<i>answered question</i>		150
<i>skipped question</i>		2

We are proposing a new course entitled Readjustment Strategies for Veterans, Their Families and Friends. It is intended to enable the successful transition of veterans to college and civilian life. The plan is to offer the new course in fall 2012.

Human Development 198A, Assertiveness Training, will be obsoleted due to a lack of sufficient enrollment and the institution's current emphasis on transferable courses. It has not been offered since fall 2009.

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.

The following chart reflects the number of sections of HD courses offered over recent years. It also displays the offering of online courses and courses at the Palmdale Center.

Overview of Human Development Course Sections, Palmdale Sections, and Online Sections - fall 2007 to fall 2011

<i>Fall 2007</i>				<i>Interession 2008</i>			<i>Spring 2008</i>			<i>Summer 2008</i>		
Course	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online
HD 100	2						2			1		
HD 101	6	1					9	1	2	2		
HD 103	2						2			1		
HD 105	2						2			2		
HD 198A							1					
HD 198C	4			1			2			2		
HD 198O	4		2			1			2			2

<i>Fall 2008</i>				<i>Interession 2009</i>			<i>Spring 2009</i>			<i>Summer 2009</i>		
Course	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online
HD 100	3						3			1		
HD 101	6	1	2	1			7	1	2	3		
HD 103	3						3			1		
HD 105	3						3			2		
HD 198A	2						2					
HD 198C	4			2			2			1		
HD 198O			2	2			2		2			1

<i>Fall 2009</i>				<i>Interession 2010</i>			<i>Spring 2010</i>			<i>Summer 2010</i>		
Course	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online
HD 100	3									1		
HD 101	8	1	2				5		4	1		2
HD 103	3									1		
HD 105	2		2				1		2	2		
HD 198A	2											
HD 198C	2						1			1		
HD 198O	1		1			1						1

<i>Fall 2010</i>				<i>Interession 2011</i>			<i>Spring 2011</i>			<i>Summer 2011</i>		
Course	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online	Lanc Camp	Palm Ctr	Online
HD 100	3								2	No HD courses offered		
HD 101	6	2	3			1	3	3	2			
HD 103	3								2			
HD 105	2		2				2		2			
HD 198A												
HD 198C	2			1			1					
HD 198O	1		1	1			1					

Fall 2011			
Course	Lanc Camp	Palm Ctr	Online
HD 100			2
HD 101	5	3	3
HD 103			2
HD 105	2		2
HD 198A			
HD 198C	1		
HD 198O			2

The above chart reflects how Human Development course offerings have transitioned from fall 2007 to fall 2011. Demand far exceeds availability for most of these courses, especially for HD 101 and 105 since they may be used to complete General Education requirements for AVC and the California State University system.

Fewer sections of HD 100, Basic Strategies for College Success, have been offered recently. That is disappointing as the number of basic skills students and others needing a great deal of assistance or guidance to develop a foundation for success in the academic arena have increased. Two sections, both online, have been offered the past three semesters. Sections of both online and traditional on-campus formats are needed and will be offered beginning fall 2012.

HD 103, Career Planning, provides career guidance for undecided students. Like HD 100, HD 103 is also a short-term course; students often take those two classes sequentially during a semester.

Typically, eleven sections of HD 101 are offered in the fall and nine sections in the spring. These classes always fill to capacity demonstrating the need for more sections. Since spring of 2008 we have not increased our offering of this very popular course which is aimed at improving retention and student success.

We currently offer four sections of HD 105, Personal Development, each term and two of those are online. All of these sections fill to capacity during registration, demonstrating the need for more sections.

HD 198C, Career and Major Exploration, has struggled with low enrollment since its 2007 inception despite extremely high rankings in student surveys. Enrollments are highest when it is offered at the beginning of the semester and during the summer. Emails remind students when the course begins but a high number of students do not attend the first class meeting. The course has been offered at different time periods and on different days so scheduling does not appear to be the issue for this .5 unit course. Course offerings have decreased from nine sections in 2007-2008 to four sections in 2010-2011 pursuant to demand. The average number of students completing the course has increased from 5 students per section in 2007 to 12 students per section in 2010.

Students who need career information have other options that may be more appealing. They can attend a one-time only workshop without concerns of being graded or having to submit required coursework. Those wishing to explore careers more thoroughly can enroll in the 1.5 unit Career Planning course. It is important to evaluate the available options for career information and how cost effective they are.

Since its introduction HD 198O, Orientation to College, has had difficulty with enrollment. An obvious reason for this is the continued emphasis on the web-based orientation. The course is now offered online and on campus. Weak enrollment continues.

3.3 Reflect on the relevant trends in curriculum with regard to knowledge requirements and instructional methods.

Instructors offering hybrid and online courses are learning the technical and pedagogical skills needed to effectively teach and help students learn in the online environment. The chart in area 3.2 reflects how our curriculum delivery methods have shifted to incorporate distance education courses. Online sections are offered for HD 100, 101, 103, 105, and 198O. In fall 2007, only HD 198O was offered online.

3.4 Recommend ways to improve completion of certificate, major and transfer requirements. Are all courses offered on a regular rotational basis so that students can complete their programs within a reasonable time frame?

A review of student persistence data from the past five years shows a fairly consistent pattern. Students who completed Human Development classes generally have a higher persistence rate than students who did not take HD classes.

Persistence with no HD course Fall 2005- Fall 2010

	Persistence to next semester
Students with no HD class	61.1%

Persistence with HD course Fall 2005-Fall 2010

Students with:	Traditional	Online
HD 100	67.1%	52.5% (one semester only)
HD 101	73.4%	63.8%
HD 103	70.3%	68.6%
HD 105	66.2%	68.6%
HD 198C	64.1%	
HD 198O	59.8%	43.1%

The above numbers made us hopeful that taking an HD class would correlate with a higher graduation rate but this was not the case. **See below.** The inconsistency between persistence and graduation deserves further examination.

Fall 2005 – fall 2010

	Graduation Rate
Students with no HD class	18.4%

Students with:	Traditional	Online	Traditional/Online
HD 101	10.2%	14.1%	
Any HD	10.3%	13.8%	11.7%

3.5 Are all Course Outlines of Record (CORs) current?

The Human Development curriculum is appropriately managed with all courses updated/ revised per Title 5, Section 55210(b)(3). The following chart represents when the Human Development courses were last updated:

COR Revisions/Updates

Course Number	Course Title	Date Revised
HD 100	Basic Strategy/College Success	5/10
HD 101	College and Life Management	11/08
HD 103	Career Planning	5/10
HD 105	Personal Development	11/08
HD 198O	Orientation to College	11/10
HD 198A	Assertiveness Training	3/11
HD 198C	Career and Major Exploration	5/11

3.6. How does the program ensure that all faculty utilize CORs when designing course syllabi?

An email is sent to all faculty at the beginning of each term reminding them syllabi must be consistent with the COR for the course. A copy of the Guidelines for Creating a Syllabus, created by the Academic Policies and Procedures (AP&P) Committee, is attached to this email. This email also directs all Human Development faculty to submit a copy of their syllabi to the Dean of Counseling for review to assure compliance with the COR.

Area 4 Student Support and Development

4.1 Discuss the adequacy of program services, practices, and technology to address diverse student needs and support student achievement.

Program Services

The faculty and staff work Monday through Friday to serve all students. Meeting the current demand for counseling appointments is impossible due to the current staffing level. Faculty are responding to the students' needs by offering an increasing number of services in workshop formats. Reliable and consistent access to a room large enough to accommodate 30 – 50 students is needed for Counseling workshops and services offered in cooperation with other programs.

