



Fall 2023 Program Review Report

Division/Area Name: General Counseling For Planning Years: 2024-2025

Name of person leading this review: Rashitta Brown-Elize, Tanya McGinnis, Reina Burgos, Tamira Palmetto

Names of all participants in this review: All staff and faculty in general counseling

Part 1. Program Overview: Briefly describe how the program contributes to the district mission

The Antelope Valley College Counseling Division serves as a main hub for student services. From pre-application to graduation, the counseling division assists students with their academic, personal, and career goals. The counseling faculty is also at the core of academic affairs, including curriculum development and course articulation. Human Development courses taught by counseling faculty teach students the tools to succeed in college, which is especially important for first-year, first-generation college students. Counseling supports student transition to college at local high schools by having embedded bridge counselors available at the school sites. The counseling division offers services such as individualized comprehensive education plans, express counseling, academic advisement workshops and webinars, student support referrals, major and career research and exploration, probation/dismissal support, transcript evaluations, online and distance counseling, transfer planning, university application assistance, and recommended term-by-term course sequencing.

When it comes to local, district, and statewide collaboration, the counseling division staff and faculty actively participate and often lead in shared governance, special programs, and other student success initiatives such as, but not limited to the following:

Committees: AP&P, Academic Senate, Deans & Chairs, Guided Pathways, Basic Skills, Calendar, Distance Education, Faculty Professional Development, Student Equity, Student Discipline/Grievance Panel, Strategic Planning, Veterans Advisory, Financial Aid Second Level Appeals.

Special Programs: EOP&S, OSD, CalWorks, STAR, Honors, Veterans, Puente Program, Nursing, Academic RISE, Transfer Center, Career Center, AVC2CSU, Law Scholars, UMOJA, Rising Scholars, AMFT, E.S.L., ISP/AVC Cares (suicide prevention), BIT, AVC Dreamers Center, LGBTQIA, Pre-Health Professions Program, Basic Needs, FYE, SYE, AVID for Higher Learning, High School Bridge.

Student Club Advising: AVC STEM Club, AVC STEM Club/Pre-Med, H.O.L.A. (Heritage of Latin America), ANYA (American Native Yonutenen Association)

Part 2A: Analyze the program review data (retrieval instructions), including equity data and any internal/external environmental scan information (e.g., surveys, interviews, focus groups, advisory groups, licensure exam scores, & job placement) to identify the program Strengths, Opportunities & Aspirations:

Use the following questions to guide your analysis:

Overall (Use the Program Review tab to inform your analysis)

- What are the success and retention rates (S&R) for your discipline? Did they decrease or increase in the last year?
What are the trends for the number of awards granted? Are the number of awards going up or down?

Equity (Use the S & R by Demographic Group or the Equity tab to inform your analysis)

- Which racial/ethnic student groups complete their courses at the highest rates?
- Which racial/ethnic student groups experience the largest gaps when compared to the highest-performing group? Analyze the trends across the last review period. If no equity gaps are present, please reflect on the strategies that are working in the *Strengths and Accomplishments* section.

Strengths and Accomplishments:

(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)

HD Courses:

During the 2022–2023 academic year, there were 44 online and 32 traditional Human Development (HD) sections. Thirty-one of the courses were in Lancaster, one Lancaster off-campus, 43 in Palmdale, and one Palmdale off-campus course. In Lancaster, 841 students enrolled in the class; 19 were off-campus, 876 students were in Palmdale, and 12 were on Palmdale off-campus. In 2022-2023, 44% of HD students earned an A, 20% a B, 12% a C, 11% an F, and 9% withdrew from HD courses.

- **Results and Retention Rates (S&R):**

- Over the past year, 2021-2022, there has been a rise in Human Development course results and retention rates. There has been an increase in the success rate from 71.8% to 75.1% and in the retention rate from 90.1% to 90.6%. A positive trend suggests that more students stay enrolled and finish their courses.

- **Equity (Equity Tab or S&R by Demographic Groups):**

- **Student Racial and Ethnic Groups with the Highest Completion Rates:**

- White non-Hispanic and Hispanic/Latinx students demonstrated the highest completion rates among racial/ethnic student groups in 2022–2023. The white non-Hispanic retention rate was 94.8%, and their success rate was 85.9%; the Hispanic/Latinx retention rate was 92.5%, and their success rate was 78.1%.

- **Strengths and Accomplishments:**

- HD classes' consistently high success and retention rates are regarded as significant indicators of the quality of training, support programs, and engagement strategies employed.

- **Equity Initiatives:**

- We have implemented some equity initiatives, such as mentorship programs, outreach to underrepresented groups, and culturally sensitive instruction. Puente's program, which combines LatinX pedagogical elements with HD 101 and HD 103 sections, aims to foster a culturally-responsive and inclusive curriculum. Overall success and retention rates have increased as a result of these initiatives.

Survey:

GREATEST STRENGTHS OF INSTITUTION 02

The following are the top four trends or greatest strengths of Antelope Valley College, as identified by the RISC:

- **Counseling and Support Services**

- Many participants highlighted the counseling services and counselors provided by AVC as a noteworthy advantage. The counseling department's accessibility, commitment, and helpfulness were emphasized. Counselors fulfill an essential function by providing guidance and assistance to students.

- **Diversity and Inclusion**

- Several remarks highlighted the campus's notable diversity and the environment that strives to be inclusive; this demonstrates that AVC's dedication to fostering an inclusive and diverse environment for all students is valued.

- **Academic Excellence**

- The feedback further emphasized the merits of AVC's academic program, encompassing the caliber of its faculty members and the diverse array of courses it provides. The students highly value the faculty's provision of an educational experience.

- **Strengths Recognized**

- The financial aid department and the accessibility of campus resources, including the recently constructed buildings and facilities, were emphasized as advantageous aspects. Providing these resources and financial aid alternatives enhances the overall positive student experience.

EXPLANATION FOR PREPARE FOR FOUR-YEAR RATING IN TABLE 4.1 04

- **Positive Feedback on Counselors and Support Services**

- Many students express gratitude for the guidance and support they receive from counselors, as well as the assistance of professors. They also mention that AVC offers valuable educational programs to assist them in achieving their academic and career objectives.

- **Antelope Valley College (AVC) has the following strengths:**

- **Counseling and Support Services:**

- AVC's counseling services and counselors are well-known for their accessibility, commitment, and helpfulness in providing students with valuable guidance and assistance.

- **Diversity and Inclusion:**

- The campus is known for its diversity and commitment to inclusivity, which has resulted in an environment that values diversity and fosters an inclusive environment for all students.

- **Academic Excellence:**

- AVC's academic program, distinguished by the caliber of its faculty and the breadth of its offerings, is highly regarded by students as providing an excellent educational experience.

Data Reports:

Student Educational Planning (MIS Data) for 2022-23:

- CSEP: The number of New Comprehensive Student Educational Plans created **increased** from 4,579 to 4,612.

Number of Students Served (*unduplicated student count*) for 2022-23:

- Palmdale Center Counseling: **Increased** from 1,270 to 1,519.
- R.I.S.E.: **Increased** from 1,394 to 1,442.
- Transfer Center: **Increased** from 911 to 1,400.
- **Total: 11,253 students were served in 2022-23; an increase (+266) from 10,987 in 21-22.**

Number of Distance Counseling Services for 2022-23:

- Video Meetings: 3,154
- Chat Express: 773
- Phone: 2,055

Special Program Counseling Services:

Academic RISE Counseling Services:

RISE (Reflect, Improve, Succeed, Excel) educates students on what it means to be on academic probation and/or progress probation and academic/progress dismissal. Students on any type of probation must complete a mandatory online or in-person workshop in which students learn about probation and the different levels of probation, strategies for getting back in good standing, management skills, building good study habits, procrastination, and the resources that Antelope Valley College has to offer to assist students in being successful. RISE Counselors/Advisor provide individualized holistic academic advisement/counseling to ensure students stay on track academically, provide a support system by engaging with students through interactions that center on self-development, motivation, and cycles of change, and connect students with programs, services, and resources that will aid students in returning to “good academic standing”. In efforts to establish more contact and communication with students who are on probation, the RISE department has increased the number and mode of notifying students (i.e., emails, Canvas announcements, RISE website) on their academic/progress status while inviting them to set up counseling appointments. There were 3,038 students on academic/progress probation, academic/progress dismissal during the 2022–2023 academic year. The RISE Counselors/Advisor’s met and provided services to 1,545 students in individualized appointments not including walk-ins and at the Express window.

AFMT Bachelor's Degree Counseling Services:

AVC is one of fifteen California Community Colleges that offers a bachelor's program in a subject area that is unique to a California State University campus. Two counselors have been assigned time to assist students in the Airframe Manufacturing Technology (AFMT) Bachelor of Science program. A full-time education advisor is assigned to assist all Career Technical Education (CTE) in AERO and AFAB in preparing students for the application phase of AFMT. Housed in the CTE department, the education advisor provides continual follow-up on student progress through graduation with direct consultation with the Department Chairperson and Dean, as needed.

Articulation and Evaluation:

The articulation office at Antelope Valley College supports faculty in curricular and program development. The Articulation Officer coordinates, facilitates, and publishes the faculty review process that leads to the articulation of courses between institutions. The articulation officer is an advocate for the transfer student and seeks to ease the transfer process. The articulation office provides equitable access to diverse transfer opportunities. By establishing and maintaining articulation agreements with regionally accredited colleges and universities, students are supported in becoming transfer ready. Additionally, the articulation office is the gatekeeper of course outlines, IGETC, CSU GE Breadth, LDTP, baccalaureate lists, TCA lists, and ASSIST. A vast improvement in the process is still needed. AVC does not have up-front transcript evaluations. Although AVC recently purchased transcript reader software, Brainware, it will take time before the present system of officially evaluating transcripts is changed. The Brainware-Hyland software system must be implemented. To accurately counsel students with external coursework, course attributes will need to be added to the external courses and accepted exams (e.g., AP) before this software program can be utilized to the benefit of the counselors, advisors, and students. In the meantime, the Articulation Officer and the Transfer Evaluation Team continue to work on the long-term project of reviewing, editing, and updating the TES database, which houses all course equivalencies for use by counselors. There is minimal time dedicated to this effort, which must change to accommodate the demands of the attribute build for the Brainware software to be implemented.