The STAR program recently noted that 85% of AVC students qualify for its services. That federal program limits the faculty to student ratio to 1:165. If 85% of our students need the 1:165 counseling ratio and the remaining 15% receive services at the professional recommendation of 1:500, Counseling needs 76 full time faculty. We currently have 10.

The most difficult time for the Counseling and Career/Transfer Center to satisfy the student demand is during summer and intersession periods when fewer counseling faculty are available. No amount of creative scheduling can compensate for the severe shortage of faculty and staff.

During summer 2011, 504 students were served, often through workshops or new processes that expanded our ability to serve more students. No student was denied counseling services.

The Career/Transfer Center served 7,259 students in 2010-2011. 1,976 of those students had individual appointments or participated in various workshops. The Education Advisor and Career Center Coordinator met with 492 students for appointments and workshops. In addition, the advisor and coordinator are responsible for coordinating transfer and career related events such as Transfer Day, workshops and visits from university representatives.

Since July the Career/Transfer Center has intermittently closed during normal hours of operation because the educational advisor position was reduced to 0.5 FTE and career center coordinator position was reduced to 0.82 FTE. Reduced staff hours means students have access to fewer hours of career and transfer resources and services. Faculty and staff briefly serve students between appointments; counseling/advising sessions are frequently interrupted by students seeking information or assistance.

Future funding sources to cover fees for Discover, a career assessment instrument, and Eureka, a career information system, are yet to be determined. A grant from the AVC

Foundation will cover the Discover fees through July 2012. The Discover fees had been covered by matriculation funds in the past.

The Assessment Center administered an average of 35,883 assessment tests during the past three academic school years. This represents a 19% growth since the previous program review. The following chart depicts recent annual MIS assessment testing data yields:

MIS Assessment Testing Data

Year	Assessments
2007-08	30,235
2008-09	38,511
2009-10	35,752
2010-11	33,386

The Assessment Center needs to maintain its current staffing of one full-time Coordinator and one full-time Clerical III and will need to increase appropriate staffing as demand grows. The full-time Assessment Center staff proctor over 1,000 specialized distance education and Ability-to-Benefit (ATB) tests annually. Federal regulations require that assessment staff must be certified with the test publisher(s) as well as adhere to strict supervision requirements in order to administer ATB tests. Student workers and non-certified employees are not permitted to proctor ATB tests.

Student workers assigned to the Counseling Center are cross-trained to work in the Assessment Center where they perform daily reception duties from noon to 4pm. This allows front-desk coverage for walk-in testing during staff lunch breaks and departmental/committee meetings.

The Initial Educational Plan (IEP) workshop was developed for new incoming students. The session covers matriculation, use of assessment results, registration, certificate, degree and transfer requirements, planning first semester courses and information related to campus resources and support programs.

IEP Workshops

	2008-09	2009-10	2010-11
Showed	223	1,512	2,349
No Show	24	747	1,276

Education Plan Update Workshop

The division is offering workshops intended to teach students how to update the SEP they received during an individual counseling appointment. Four were conducted during spring 2011. Fall workshops will primarily serve students in need of an update to appeal a denial of funds from the Financial Aid Office. The workshop format was devised in response to the ever-increasing demand for this service without an increase in faculty.

Counseling supports the institution's goal of teaching students to access and utilize counseling support services to increase their knowledge, awareness and skills in order to achieve their goals.

Ed Plan & Ed Plan Update Workshops				
	2007/2008	2008/2009	2009/2010	2010/2011
Shown	NA	NA	92	509
No Show	NA	NA	46	393

Started the Ed Plan and Ed Plan Update Workshops in 2009/2010.

After discussion, the counseling faculty agreed to separate and customize the probation workshop content for students on academic probation. Since intersession 2010, students on their first semester of probation have participated in a Probation 1 online workshop. Students with two consecutive semesters of probation status attend a Probation 2 campus workshop. The counseling needs of these groups are different and the workshops differ accordingly.

The revised Probation 2 workshop was piloted during intersession 2011 and offered again in summer 2011. The three hour "Mastering Academic Success" workshop became an intervention to address this population of students from a comprehensive perspective. This workshop, which included a follow-up counseling session, entailed information relating to a number of topics: probation policy, motivation, time-management, goal setting, GPA calculation, test-taking strategies, as well as completing a student learning assessment. Student comments and surveys completed after the workshops were very positive. The academic records of those attending will be reviewed to determine changes in student's retention and persistence after completing an online or an in-person workshop.

Participation in the Online Probation (Probation 1) and "Mastering Academic Success" (Probation 2) workshop is required before the student's "academic hold" is released for registration for the subsequent semester. However, due to internal operating procedures, academic holds are not being activated in a timely fashion. The faculty will address the academic holds issues with assistance from the technical analyst.

The common goal of both Probation 1 and Probation 2 workshops is to help underperforming students improve their academic success. Analysis of surveys and data

will help us determine if students were able to seek the appropriate campus support services, re-enroll in the appropriate courses to regain good academic standing, and develop a plan to meet their goals after completing the workshops.

Probation Workshops

	*2007/2008	*2008/2009	**2009/2010	***2010/2011
Showed	684	1295	1048	286
No Show	368	485	471	141

*Probation 1 and 2 were done in one workshop,
Began Online Probation Workshop in Intersession 2010 for Probation 1 students

**Intersession 2010 to Intersession 2011 In Person workshops were Probation 2 status

***Probation 2 workshops were done in one workshop,
Began new workshops Intersession 2011

Probation 1 – Online

2009/2010	2010/2011
*849	1146

*This data started Intersession 2010

Probation 2 - Workshop and Follow Up

2010/2011		
	Showed	No Shows
Initial Meeting	218	50
Contract (Follow-up)	173	57

The students who participated in the “Mastering Academic Success” workshop (Probation 2) during the summer 2011 are not reflected in the chart above. Those numbers will be incorporated into the 2011-2012 report.

Palmdale

Three faculty, two of whom who are fluent in Spanish, have provided counseling services to over 1000 students at the Palmdale Center. Students are able to meet with them at least three days a week and receive SEPs, transcript evaluations, and express counseling services. Career planning, transfer and IEP workshops are also offered. HD 101 is offered in Palmdale. There is an ongoing need to also provide additional career and transfer services to Palmdale students; however, existing faculty and staff cannot adequately cover the Career/Transfer Center in Lancaster so timely expansion to Palmdale is unlikely.

The assessment test was made available via laptop computers and wireless network capabilities. Despite efforts to advertise this service, from June 2008 through August 2009, only 85-90 students requested assessments. The “No Show” rate for this group was a staggering 40 percent. Support staff is needed in Palmdale to provide better services to students and improve office efficiency.

Practices

The Matriculation Counselor visits classes to discuss the matriculation process with students and answer questions. The Matriculation Counselor also works closely with the Department of Institutional Effectiveness and Planning to maintain current research on the effectiveness of matriculation services. The Matriculation Counselor stays current with Title 5 changes and Statewide Academic Senate issues.

As stated in the fall 2007 self study report, the counseling division continues to provide prospective and current students with accurate information about AVC programs, admission policies, graduation requirements, social and academic policies, refund policies, student conduct standards, and compliant and grievance procedures. Faculty remains current through participation on AP&P and Academic Senate, as well as attending to articulation updates, consulting with academic deans and actively seeking information. The tools used to ensure that accurate information is provided to students include the Counselor’s Procedure Manual, Degree/Certificate Program sheets, targeted information handouts, the *Catalog* and the *Student Handbook*.