Athletics Counseling Services:

The Athletic Department at Antelope Valley College provides a competitive intercollegiate athletic program serving a diverse student-athlete population. The Athletic Department has one full-time counselor, and in Fall 2023 added one adjunct counselor. To enrich the collegiate academic experience, the Achievement Zone was created to serve 451 diverse student-athlete populations. The Achievement Zone provides 36 Laptops that student-athletes can access Monday through Thursday from 8:00 a.m. to 12:00 p.m. and 4:00 to 8:00 p.m., and Friday from 8:00 a.m. to 12:00 p.m. During the time of operation, the Achievement Zone provides tutors during morning and evening hours. The AVC Student-Athlete Academic Achievement Zone is designed to assist student-athletes with reaching their educational goals while attending AVC. This Achievement Zone will target male and female first and second-year student-athletes while attending and participating in intercollegiate athletics at Antelope Valley College. First and second-year student-athletes will be required to participate in the Academic Achievement Zone for 4 hours each week, and student-athletes with a GPA of 2.5 or below will be required to participate in 6 hours per week. The student-athlete Academic Achievement Zone strategies include activities such as tutoring support and individual guidance with academic work, grade checks, and workshops focusing on time management, study techniques, connecting student-athletes to campus services, helping students reduce test-taking anxiety, improving note-taking skills, and assume responsibility for academic successes and failures. Student-athletes will use the workshops and skills mentioned above to balance the challenges of academics and athletic competition. The priority of the Antelope Valley College Student-Athlete Achievement Zone is to meet our student-athletes academic and athletic needs and support their success. The goal of the AVC Student-Athlete Achievement Zone will be to provide an environment in which student-athletes can seek assistance with homework, work on computers, conduct internet research, print assignments, meet with an athletic counselor, participate in independent study, receive weekly progress checks, and complete organizational tasks necessary for student success. The Zone will assist all student-athletes in achieving their educational goals and complying with all AVC degree, certificate, and transfer requirements and intercollegiate eligibility requirements for NCAA, NAIA, and CCCAA organizations. The Athletic Department is committed to academic excellence and has taken a proactive approach to student success by establishing an Early Alert system. The Early Alert System is a comprehensive reporting system that requests information on student-athletes' academic progress from their instructors in weeks six and nine of the current term. Emails are time-sensitive, and instructors must respond by a

specified due date. By taking a proactive approach, the athletic Department can quickly identify at-risk student-athletes and get them the help they need to be successful in their academic classes.

Bridge Counseling Services:

The Antelope Valley College Bridge Counseling program is committed to supporting students in several ways. We aid students in transitioning to AVC after graduating from high school, in pursuing a dual enrollment arrangement with both their high school and AVC to earn credits concurrently, or in taking courses on AVC's campus under the special admit program. A notable feature of our program is our preparation to help seniors participate in the Student Success Kickoff. This event offers them the opportunity to secure priority registration and gain a deeper understanding of Antelope Valley College, its wide range of programs, services, resources, and esteemed faculty members. Our dedicated AVC Bridge Counselors work closely with students, both one-on-one and in group settings, to ensure they have all the essential information to navigate the matriculation process at AVC effectively. This encompasses assisting with the AVC application, guiding students through the online orientation, facilitating the CA Promise grant application process, offering support with financial aid applications, helping students choose a major, and more. Much of our efforts are concentrated on the following key areas: "Getting Acquainted with AVC," "AVC Application," "Financial Aid," "Special Admit," "Course Selection," as well as various group presentations. Moreover, we play a crucial role in promoting AVC's programs and services to our students. AVC Bridge Counselors are stationed across the following campuses: Adult Education, Antelope Valley High School, Desert Winds High School, Eastside High School, Highland High School, Knight High School, Lancaster High School, Palmdale Aerospace Academy, and Quartz Hill High School.

Career Center Counseling Services:

Career center services via in person, telephone, and Cranium Cafe were offered during the 2022-2023 academic year to assist students with major and career exploration. Over the 2022-2023 academic year, 1132 total appointments. Of these, 873 scheduled student meetings were attended, for a no show rate of 23%. Of the attended appointments, 233 were via Cranium Cafe and 119 were via telephone. The continuation of "walk in" chat times on Cranium Cafe has offered students a means for quick career advice without a scheduled appointment, with 38 chats occurring in Cranium Cafe. Additionally, 382 students have engaged with the online Kuder Journey career assessment system and 112 students attended appointments for career assessment interpretation (Kuder Journey, and the Strong Interest Inventory with MBTI). The Adjunct Counselor continued to provide support for career appointments and hosted career workshops, including for our various student populations (Puente, Umoja, STAR, etc.), while the Coordinator utilized HD 101 classroom visits to spread awareness of the services offered by the Career Center.