Technology

Since the last self-study, Counseling began using the SARS system to book appointments and account for students served at the Express window. SARS works very well. The computer system, however, is taxed so much that at times it is minimally working. Counseling depends heavily on essential programs such as Banner, College Source, Blackboard, and e-mail.

In late 2009 the ITS Director reassigned the assessment testing wireless laptops for instructional purposes. This occurred with confirmation that the two new hardwired computer labs in the Palmdale Center would be configured to administer the assessment test. Unfortunately, efforts to implement the assessment system in the hardwired labs have been unsuccessful. To date, the Palmdale Center computer labs are still awaiting the required technical configurations. Once completed, assessment testing at the Palmdale Center will resume, allowing the college to conveniently offer all matriculation components to students attending the Palmdale Center.

4.2 Summarize how recent additions, deletions, or revisions of services, practices, and technology support aspects of the college mission and ILOs.

Career counseling is a time intensive process when done correctly. In order to meet the demands of 3,824 undeclared students, Counseling has made a conscious movement toward a Career Workshop to more efficiently serve students. This workshop meets two ILOs: “Identify career opportunities that contribute to the economic well being of the community” and “Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.”

Online counseling is directed toward meeting the ILOs “Identify career opportunities that contribute to the economic well being of the community” and “Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.”

Counseling began offering all day workshops in June 2011 for students who appealed their academic dismissal status and were approved. A total of 39 students attended. This workshop teaches many of the critical skills and strategies important to college success and is directed toward the ILO “Solve problems using oral and written communication, critical thinking and listening skills, planning and decision-making skills, information literacy, and a variety of technologies.”

Data clearly shows demand for transfer and career services exceeds the capabilities of the current personnel in the Career/Transfer Center. The ILO “Identify career opportunities that contribute to the economic well being of the community” and the college mission of “student success” both align with the services of the Career/Transfer Center. Restoration of lost staff hours and additional staffing is essential to providing needed services for students and the community.

Area 5 Data Analysis and Environmental Scan

5.1 Write about enrollment trends that the self-study team believes are important to the program's planning and resource needs.

A Matriculation self-study was conducted for the Chancellor's Office in 2008. The site visit found Counseling and Matriculation to be in compliance with Title 5 regulations and Chancellor's Office requirements. In addition to the data required for Matriculation, the division has collected data on the effectiveness of its probationary workshops. Weekly department meetings offer an opportunity for faculty and staff to discuss the effectiveness of its various programs and to offer revisions. Faculty have proactively identified areas of responsibility and taken the lead to oversee various functions. Two faculty, for example, focus on the success of probationary and dismissal students.

Counseling faculty and staff review and utilize data for decision making. They enter Counseling data into Banner MIS system and SARS, a scheduling program at the college. The division's technical analyst helps identify research needs and completes various research projects, and when needed, works with DIRPE. The Dean of Counseling and Matriculation constantly reviews the MIS data compiled by the Information Technology Department (ITS) for accuracy prior to sending it to the Chancellor's Office. Training in this area is ongoing.

Enrollments

Over the last six years, AVC has experienced enrollment growth and decline. The average enrollment during the academic year of 2006-2007 was 12,631 students. Steady enrollment growth continued to fall 2009 when it peaked at 15,683 students. Enrollment dropped to 12,817 students in spring 2010 when funding cuts reduced class sections and student access. During the academic year of 2010-2011, the average student enrollment grew to 14,330.

Demand is high for counseling services regardless of enrollment fluctuations. Budget cuts may limit the number of students enrolled but the cuts do not limit the number of students seeking an education. Prospective students are encouraged to complete the four steps of Matriculation and are guided in developing their educational goals and identifying a road map of how to get there. Prospective students need accurate information on which courses are needed to graduate, transfer or retrain for immediate employment. The high demand and limited access to classes means faculty redirect students and prospective students to other classes and occasionally to other colleges when AVC is unable to provide the necessary selections. Current enrollment far exceeds the ideal faculty/student ratio and expected growth will require, at minimum, a corresponding growth in counseling services.

Demographics

During the last four years (2007-2011) 45,831 unduplicated count students met individually with faculty. Students were provided SEPs and/or personal counseling to help them remain successful in their course work. An additional service provided to

students is Express Counseling. Express Counseling allows students to ask general counseling questions, have their assessment scores interpreted, clarify prerequisites, corequisites, and limitation on enrollment, to name a few. In 2007-2008, faculty tallied how many students were provided this service. This method of accounting was determined unreliable and the division moved toward SARS, the scheduling program. Since 2008-2009, SARS Express is used to enter students' 900 student identification numbers for record keeping. Since that time, the accuracy has improved, with 5,386 students being provided Express Counseling in 2009-2010.

Students Served in Counseling

	2007-2008	2008-2009	2009-2010	2010-2011
Female	65.0%	62.3%	61.0%	61.3%
Male	33.7%	36.6%	37.9%	37.6%
No-Response	1.3%	1.1%	1.1%	1.1%

	2007-2008	2008-2009	2009-2010	2010-2011
Am. Indian or Alaskan Native	0.8%	0.8%	0.6%	0.3%
Asian or Pacific Islander	5.0%	4.5%	3.3%	2.5%
Black Non-Hispanic	18.5%	21.0%	17.7%	11.4%
Hispanic	26.8%	27.5%	21.7%	15.4%
Other	12.3%	11.0%	28.8%	38.8%
Unknown	8.9%	9.4%	8.0%	12.0%
White Non-Hispanic	27.7%	25.9%	19.8%	12.5%

	2007-2008	2008-2009	2009-2010	2010-2011
<20	28.1%	30.5%	30.2%	26.6%
20 to 24	34.2%	32.5%	33.9%	35.3%
25 to 29	12.4%	11.9%	11.8%	12.3%
30 to 34	7.6%	6.8%	6.7%	7.5%
35 to 39	5.6%	5.5%	4.9%	4.9%
40 to 49	8.1%	8.3%	8.2%	8.2%
50 +	4.0%	4.6%	4.3%	5.1%

As in past years, more females than males seek counseling services. Hispanic and White Non-Hispanic (27.9%) are more likely to seek counseling, with “other” (38.8%) being the largest group. It would be valuable to determine who exactly is in the “other” group. Students from 29 years of age and younger (84.2%) remain the primary student population served by counseling.

Matriculation

This year, as in previous years, the Matriculation Research Matrix was updated by the Department of Institutional Effectiveness, Research and Planning (DIERP). The matrix variables of degree, assessment, orientation, student educational plan, and follow-up were examined for each academic semester from fall 2006 to spring 2011. It represents an unduplicated headcount for first-time students who have participated in matriculation components.

The table below identifies the various matriculation combinations per term from fall 2006 to spring 2010.

AA=Admission Application AS=Assessment OR=Orientation
SEP=Student Educational FU=Follow-up

Group	Combination	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
1	AA	562	498	573	504	562	457	447	189	337	267
2	AA/AS	539	416	634	501	643	416	573	212	422	296
3	AA/OR	11	19	22	11	25	24	33	24	93	26
4	AA/SEP	88	55	68	53	70	46	69	27	48	33
5	AA/FUP	3	2	1	1		2	4	1	4	4
6	AA/AS/OR	190	147	318	162	311	199	281	109	316	188
7	AA/AS/SEP	294	121	297	174	361	232	403	110	262	151
8	AA/AS/FUP	8	7	8	6	17	7	22	4	15	5
9	AA/OR/SEP	62	41	47	31	45	30	36	16	52	24
10	AA/OR/FUP			1		1		1		2	
11	AA/SEP/FUP	6	5	10	6	11	7	15	5	6	4
12	AA/AS/OR/SEP	939	358	948	297	1034	378	998	276	1195	503
13	AA/AS/OR/FUP	7	3	10	10	18	8	17	6	10	1
14	AA/AS/SEP/FUP	40	25	57	44	81	39	97	26	40	16
15	AA/OR/SEP/FUP	13	16	15	9	26	10	10	4	8	7
16	AA/AS/OR/SEP/FUP	321	109	363	128	346	127	316	81	281	75
Cohort Population											
	TOTAL	3083	1822	3372	1937	3551	1982	3322	1090	3091	1600

The following table provides the success rates of first-time students who completed the various combinations of matriculation components.

Academic Success

Group	Combination	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
1	AA	57.5%	57.1%	58.3%	55.5%	58.6%	57.2%	61.5%	53.5%	60.2%	47.6%
2	AA/AS	49.8%	45.1%	50.2%	44.9%	51.4%	44.3%	50.2%	45.7%	49.2%	44.7%
3	AA/OR	53.3%	61.1%	48.6%	56.5%	51.4%	52.8%	48.1%	59.1%	80.4%	50.0%
4	AA/SEP	70.9%	62.1%	59.6%	65.5%	65.6%	62.9%	63.7%	53.7%	80.0%	74.1%
5	AA/FUP	66.7%	100.0%	71.4%	100.0%		50.0%	88.9%	0.0%	81.8%	88.9%
6	AA/AS/OR	50.9%	43.3%	51.3%	43.6%	56.1%	47.8%	60.5%	59.9%	57.6%	44.0%
7	AA/AS/SEP	56.6%	55.0%	63.2%	47.6%	59.8%	49.9%	57.3%	51.2%	59.2%	54.9%
8	AA/AS/FUP	37.5%	50.0%	53.8%	26.3%	39.6%	61.1%	47.6%	54.5%	52.8%	42.9%
9	AA/OR/SEP	72.5%	86.7%	83.9%	68.9%	67.7%	80.8%	76.5%	82.1%	79.6%	82.1%
10	AA/OR/FUP			100.0%		100.0%		100.0%		50.0%	
11	AA/SEP/FUP	38.5%	31.3%	73.3%	71.4%	97.1%	47.6%	76.2%	37.5%	15.8%	50.0%
12	AA/AS/OR/SEP	69.0%	58.8%	68.1%	62.5%	72.5%	63.2%	74.6%	66.6%	73.0%	60.4%
13	AA/AS/OR/FUP	65.2%	75.0%	53.6%	46.2%	54.9%	54.2%	54.9%	42.1%	53.8%	0.0%
14	AA/AS/SEP/FUP	59.1%	51.6%	64.2%	58.0%	61.0%	63.2%	59.6%	56.3%	47.7%	68.8%
15	AA/OR/SEP/FUP	70.6%	81.1%	88.1%	66.7%	69.7%	75.0%	70.4%	83.3%	83.3%	62.5%
16	AA/AS/OR/SEP/FUP	77.5%	74.9%	77.2%	66.3%	73.5%	66.8%	72.2%	63.2%	66.6%	66.4%

A stepwise regression analysis was used for determining the best combination of matriculation components that influence success. The analysis uses backward elimination, which involves starting with all matriculation components and testing them one by one for statistical significance, deleting any that were not significant. In other words, any matriculation component that did not significantly contribute to student success was eliminated. The result of the analysis determined that the combination of all matriculation components of Assessment, Orientation, Student Educational Plan, and Follow-up had the strongest influence on student success.

Retention

The following table provides the retention rates of first-time students who completed the various combinations of matriculation components.

Group	Combination	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
1	AA	82.8%	82.0%	83.7%	81.2%	80.3%	80.9%	88.7%	81.1%	85.4%	79.6%
2	AA/AS	80.9%	78.1%	83.4%	77.7%	83.5%	77.3%	85.7%	80.7%	83.5%	83.5%
3	AA/OR	76.7%	83.3%	70.3%	73.9%	69.4%	91.7%	80.5%	78.8%	92.5%	87.5%
4	AA/SEP	88.9%	86.2%	80.1%	86.4%	86.8%	88.6%	87.1%	83.3%	92.7%	92.6%
5	AA/FUP	88.9%	100.0%	100.0%	100.0%		100.0%	100.0%	66.7%	90.9%	100.0%
6	AA/AS/OR	84.9%	76.0%	83.2%	75.1%	84.9%	77.1%	89.2%	86.8%	85.7%	80.7%
7	AA/AS/SEP	85.5%	84.3%	88.4%	76.9%	89.1%	80.6%	85.9%	80.9%	87.0%	85.1%
8	AA/AS/FUP	79.2%	78.6%	84.6%	94.7%	86.8%	72.2%	92.1%	100.0%	84.9%	57.1%
9	AA/OR/SEP	91.9%	91.8%	91.4%	89.2%	89.0%	97.3%	89.2%	87.2%	94.4%	94.6%
10	AA/OR/FUP			100.0%		100.0%		100.0%		100.0%	
11	AA/SEP/FUP	84.6%	62.5%	90.0%	92.9%	100.0%	90.5%	92.9%	87.5%	89.5%	100.0%
12	AA/AS/OR/SEP	90.4%	82.6%	89.1%	86.1%	90.8%	86.1%	92.6%	86.8%	90.7%	85.1%
13	AA/AS/OR/FUP	87.0%	100.0%	92.9%	80.8%	90.2%	75.0%	94.1%	84.2%	92.3%	100.0%
14	AA/AS/SEP/FUP	89.0%	76.6%	87.7%	84.0%	88.4%	87.7%	87.5%	90.1%	80.8%	95.8%
15	AA/OR/SEP/FUP	91.2%	97.3%	95.2%	81.0%	90.8%	80.0%	88.9%	91.7%	88.9%	81.3%
16	AA/AS/OR/SEP/FUP	94.5%	92.0%	93.5%	90.5%	91.7%	89.5%	94.2%	91.2%	90.7%	87.4%

Again, those first-time students who complete all the matriculation components are more likely to remain in courses throughout the semester.

The following table represents fall to spring persistence rates of first-time students who completed matriculation component(s).

Persistence

	Combination	F 2006 to S 2007	F 2007 to S 2008	F 2008 to S 2009	F 2009 to S 2010	F 2010 to S 2011
1	AA	31.5%	28.8%	32.9%	26.0%	42.1%
2	AA/AS	49.4%	50.9%	51.5%	39.3%	51.2%
3	AA/OR	54.5%	31.8%	44.0%	21.2%	83.9%
4	AA/SEP	62.5%	66.2%	71.4%	65.2%	66.7%
5	AA/FUP	33.3%	100.0%		75.0%	75.0%
6	AA/AS/OR	48.4%	54.7%	64.0%	56.9%	60.1%
7	AA/AS/SEP	70.4%	72.4%	Group	65.5%	71.0%
8	AA/AS/FUP	25.0%	87.5%	76.5%	50.0%	80.0%
9	AA/OR/SEP	67.7%	66.0%	80.0%	72.2%	76.9%
10	AA/OR/FUP		100.0%	100.0%	100.0%	100.0%
11	AA/SEP/FUP	100.0%	70.0%	90.9%	80.0%	83.3%
12	AA/AS/OR/SEP	76.6%	77.3%	79.6%	78.1%	83.5%
13	AA/AS/OR/FUP	71.4%	60.0%	83.3%	70.6%	100.0%
14	AA/AS/SEP/FUP	75.0%	91.2%	81.5%	84.5%	87.5%
15	AA/OR/SEP/FUP	84.6%	100.0%	88.5%	80.0%	100.0%
16	AA/AS/OR/SEP/FUP	88.8%	91.2%	90.5%	92.4%	93.6%

Assessment, orientation, educational plan, and follow-up positively influence students to persist from one semester to the next.