Dreamer's Counseling Services:

The Dreamers Center is dedicated to serving all undocumented students at AVC and the community with information and resources to promote college admissions, persistence, graduation, transfer, and careers. The Dreamers Center provides financial aid resources and assistance, workshops, peer mentoring, free legal immigration services, academic counseling, and a confidential and supportive environment. Currently, there is one adjunct counselor serving our undocumented students for 7.5 hours per week and supporting the Dreamers Center's efforts in collaboration with Peer Mentors. Counseling appointments with the Dreamers Center Counselor consist of creating/updating education plans and supporting them with the AB 540 form and the CA Dream Act Application.

Embedded Counseling Services:

In 2022-23, selected counselors continue to serve as embedded counselors within a few academic divisions. These embedded counselors attend division meetings and inform counseling on division-specific updates. They also reach out to students whose majors are housed within the division to answer questions, update education plans, and advise on transfer and graduation requirements. Counselors conduct audit interventions for students with 30+ units. The success of this pilot program stands only as a starting point to meet the increased demand of counseling services for such mandates as the Student Success Act of 2012, Transfer Degrees SB 1440, Guided Pathways, and Funding Formula. Due to a lack of full-time counselor availability, our current embedded counselors are either adjunct faculty with limited time (often 1 day per week) available to work with their assigned academic division, or education advisors. With that said, the goal for Fall 2023 is to hire additional adjunct and full-time counselors to assign teams of embedded counselors to ALL academic divisions, or areas of study.

ESL (English as a Second Language) Counseling Services:

In 2022-2023, efforts to increase our ESL student population and counseling services include collaboration with AV Adult School. The adjunct counselor will conduct an orientation once a term at the end of fall and spring. This is intended to help AV Adult School students that are finishing their ESL program transition over to college. Generally, the ESL counselor also does the following: A mini orientation, basic questions in English to see the level of competency as well as a written paragraph, a follow up every semester, intrusive counseling: going to their classrooms or Zoom sessions. This takes place in Fall and Spring semesters. The counselor works in close collaboration with the ESL faculty. Students meet with the counselor twice per semester to discuss the Ed Plan and the progression of ESL classes. Since English 100A does not exist anymore, ESL 050 and 053 were offered to prepare the students for English 101.

Honors Counseling Services:

The Honors Transfer Alliance Program (TAP) at AVC offers priority admissions to several universities through its association with the Honors Transfer Council of California (HTCC). For the 2022-2023 academic year, our program served 407 students. We awarded Honors TAP Certificates of Completion and the designation of Honors Scholar to 78 students. Our program has maintained a consistent 60-70% TAP Certification acceptance rate to UCLA's College of Letters and Sciences. In Spring 2023, 14 UCI TAP certifications were established, 11 honors transfer UCI nominations, and 22 UCLA TAP Certifications. We have even Counselors serving Honors TAP students with a new addition of an EOP&S Counselor joining the honors counseling team. This addition best serves students who are involved in other programs where counseling meetings are required. Honors counselors on staff are also counselors for the following programs: Umoja, Puente, Law Scholars, Transfer Center, Veterans, Office for Students with Disabilities, Teacher Accelerated Preparation Program, Pre-Health, and EOP&S.

Law Scholars Program:

The Law Scholars program exposes students to the field of law and prepares them academically for transfer with the purpose of potentially applying to law school. The emphasis in the program is placed on developing critical thinking and analytical skills. It's intended as an exploratory career program, not a concrete commitment to apply to law school. Students complete a specific curriculum along with degree requirements for an Associate degree. There are two full-time counselors who work with students to ensure completion of program requirements, degree requirements, and transfer components. Students are encouraged to meet with a counselor every semester. Students are required to participate in service learning and complete a specific number of hours each semester. Through the pre-law club, they learn about mentors, attend law related activities, and are exposed

to varied legal fields through speakers and field trips. They also learn about different law fields and the basics of the law school admissions process. Students attend an orientation at the start of the academic year, while those unable to attend receive an abridged orientation during their counseling sessions. The graduation ceremony is held every spring at the Michael Antonovich Courthouse, and in 2022-2023 a total of 8 completed the program successfully. The student life department is primarily in charge of processing new applications, with assistance from Law Scholars counselors when necessary for the verification of the necessary coursework. The majority of the student contact has been via counseling appointments and counselor-initiated contact.