The following table reflects those students who met with counseling faculty and graduated with an Associate of Arts degree, Associate of Science degree, or certificate.

Term first met with a counselor	Count	Graduated with AS/AA	Percent	Graduated with Cert	Percent	Total Graduated
Fall 2005	1019	177	17.4%	30	2.9%	20.3%
Spring 2006	1514	326	21.5%	71	4.7%	26.2%
Fall 2006	1094	188	17.2%	46	4.2%	21.4%
Spring 2007	1446	238	16.5%	60	4.1%	20.6%
Fall 2007	1247	140	11.2%	54	4.3%	15.6%
Spring 2008	1609	167	10.4%	69	4.3%	14.7%
Fall 2008	1319	96	7.3%	30	2.3%	9.6%
Spring 2009	2039	39	1.9%	42	2.1%	4.0%
Fall 2009	1759	49	2.8%	27	1.5%	4.3%
Spring 2010	2167	22	1.0%	32	1.5%	2.5%
Fall 2010	1556	12	0.8%	12	0.8%	1.5%
Spring 2011	826	2	0.2%	10	1.2%	1.5%

Matriculation Matrix Summary

The overall data suggests that first-time students who complete the matriculation components are more likely to succeed in their educational goals. When students complete all four components (assessment, orientation, student educational plan, and counseling), it results in higher success rates for course success, retention, and persistence. Three different regressions analyses, each covering academic year 2008-2009 to 2010-2011 were conducted for academic success. The dependent variable was the percent of academic success by term and the independent variable was if the student participated in counseling that term. It was determined that counseling has a statistical significance influence on student academic success ($p=.05$).

The following table represents the success of students who did and did not meet with counseling faculty. The data supports that students who take the assessment test, complete the orientation, receive counseling and have a SEP achieve a greater degree of success.

Counseling	Success
Did not meet with counselor	67.7%
Met with counselor	72.1%

Counseling faculty make a difference to students transferring to public universities. The chart below shows a high percentage of students certified for CSU and UC general education received counseling.

Certified to Transfer	Met a Counselor	Total Certified	Percent
CSU	2847	3146	90.5%
UC	506	543	93.2%

Counseling and matriculation services are supported by both faculty and staff. The staff provides vital support to faculty and services to students. The staff serves students at the front counter, through telephone and email, and by ensuring the office runs smoothly and division records are accessible and well maintained.

Classified staffing was adequate for a brief period during the past four years. We also benefited from having 6 – 16 student workers. The division is now without an Administrative Assistant, a clerical II and sufficient student workers. Counseling services have systematically declined with this decline. We are no longer able to provide service in a timely fashion, telephone service has drastically suffered, and there is now a filing backlog of three months. We must refill the lost positions and hire staff to keep pace with the anticipated student growth.

5.2 Report on the progress of recommendations and accomplishments of goals identified in the program's last program review. Reflect on the strengths, weaknesses and improvements in the program. Clearly state the performance/quality indicators used by the program.

Since the 2007 report, the degree/certificate program sheets that were created to reflect the current academic, certificate and major offerings have been assigned to a faculty member for annual updating. The program sheets are available to students through the online Counseling Group.

Another goal in the 2007 program review was to continue exploring alternative delivery systems for services. The Probation 1 Workshop is now available online. The Online Orientation, developed just prior to the last program review, has been updated and is offered in both English and Spanish. The completion status of each matriculation component is available online to students, helping them identify and complete any missing component.

A recommendation that came out of the 2007 program review was to offer more personal development courses and workshops. A student survey was taken that year to determine student interest in attending workshops/mini-courses, if available (see table below). Out of 14 possible categories, five showed the highest student interest. Consequently, faculty developed workshops and additional services to address those needs. The workshops and additional services are advertised via flyers in the counseling office and by school-wide electronic announcements and emails.

Please check any of the following workshops/mini-courses you would attend if available.		
answer options	Response Percent	Response Count
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

These were the top five needs:

1. Understanding the transfer process - 62.5%
2. Completing a university admission application - 45%
3. Managing stress - 42.5%
4. Balancing school, family and work - 42.5%
5. Managing money effectively - 40.8%

The Division responded by offering the following workshops:

- Transfer Basics

Students were interested in acquiring more information about the transfer process. A workshop was developed in 2008 to provide a general overview of the transfer process and answer student questions. This “Transfer Basics” workshop is offered every semester and has seen a steady increase in attendance. It has been offered at both the AVC Lancaster campus and the Palmdale Center and at local high schools. It should be noted that all faculty are capable of helping students during regular counseling sessions to understand the transfer process and develop an SEP to meet that goal.

- Managing Stress

In response to this request, a weekly support group has been available to students since Fall 2009. This group meets two hours a week and students are encouraged to drop-in and discuss issues related to stress management/relaxation, relationships, coping skills and other personal development topics. Students are also able to schedule individual personal counseling appointments.

- Balancing School, Family and Work

This need is addressed by the weekly support group and availability of personal counseling. This topic is also addressed by faculty during regular academic counseling sessions. Faculty is developing time management workshops and plans to deliver them in spring 2012.

- Managing Money Effectively

A budgeting workshop was developed in 2009 and offered several times in recent years. Students receive supplemental workshop materials and have an opportunity to examine their current money management practices and consider alternate ways of using their resources. Most of the workshops were cancelled due to lack of enrollment.

Since 2007 the Counseling division has developed and updated Learning Outcomes for the program and each of the Human Development classes. The SLOs are in accordance with the PLO and campus ILOs. A faculty member, who is a member of the SLO Committee, has been identified to facilitate the communication and management of the information regarding SLO and PLO assessments. Recommendation met.

Inadequate staffing was identified as an issue in 2007 and continues to be a serious problem. The number of adjuncts has been reduced to three. The number of full time

faculty has remained at a level that does not keep up with the increase in demand. Nonetheless, through innovative approaches, the counseling faculty has managed to respond to the demand. Classified support staff has been greatly reduced due to budgetary constraints and now represents a serious handicap for providing services. This recommendation has not been met.

Ongoing training includes education advisors, adjunct faculty and full-time faculty. Information on policies, procedures, and programs is shared, discussed and posted to the Counselors' Online Manual when appropriate. Recommendation met.

Counseling faculty continue to visit and develop IEPs with the graduating seniors from local and surrounding area high schools. In this activity, communication is still occurring with high school counselors. The Counseling Brochure created in 2009 has helped efforts to communicate with high schools and the community. Many of our faculty work with high school counselors in consultation. Recommendation met.

Faculty continues to attend professional development programs, conferences, and weekly counseling meeting. Some of the activities have been facilitated through the use of the Internet and electronic resources. Faculty personally pays for staff development done outside of AVC since there is no funding from the college for these activities. Recommendation partially met.

The continued support and growth of online services from all involved is vital to many students. Counseling offers Human Development classes in hybrid and online modalities. Online counseling has expanded and provides students with additional counseling services. Recommendation met.

Area 6 Student and Program Learning Outcomes Assessment (Updated annually)

6.1 Briefly review program outcomes assessments activities over the last four years and assess the effectiveness of those methods in documenting and improving student learning.

Identifying and measuring Student Learning Outcomes (SLOs) is a new requirement. The faculty meets every semester to analyze and update the SLOs identified for the Human Development curriculum.

The faculty utilizes weekly meetings to engage in dialogue to review, update, and revise the Human Development SLOs and the division PLO. Faculty also collaborates in the development and review of the three PLOs for the General Education requirements for the associate degree.

During the last four years, the faculty had several PLOs for the division and this academic year decided to have only one PLO. As of fall 2011, the division PLO is: *Students will be able to access and utilize available counseling support services to increase their knowledge, awareness, and skills in order to achieve their personal, academic, and career goals.* While the division has used data in the past to assess its effectiveness, the faculty and Technical Analyst have developed a short survey to address the PLO. In addition, two other tools have been identified: (1) Banner data and (2) SARS data. Between 2009-2010 and 2010-2011 there was a 3 percent increase in services to students. Our 2011-2012 goal is to increase the number of students served by 5 percent.

The associate degree GE PLOs are: (1) *students demonstrate critical thinking skills and the competencies to function effectively within society*; (2) *students develop an appreciation of the physical environment and culture in which we live*; and (3) *students gain a self-awareness and self-understanding relative to our diverse society and global community.* The SLO Committee has discussed the survey assessment tool for assessing the GE PLOs with DIRPE and worked with the Counseling faculty to finalize a survey. DIRPE is creating the survey based on counseling input. The survey will be delivered to a random sample of classes during Fall Assessment Week (November 14-18, 2011). This is the first part of the GE assessment. The SLO Committee is considering a combination of curriculum mapping and connections to assessments when application is made for graduation.

The SLOs for all of the Human Development (HD) courses are assessed every semester. The data is summarized and stored in WEAVE. Presently the action plans for HD 101, College and Life Management, are being revised to more effectively measure the course SLOs.

6.2 How have adjunct faculty and/or part time staff in your program been made aware of SLOs and PLOs and been included in assessment activities?

Adjuncts have been included in SLO and PLO training. Discussions about SLOs between full time and adjunct faculty occur through division meetings and emails. When possible, adjuncts participate in weekly division meetings and join conversations with full time faculty about development, revision, and assessment outcomes. All HD instructors are active in the assessment of SLOs and the division PLO.

6.3 What specific plans have been made for assessing student learning over the next four years?

The division has developed a grid that connects the ILOs with the division PLO and Human Development SLOs. The grid specifically identifies the timeline for activity, assessment, and corrective action plans. The same information is also stored in WEAVE. The division assesses the outcomes every semester and based on that data makes changes. The division assesses the outcomes every semester. One of the assessment questions for HD 101 was revised after reviewing the data.

The division PLO survey will be implemented for both the fall 2011 and spring 2012 terms. The results will be discussed at the first division meeting of fall 2012.

6.4 If the program SLO and PLO assessment results make it clear that particular professional development resources or student services are needed to more effectively serve students, describe the need.

None have been identified at this time.

Area 7 Collaboration with Other Programs

Discuss collaborative efforts undertaken with other Instructional, Student Services or Administrative programs. Offer an assessment of success and challenges and note potential changes in collaborative efforts.

The Matriculation Committee is a shared governance committee that oversees the matriculation process for students enrolled at the college. It reviews the college Matriculation Plan, assuring compliance with state regulations and making recommendations related to matriculation policies, procedures, and activities. Membership includes the faculty co-chair of AP&P, the President of the Academic Senate, Vice President of Academic Affairs, Vice President of Student Services, Director of Financial Aid, Dean of Enrollment Management, Dean of Counseling and Matriculation, among others. The committee is co-chaired by the Matriculation Counselor and Dean of Counseling and Matriculation and maintains a close relationship with the Assessment, Student Success and Equity, and Basic Skills committees.

Two years ago the Matriculation Counselor visited a deans' meeting, division meetings, and classrooms, and posted a Matriculation presentation for podcast to better bridge the connection between Student Services and Academic Affairs. Over a 1,000 students were contacted via classroom presentation during the 2009-2010 academic year. The utilization of the podcast by faculty and students is yet to be determined. The podcast presentation was requested by faculty who teach courses online and faculty who did not have time for an outside speaker. The podcast presentation is accessible to students and faculty through the college podcast offerings.

Matriculation data and literature was used by the Matriculation Committee to develop a Student Success Program. The program targets students who are not already part of a student support program such as EOPS, STAR, or CalWORKs. The students would be paired with a faculty member, administrator, or community member. Much of the data reviewed indicates that students who had a mentor to guide them through the academic environment were more likely to succeed. Unfortunately, due to budgetary limits the program was not offered for the 2011-2012 academic year.

The Matriculation Committee is reviewing the California Community Colleges Matriculation Program Mission, Vision, Goals, and Objectives in establishing its own annual goals. Several of the CCCO goals are being considered for adoption. One is: *Identify the core Matriculation services that promote student success and completion based on college students characteristics and needs.* The committee is requesting that the Student Success and Equity Committee and the Basic Skills Committee report their efforts toward student success so that we can ensure that all student characteristics are being considered and further enhance the Basic Skills Initiative. Another is: *Evaluate and identify strategies for the delivery of effective core Matriculation services that promote student success and completion.* The committee has long maintained data on assessment, orientation, counseling and advising, and feedback to increase student success. Presentations to the Academic Senate and AP&P Committee emphasize that

matriculation is a responsibility of the entire campus. One tool used by classroom faculty is the Early Alert Program. A full-time Learning Specialist oversees the program and closely works with the Counseling faculty member responsible for probation and dismissal students. The Learning Specialist is also a member of the Matriculation Committee. Lastly, another goal under consideration is: *The Matriculation Committee will provide ongoing training and support to the college administration, faculty, staff and students in the delivery of Matriculation services.* To partially meet this goal, the Matriculation Counselor will develop a Matriculation Handbook as a resource guide for program coordinators and staff. The handbook will also be used to provide faculty training through the Faculty Professional Development Program (FLEX).

Two years ago the Matriculation Committee agreed to totally revise the *Student Handbook*. It was agreed that the handbook should be an electronic resource for students as they maneuver their way through college. Students can read the *Student Handbook* on the college website www.avc.edu.

The Matriculation Committee regularly reviews student success policies and procedures with the faculty AP&P Committee. Such areas as prerequisites, corequisites, and limitations on enrollment are regularly reviewed and if needed, revised.

Starting in fall 2008 the Career/Transfer Center, in collaboration with the Technical Education Division, conducted workshops aimed at female students pursuing (or interested in) non-traditional careers in career technical education (CTE). These workshops are part of both divisions' contributions in our Perkins IV efforts to increase awareness and promote CTE to female students, particularly in industry sectors that lack female representation. The four workshops featured industry professionals from aerospace, electrical technology, fire technology and law enforcement. The workshops were well attended with an average of 30 students per workshop. The Career Center staff discussed the importance of career planning and the Technical Education faculty correlated their certificate and degree programs with the highlighted careers. Future workshops are planned for careers beyond aerospace and public safety.

The Career/Transfer Center began formal collaboration with EOPS in 2009 to help EOPS students identify occupations of interest and to deliver a workshop in 2010 for students exploring careers in education. The workshop featured professionals from the field of education as well as representatives from CSUB AV to discuss options within liberal studies and the integrated credential program. 50 students attended.

In an effort to increase the use of assessments as mandated by Title V, EOPS requires their students to take the Myers-Briggs Assessment as part of their career planning work. The assessment is taken at the Career/Transfer Center and the students receive an interpretation from a certified career counselor.

The Career/Transfer Center collaborates with the Job Placement Center. Starting spring 2009 they offered career day events for seven regional middle schools emphasizing the importance of career planning and development. In 2010-2011 they delivered Customer

Service Workshops emphasizing professional development, ethics and professional networking to non-student community members and displaced workers.