Palmdale Center Counseling Services:

Palmdale Center offers the following counseling services: OSD, CalWorks, EOP&S, ESL, Honors Program, Academic RISE, Law Scholars, Umoja, Transfer, Transcript Evaluation, Veterans, Prison Program, SOAR, and General Counseling for students at the south end of the Antelope Valley. We have 1 full time Counselor, 1 full time Education advisor, and 4 part time adjunct Counselors working to ensure counseling services are available to our students Monday through Friday. Palmdale students also have access to all services that are offered at the Lancaster campus.

Pre-Health Professions Program:

The Pre-Health Professions Program is an intensive, student-centered pilot program designed to support prospective and current students in pursuing and achieving their academic, personal, and career goals of becoming a healthcare professional (physician, dentist, veterinarian, pharmacist, optometrist, or physician assistant). Students attend an orientation “boot camp” before the start of the academic year and are then provided with ongoing intensive academic guidance, counseling, course survival workshops, and mentoring. Additional specialized support services, tailored to the pre-health professional student, are provided, such as presentations from successful matriculants to medical and dental schools, including AVC alums, learning about different healthcare specialties, the basics of the medical school admission process, including how to become a competitive applicant, and the importance of beginning preparation early, ideally in their freshman year of college.

Rising Scholars (formerly referred to as Prison Program):

Our Rising Scholars Program serves approximately 200 students every semester. We have students separated across three different yards within the prison. New students enter the program every semester. Education plans are created for all new students and updated every semester for all continuing students. A Google document also tracks all courses students have completed and still need to complete. This Google document needs updating at the end of every semester and is used to plan future courses for each of the three yards. Students are currently majoring in Communications, however we will be moving many to major in History, and we often will complete many for LASB, especially if they are up for early release. Many have taken or are taking correspondence courses at other community colleges. Therefore, transcript evaluations also need to be completed throughout the year. Overrides and Math and English test scores must also be entered into MIS every semester. Collaborative meetings with AVC faculty and staff as well as Prison Coordinators typically occur every semester or as needed. AVC is looking to graduate its second class by Spring 2024.

Puente Program:

The Puente Project is a national award-winning program, co-sponsored by the University of California and the California Community College Chancellor's Office. The mission is to increase the number of educationally disadvantaged students who enroll in and complete four-year degrees. Puente's success model is based on three components: academics, counseling, and mentoring. The program is a cohort model where students enroll in Puente-enhanced courses their first and second semester. In 2022-23, students enrolled in HD 101, HD 103, ENGL 101, ENGL 102, and COMM 101. The program co-coordinators included counselors, May Sanicolas and Tanya McGinnis, and English instructor, Tino Garcia. In 2022-23, AVC completed its second year of implementation. The first cohort included twenty (20) students and the second cohort included twenty-five (25) students at the start of Fall and twenty-one (21) students persisted through the Spring semester. They also participated in a professional mentorship program, family events such as "Noche de Familia" and "End-of-Year Celebration", as well as attending a leadership conference ("Transfer Motivational Conference"), and university visits including CSUS, UCD, UCB, CSUEB, and SFSU.

SOAR Counseling Services:

SOAR (Students On Academic Rise) High School is an early college high school in the Antelope Valley Union High School District located on the Antelope Valley College (AVC) campus. This program is supported by both the high school and college district. Providing an encouraging and academically enriched environment emphasizing Math, Science, Engineering, and Advancement Via Individual Determination (AVID) structures, SOAR high school is designed for underrepresented students evidencing high potential but low performance in a traditional educational system. Three part time AVC counselors annually assist over 600 students as they navigate their high school/AVC/university transfer college journey. SOAR students are afforded the opportunity to not only graduate high school as a college transfer ready student, but complete the Intersegmental General Education Transfer Curriculum (IGETC) certification requirements and/or an associate's degree in Liberal Arts & Sciences/Arts & Humanities (LAAH). All SOAR students enroll as LAAH majors, as this major most closely aligns with IGETC. Counselors work with students to facilitate a program that moves students toward their future goal and some students graduate with IGETC and multiple degrees. In the most available statistics 2020-2021, 98.06% of SOAR graduates completed all courses required for UC/CSU Admission and in 2021-2022, 100% of students were enrolled in courses required for UC/CSU Admission. SOAR students are also eligible for priority registration allowing the best opportunity to secure courses which coordinate well with their high school schedule. An additional campus has opened on the AVC Palmdale Center site, housing approximately 120 Freshmen students and 100 Sophomores. The program will continue to grow over the next few years, adding a new class each Fall. Counselors teach HD 101 (Human Development 101/College and Life Management) courses exclusive to SOAR students and offer services including group presentations, transcript evaluation, course advisement, and future major prep course recommendations tailored to meet students' specific university transfer needs. Counselors also offer evening consultation for student convenience through Cranium Cafe, an online based service.