Each semester a faculty member is a guest speaker in a Stress Management class. This introduces students to Cognitive-Behavioral therapy and AVC counseling services.

Recent Assessment Center collaborations include the development of math PreAssessment Workshops (PAWs). Funded by the college Title V grant, math faculty began offering PAWs on-campus in November 2009. PAWs helps students prepare for the math assessment, providing an early assessment of skill level along with individualized computer-based instructional tutorials. This program stemmed from a desire to reach out to local high schools and address the alarming trend of 90 percent of recent high school graduates placing into basic skills math courses. Initial results have proven successful with at least 70 percent of students increasing their test scores after workshop participation.

The Assessment Center collaborates extensively with DIRPE along with the deans and faculty members of both the Language Arts and Math, Science and Engineering (MSE) divisions to validate the college assessment test instruments. During spring 2009 the Assessment Center coordinated an extensive consequential validity study of the ACT Compass assessment. For this study, 120 course sections in English (50), math (57) and reading (13) were surveyed, which yielded data from approximately 2,316 student surveys with a return rate of 80-95 percent in the different subject areas. Using the State Chancellor's standards for test validation, instructors believed that students were adequately prepared and thus appropriately placed. Additional cut score validation research was used to modify various assessment prerequisites in each subject area.

During the spring 2010 semester, the Assessment Committee in conjunction with the MSE division also collaborated to replace the current math assessment with the Math Diagnostic Testing Project (MDTP). Math faculty conducted a content review study of the different MDTP tests to identify the extent to which the test items aligned with the prerequisite skills required for success in the math courses under review. The results of the study concluded that the MDTP is sufficient for placement into math courses.

The California Community College MDTP Coordinator met with the math faculty in May 2011 to discuss the implementation of MDTP at the college. A plan was developed that included establishing faculty justified cut scores, submitting the required license agreement, establishing system wide prerequisites and reconfiguring the Assessment Center computer lab environment. A target goal for completion is mid-November 2011.

Additional validation research collaborations include a content review of the College Test of English Placement (CTEP) with the college reading faculty and working with ESL faculty to implement cut scores and assessment prerequisites for ESL courses. The Assessment and Matriculation committees will work with DIRPE on these projects.

Area 8 Outreach Activities

Discuss any activities or projects undertaken with other educational institutions, the community, or business/industry.

One recommendation from the last program review was to seek opportunities to shape community understanding and opinion of AVC. AVC is a member the Antelope Valley Higher Education Consortium which organizes an annual community outreach event to disseminate information about college and careers to students and parents. Students in assorted Antelope Valley Union High School District (AVUHSD) programs have attended including those in the migrant program and in the Advancement via Individual Determination (AVID) program. This event is held at a local high school and offers workshops in English and Spanish. Workshops led by counseling faculty have included “Navigating AVC” and “Transferring from AVC”.

Highland High School routinely invites its AVC liaison to speak with junior and sophomore students in the AVID program and with seniors about postsecondary education options and provide information on AVC certificate, degree and transfer programs. Seniors attend a session on “How to Transfer”—which is a topic very relevant to this school with an International Baccalaureate program.

One faculty member annually visits Civics and Economics classes at Lancaster High School to discuss the transition from high school to college and review various policies that affect student success in college. In 2008 and 2009 the visits only involved one teacher’s classes, reaching over 200 students each year. The visits reached over 500 students in both 2010 and 2011 by visiting every LHS Civics and Economics class. While the focus is on the transition to college generally, the use of the AVC catalog during the presentations encourages students to consider attending AVC.

Littlerock High School seniors have benefited from presentations on career and educational options available at AVC. Littlerock H.S. is in a rural area approximately 10 miles from the Palmdale Center with a large percentage of at-risk students who find it difficult to get to the Palmdale Center for college information.

Faculty visits all local high schools in the spring to develop IEPs with seniors who have completed assessment and orientation. The number of students coming from local high increased from 44.2 percent in 2008-2009 to 45.9 percent in 2010-2011.

Faculty participates in outreach events organized by the Outreach office. They provide information and/or workshops at various events such as the AVC Open House, Cash for College, and College: Making it Happen.

During academic year 2008-2009, following a multi-million dollar upgrade to the AVUHSD Internet technology infrastructure, AVC partnered with several high schools to offer the college assessment test at their campuses. Prior to this year, the high school

district was unable to support and sustain the bandwidth required to run the online assessment testing program through their Internet pipeline.

Assessment testing activity at the local high schools is extremely successful. Assessment testing went from 112 students at two campuses in 2007-2008 to 689 students at over 15 high school sites in 2008-2009, a growth of 84 percent. The tables below show the steady increase in high school assessment testing the past three years.

High School – 2008-2009	Count
1) Antelope Valley HS	78
2) Desert Winds HS	5
3) Eastside HS	120
4) Highland HS	--
5) Knight HS	115
6) Lancaster HS	107
7) Littlerock HS	98
8) Palmdale HS	102
9) Quartz Hill HS	58
10) Vasquez HS	6
Total:	689

High School – 2009-2010	Count
1) Antelope Valley HS	83
2) Desert Winds HS	--
3) Eastside HS	178
4) Highland HS	31
5) Knight HS	138
6) Lancaster HS	101
7) Littlerock HS	79
8) Opportunities for Learning	4
9) Palmdale HS	116
10) Quartz Hill HS	23
11) Tehachapi HS	2
12) Vasquez HS	7
Total:	762

High School – 2010-2011	Count
1) Antelope Valley HS	117
2) Desert Winds HS*	--
3) Eastside HS	164
4) Highland HS	--
5) Knight HS	98
6) Lancaster HS	105
7) Littlerock HS	181
8) Mojave HS	--
9) Opportunities for Learning	--
10) Palmdale HS	160
11) Quartz Hill HS	36
12) R. Rex Parris HS	22
13) Rosamond HS	50
14) Tehachapi HS	--
15) Vasquez HS	--
Total:	933

The Assessment Center and Outreach office collaborate with high school contacts to sustain and promote this service. Cooperation and timely technical assistance by the college ITS department is needed in order to respond to the ongoing technical challenges that accompany computer-based testing at the high schools. Expansion to several private and outlying high schools is planned.

AVC administered pre-assessment math tests to over 1,000 high school students in spring and fall of 2010. Follow-up instructional intervention workshops were planned to remediate skill gaps for those who placed into math courses below algebra (Math 050 and Math 060). Students could work on their deficient and/or dormant math skills before taking the college math assessment test. Unfortunately, lack of computer lab space at the high schools, lack of volunteer manpower from both the college and high schools, and a lack of motivation by the high school students to complete the tutorials severely hampered the program's success.

On the other hand, the PAWs initiative morphed into an exciting and new partnership between the college math division, the AVUHSD curriculum office and various high school counselors and math teachers. PAWs provided both a springboard and platform for the aforementioned entities to collaborate, plan and implement additional instructional interventions to mitigate the systemic lack of math college readiness that currently plagues both the K-12 and community college systems. For example, during the 2011-2012 academic year, an initiative called SMAP will commence at two local high schools with an articulated math course co-developed by the college and high school math faculty. The course will count towards high school math graduation credit and also function as a prerequisite for MATH 130, College Algebra, benefiting students and both educational systems. Results will determine the extent to which SMAP will be offered at AVUHSD schools.

The Assessment Center continues to collaborate with local constituents to provide early assessment and diagnostic testing efforts to create a college-going culture. For example, the Assessment Center in conjunction with the Health Sciences Division has offered testing to the Palmdale High School Medical Career Academy for the past several years. Additionally, the Assessment Center has offered early assessments to students enrolled in the iCAN program. The assessment test provides a realistic snapshot of students' current skill levels and, more importantly, how much work is needed to attain college-ready skill achievement.