TAPP Counseling Services:

The Teacher Accelerated Preparation Program (TAPP) provides support to students who are interested in a career in Education (teacher, teacher's aide, paraeducator) and provides professional development for in-service teachers. During the spring of 2023, TAPP brought on their first and currently only counselor. The counselor is designated to counseling appointments with all students interested in teaching during appointment times. In addition, TAPP offers students the opportunity for counseling walk in time. In spring 2023, a database was created of all students who were identified as showing interest in a teaching profession. As of October, 2023, it has grown to 133+ students. TAPP offers several Future Educators workshops on Zoom each semester. These are provided both during weekdays and weekends to accommodate working students. There is also a Teach for AV conference that is hosted by TAPP. This is a day-long event, in which the TAPP counselor presents at one breakout session. Another

aspect of TAPP is collaboration from within the AVC campus and the community. TAPP has a growing relationship with the CTE/ECE department. Connections have been made with CSUB-Liberal Studies and is working with local high schools to promote the need for teachers and educate those who are interested in the profession.

Transfer Education Center:

The Transfer Center “TC” has five adjunct counselors and one full-time educational advisor who meet with students to create and update their educational plans and help them reach their transfer goals. A full-time clerical assistant II was recently hired to support the TC, as well. The TC has designed and implemented a robust set of Transfer Information Sessions. All sessions are offered online in a Zoom format for easy accessibility. The TC hosts university representatives, providing them with space, equipment, student appointments, and clerical support. Some representatives visit on a semi-regular basis (bi-monthly or monthly). This year TC hosted two On-site Admission Days with both Cal State University Northridge and with CSU Channel Island for Spring 2023 Admissions. Both universities have committed to at least one On-site Admissions Day for Fall 2023 Admissions. The TC is also reinstating the annual AVC Transfer Fair. Thirty universities are confirmed for this year’s (Fall 2022) event. TC staff create and maintain a TC Canvas shell, where students can access transfer information which includes upcoming TC events. Announcements about TC events, including those hosted by the universities themselves at their respective campuses, are sent out via Canvas multiple times per week, to keep students apprised of relevant transfer news.

Veterans Counseling Services:

The Veterans Resource Center is committed to serving our military population; active duty, veterans, and dependents. During the 2022-2023 academic year, AVC had 366 certifications for veterans and dependents.. For this population to utilize their military benefits for schooling, they must meet with an academic counselor and receive an educational plan. There is a designated veteran’s counselor to ensure proper coursework is being met to meet the certification process for the Department of Veterans Affairs (VA). There were over 200 academic counselor appointments during the 2022-2023 school year. Veterans who have completed the matriculation process are provided with priority registration, which gives them the opportunity to start registering for courses prior to their peers. All veteran students (not including dependents) are eligible for this benefit.

Opportunities and Challenges: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

HD Courses:

- **Most significant equity gaps:**
 - When comparing various racial and ethnic student groups, there are notable equity gaps. African Americans and two or more races have the most significant gaps compared to the students who perform the best. African-American students have a 61.4% success rate and an 83.0% retention rate, and two or more races have a 68.0% success rate and an 89.3% retention rate; this implies that targeted interventions are required to address these disparities.

- **Opportunities and Challenges:**

- **Closing Equity Gaps:**

- The program's top priority is to close the equity gaps for African Americans and students who identify as multiracial. Funding for mentorship and targeted support programs is necessary to ensure every student has an equal opportunity to succeed. We intend to provide HD Umoja sections with African-American pedagogical components.

- **Enhanced advising:**

- Improving academic advising services can assist students in selecting their courses and career routes with knowledge, likely increasing success and retention rates.

- **Flexible Learning Options:**

- Examining options for learning that are more adaptable, like evening and online classes, can help meet the needs of a broader range of students and increase retention rates.

Survey:

WHAT SHOULD CHANGE TO INCREASE STUDENT SUCCESS 03

The following are the top four trends or areas requiring improvement:

- Many respondents cited a greater degree of accessibility and availability of counseling services as an essential requirement. The participants reported challenges with appointment scheduling, extended waiting periods, and unavailability or unresponsiveness of counselors via email. Additional counselors were recommended for employment, streamlining the appointment scheduling process and guaranteeing timely responses to students' inquiries.
- **Inconsistency and Expertise of Counselors**
 - The students highlighted disparities in the caliber and expertise of various counselors. In response, recommendations were made to provide training and guarantee that every counselor possesses an exhaustive understanding of diverse academic programs and prerequisites. Confusion resulted from the counselors' provision of contradictory information, according to some students.
- **Preliminary Counseling and Early Engagement**
 - Several students have proposed that AVC should initiate counseling with students earlier in their careers. Specific individuals suggested that compulsory counseling sessions be implemented to assist students in degree planning, goal setting, and class selection; this would be particularly beneficial for first-year students, who might need to be made aware of the available resources.
- **Enhanced Information and Communication**
 - Students demanded that counselors and students exchange more pertinent information. The individuals expressed difficulties obtaining responses to their inquiries and suggested optimizing the procedures for obtaining information and addressing academic issues. Several students suggested enhancing the website's informational structure and ensuring its currency.