On January 1, 2009, Senate Bill 946 authorized community colleges to use the Early Assessment Program (EAP) results for placement purposes. AVC was one of the first California Community Colleges to opt into EAP. This program is a result of collaboration between the California Department of Education, State Board of Education and the California State University system. It is designed to assess high school juniors for college level readiness in language arts and mathematics and increase their proficiencies in these areas by offering intervention strategies while the students are still in high school. 2009 EAP results revealed that only eight and five percent of AVUHSD juniors demonstrated college-readiness in English and math respectively. The Assessment Coordinator recently attended a regional EAP College Readiness workshop to learn about effective secondary and postsecondary partnerships and intervention activities.

Area 9 Goals and Objectives for 2012 to 2015

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

Objectives:

- Implement DegreeWorks
- Offer DegreeWorks training for students and faculty
- Expand DegreeWorks data base of articulated courses
- Expand DegreeWorks to provide CSUGE and IGETC audits
- Offer more SEP update workshops
- Target students whose intended goal is transfer
- Put more transfer related resources on the Counseling webpage

Time Frame: Begin summer 2012

Justification: Accessing information “on-demand” will facilitate students’ progress toward their goals.

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

- Link DegreeWorks to the Counseling webpage
- Implement an online counseling “Express Window”
- Expand marketing of online counseling services; add a link to online counseling on the Counseling webpage
- Work with ITS to expand size of the Online Counseling Group to at least 3,000
- Expand the hours and services of online counseling to accommodate demand
- Increase the number of faculty providing online counseling
- Email scanned SEPs to students
- Update the Counselors’ Online Counseling Training Manual
- Set up online student evaluations of the online services
- Implement eSARS to enable students to make counseling appointments and workshop reservations
- Revise IEP workshop to highlight resources available on AVC website

Time Frame: Begin fall 2011

Justification: Faculty can improve the success of students who prefer cyberspace research and interaction by addressing their needs electronically.

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

Objectives:

- Review online and high school PowerPoint orientations to evaluate content, specifically regarding advisories and support services
- Offer additional and/or larger IEP workshops, especially at peak times

- Email students who are in jeopardy of probation (below 2.0 or below 50% completion with fewer than 12 units attempted). Tell them about Carnegie units and resources (HD classes, Learning Center services, basic skills classes, etc.)
- Offer more sections of HD courses, especially HD 101
- Develop flier explaining advisories. While discussing assessment scores with students at the express counter, faculty will give flier to students who tested below college level
- Explain and emphasize advisories in the *Student Handbook*
- Work with ITS to emphasize advisories in the Schedule of Classes
- Email all assessed basic skills students about the need to address deficiencies if not taking at least one basic skills course that semester
- Send a congratulatory email to students enrolled in a basic skills course
- Send a congratulatory email to students who pass a basic skills course
- Identify, develop and offer needed workshops
- Identify ways to use staff and faculty more effectively
- Remind undeclared students of career planning services
- Explore offering a college success course with Engl 095 and Read 095 advisories
- Train all faculty about probation procedures and workshops
- Identify intervention process for repeated Ws

Timeframe: Begin fall 2011

Justification: Encourage and support student success.

Goal: Increase the number of students who move from “dismissal” to “good standing”.

Objectives:

- Update student contract
- Develop “Required Activities” form
- Develop online version of progress reports for students to use who are taking online classes
- Change dismissal workshop survey
- Develop spring time line/schedule for division use to streamline process
- Change dismissal SARS calls
- Develop process when using transcripts from another institution for internal GPA calculation
- Propose revision of dismissal board policy
- Inform all faculty about “dismissal” procedures and activities

Timeframe: Begin fall 2011

Justification: Help students reach their educational goals.

Area 10 Long Term Resource Planning

10.1 Faculty and staff needs in the next four years

- 1 Administrative Assistant - replacement
- 1 dean - replacement
- 1 faculty chair - new
- 66 faculty - new - to serve needs of current students, more as enrollment grows
- Restore Education Advisor and Career Center Coordinator to 100 percent
- 5 clerical staff - 1 replacement, 4 new - to serve Counseling, Assessment Center, Counseling 2 and Career/Transfer Center

10.2 Facilities, equipment and technology needs in the next four years

- 1 room with capacity of 30 – 50 students for increasing numbers of workshops
- 1 bookcase for the Palmdale Center
- 15 computers with web cam capabilities
- 15 phone microphones or ear-pieces in offices for hands free calling
- 18 thin client computers, to replace the 18 in use that are over 10 years old, for the secondary computer lab adjacent to the Testing and Assessment Center
- 1 scanner
- Desk chairs and office chairs – replacement
- Offices, workspace and equipment to accommodate additional staff and faculty

10.3 Funding needed to support student success

- Money for above
- Professional development
- Continued funding for assessment test units (approximately 35,000 tests per year)
- Continued funding for College Source, DegreeWorks, Discover and Eureka

Area 11 Recommendations and Comments

11.1 One change to the Educational Master Plan is recommended.

The anticipation of an increase in partnerships with business ended when the dean who held this vision resigned last year. We do, however, still intend to leverage resources with increased use of technology as stated in the EMP.

11.2 Changes that would make the program review process more helpful or effective.

No suggestions.

Area 12 Report to the Board of Trustees

The Counseling and Matriculation Self-Study Report includes Counseling, Matriculation, Career/Transfer Center, and Assessment. Faculty, adjuncts and staff all contributed to the development and completion of the final Program Review Self-Study Report. Since the last report there has been a reduction in the number of adjunct faculty and staff, and after the resignation of the dean the position was not replaced. Even with the noted staffing challenges the full-time faculty, a few adjunct faculty and the remaining staff have done a remarkable job of providing services and programs to students. Services and programs have been modified, added and reduced over the past four years and Counseling services were added at the new Palmdale Center.

The ability to meet the needs of students in Counseling and the Career/Transfer Center and Assessment continues to be a challenge. In response to the overwhelming needs of the students, the Counseling faculty developed an Initial Educational Plan (IEP) workshop and an online probation workshop. The alternative methods of delivering services in groups and online has resulted in more students receiving services in a timely manner. In addition, during summer 2011, the faculty updated individual education plans daily and students were channeled to the Express counseling counter for assistance in reviewing and understanding the plans. In an effort to facilitate the transfer process, transfer workshops continue to be offered and students meet with faculty and staff to evaluate and assess their career options and goals. Some of the programs and services that were added include online counseling and counseling at the Palmdale Center, the UC TAG program, workshops for human behavioral issues, expanded probation and dismissal workshops and a separate Ability to Benefit Test is being offered in the Assessment Center.

The SLOs for the HD courses have been assessed and entered into WEAVE and the revisions and updates for the HD course outlines of record have been timely. The Counseling faculty, the SLO committee and the Department of Institutional Research, Planning and Effectiveness are collaborating to provide a General Education assessment. Survey results from the HD courses validate that students agree that HD courses meets their needs. In addition, the Matriculation Matrix documents that when students complete assessment, orientation, student education plan and meet with a counselor they have a higher rate for course success, retention and persistence.

The success and limitations to the goals and objectives from 2012 to 2015 will weigh heavily on the implementation of Degree Works, the availability of ITS to support technology, and the ability to monitor and report services using technology such as Degree Works, Banner, SARS, and eSARS. Continuing with the mission of assisting students in defining and accomplishing their academic, career, and personal goals the faculty and staff will dialogue often about effective ways to accomplish the goals and objectives that are included in the report.