EXPLANATION FOR PREPARE FOR FOUR-YEAR RATING IN TABLE 4.1 04

- **Negative Comments on Counseling and Registration**

- Some students express concerns about the counseling and registration departments. They complain about a lack of organization, receiving contradictory information from different staff members, needing help contacting counselors, and having concerns about the accuracy of the education plans. Students are also dissatisfied with class availability and scheduling conflicts.

- **Difficulties Transferring Credits**

- Some students report needing help transferring credits to four-year institutions and receiving accurate guidance on the required coursework; this suggests that more comprehensive and consistent information about transfer requirements is required.

Opportunities for Improvement at AVC to Improve Student Success:

- **Accessibility and Availability of Counseling Services**

- Improve counseling service accessibility and availability by addressing appointment scheduling, waiting times, and counselor responsiveness. Consider hiring more counselors to help streamline the process and respond to student inquiries more quickly.

- **Counselor Consistency and Expertise**

- Ensure consistency in counselor caliber and expertise by providing training and a comprehensive understanding of diverse academic programs and prerequisites. Reduce the confusion caused by conflicting information from counselors.

- **Preliminary Counseling and Early Engagement**

- Begin counseling with students earlier in their academic careers, and consider instituting mandatory counseling sessions to assist students with degree planning, goal setting, and class selection, particularly for first-year students.

- **Improved Information and Communication**

- Address difficulties in obtaining responses to inquiries by improving information exchange between counselors and students. Optimize procedures for obtaining information and addressing academic issues, including improving and updating the website's informational structure.

Data Reports:

Challenges:

Student Educational Planning (MIS Data) for 2022-23:

- ASEP: The number of Abbreviated Student Educational Plans had a slight decrease from 7,896 to 7,283.

Number of Students Served (*unduplicated student count*) for 2022-23:

- Lancaster General Counseling: Decreased from 7,412 to 6,892.

Number of Appointments - Not Attended for 2022-23:

- Lancaster General Counseling: 1,888

Number of Appointments - Cancelled for 2022-23:

- Lancaster General Counseling: 1,492

Opportunities:

- Suggest smart rules for EduNav to auto-populate courses efficiently, in an effort to improve student completion rates.
- Use EduNav to plan specific transfer requirements to increase student transfer rates.
- Decrease the number of unfilled appointment slots.
- Decrease the number of counseling-initiated appointment cancellations.
- Increase the number of available appointment slots for high demand majors.
- Career counseling:
 - It is important for undecided students to meet with a counselor within their first semester at AVC.
 - There is a need to hire more counselors in this area to meet the demand and train more counselors in career assessments.

Aspirations: *(Include your data analysis of success, retention, enrollment, completion rates OR other relevant metrics in your response.)*

HD Courses:

- **Excellence in Diversity and Inclusion:** The counseling department aims to continue to have a recognition for its dedication to cultivating a diverse and inclusive educational setting wherein students of all backgrounds have equitable access to resources and assistance necessary for their academic achievements. We aim to incorporate additional culturally responsive pedagogical elements into our HD courses and create a dedicated HD course focused on "Transfer Planning."
- **Community Engagement:** The Counseling Center aims to keep its recognition for its proactive engagement with the community, fostering connections, and offering students the chance to apply their skills and knowledge in practical settings.
- The counseling center has experienced notable advancements in success and retention rates. However, continuing efforts are essential to address existing equity gaps and enhance the accessibility of support services for all students. Our organization is dedicated to upholding academic excellence and community engagement, specifically focusing on becoming a leader in promoting diversity and inclusion within the community.

Survey:

Aspirations to Improve Student Success:

- Continue to provide valuable guidance and support to students through counselors and professors, and maintain and expand educational programs that assist students in achieving their academic and career goals.
- To improve the overall student experience, counselors will address concerns about the counseling and registration departments, such as organizational issues, contradictory information, difficulties contacting counselors, and concerns about the accuracy of education plans.
- Make it easier for students to transfer their credits to four-year institutions by providing more comprehensive and consistent information on transfer requirements.

General Counseling Services:

The Counseling Division aspires to be known for their ongoing commitment to student success through cross-campus collaboration with other departments, divisions, and offices. Counseling serves as a dual-focused framework within both Student Services and Academic Affairs. Counseling's core values to be proactive, efficient, accessible, and equity minded.

Aspirations to Improve Student Success with accurate Ed Plans:

- Need for an EduNav scriber:
 - Students use EduNav to register for courses.
 - Students view EduNav as a degree audit and register for courses based on what is suggested in their EduNav plan.
 - EduNav suggests courses towards degree completion based on what is scribed.
 - Therefore, an IT specialist (preferably from curriculum) is needed to input all new course and degree requirements, all changes to courses and degree requirements, and crosswalks that affect continuing students. This is a vital process that needs to happen as soon as possible to ensure accurate degree planning for all students.
 - Without a scriber, EduNav cannot and should not be used as a registration or ed planning tool.
- Need for up-front transcript evaluations:
 - Due to the lack of an up-front transcript evaluation system, EduNav cannot account for students' prior course credit when auto-populating an ed plan. Therefore, counselors continue to use the Excel templates to build accurate plans for students with exam credits (AP, IB) and transfer credits from other institutions.
 - The goal is to eliminate duplication of effort, inconsistencies at graduation, students illegally repeating courses they have credit for, and inaccurate EduNav course suggestions when AVC implements an official Degree Audit System for students.
 - Until then, both systems need to co-exist so that students are best served according to their specific needs.
 - Students need to be aware of these limitations to the EduNav system, informed that it is NOT an official degree audit, and be advised from the beginning of their options.

Aspirations to Improve Student Success through specialized counseling services:

- Counselors assigned to specific academic divisions:
 - Students will meet with counselors who are trained and specialize in their major area of study.
 - Specialized services will include: individual appointments, group counseling, workshops, Canvas shells, classroom visits, and case management interventions.
- General assigned to serve special populations:
 - Counselors are assigned to DSPS, EOP&S, CalWorks, RISE (probation), Honors, Veterans, Athletes, Prison Program, Palmdale Center, Puente, Umoja, FYE/SYE, and Dreamers.

Desired future: Building a Win-Win-Win Infrastructure (Embedded Counselors)

- Goal: Build collaboration, consistency, and efficiency among counseling and academic divisions for student success and retention.
- Each Division would have an assigned full-time counselor, along with other adjunct faculty to directly provide support to students and faculty in the division.
- Counselors will be embedded in each Division based on the number of students in each division.
- After determining how many students are in each division, a student to counselor ratio will be established to determine the number of counselors needed for each division.
- Counselors would participate in Division meetings.
- Counselors would conduct major orientation sessions in collaboration with faculty in those areas.
- Counseling faculty will support instructional faculty in developing and revising plans of study.

Part 2B: (Required for CTE) External Data: Advisory Committee Recommendations & Labor Market Data

Not Applicable

Part 2C: Review and comment on progress toward past Course Improvement Plans

List your past **Course Improvement Plans (CIP)** and progress toward meeting those plans.

Past Course Improvement Plans	Progress Made
HD SLO outcomes should support OO's and ILO's.	<u>Current and Ongoing</u> : Counseling continues to evaluate and update SLO's to support OO's and ILO's.

Part 2D: Review and comment on progress towards past program review goals:

List your past program review goals and progress towards those goals.

Past Goal	Progress Made
Identify peak times to use drop-in Cranium Cafe online counseling. Since COVID-19, all counseling services are now available online, including express counseling. Past student climate surveys suggest a greater preference by students to receive counseling services online and evening times.	<u>Still needed</u> : Further data should be collected to discern peak times of need for online express counseling - reconcile data from Cranium Cafe.
Provide a more efficient method for the scheduling of counseling appointments – Allow students the ability to make their own appointments. eSARS implementation will begin in 2022-23.	<u>Ongoing</u> : Self-appointment scheduling has not yet been implemented.
Update Recommended Program Sequence Sheets forms to match catalog, Guided Pathways, course/program changes, etc. With the integration of Counseling's program revision approval through AP&P, the use of counseling's Recommended Plans of Study, aka RPSS, has brought together the Guided Pathways initiative towards a more accurate rendering of the information in the catalog.	<u>Current and Ongoing</u> : RPSS forms continue to be updated annually by the Department Chair, to align with Guided Pathways and the catalog.
Update Comprehensive Education Plan Templates to include counselor-recommended changes and to match catalog, Guided Pathways, course/program changes, etc.	<u>Current and Ongoing</u> : Excel templates continue to be updated annually by the Department Chair, to be used for Transcript Evaluations and special programs such as Athletes and Veterans.

Email reminder to students the day they schedule a counseling appointment—alert activated in Cranium to email students the appointment time, location, date, and counselor name.	Completed
Provide transfer campus visits – Information regarding virtual campus tours is disseminated through the transfer center canvas page. In-person campus tours will begin 2022-23.	<u>Current and Ongoing</u> : The Transfer Center coordinated campus tours to the UC and CSU. The goal is to increase the number of tours and also coordinate an HSI Tour.

Part 3: Based on Part 2 above, please list program/area goals for 2023-2024:

Program /Area Goal #	Goal Supports which:				ESP Goal Primarily Supported:	Goal (Student-focused)	Steps to be taken to achieve the goal?	Measure of Success (How would you know you've achieved your goal?)
	ILO	PLO	SLO	OO				
#1	ILO 4.			OO1 and OO2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To increase student retention and completion rates by providing ALL students with accurate individualized education plans.	Full-time scribing into EduNav needs to be consistent, accurate, and on-going.	EduNav will auto-populate the correct courses for student goals based on catalog year and degree requirements.
#2	ILO 4.			OO1 and OO2	Goal 1: Commitment to strengthening institutional effectiveness measures and practices. Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To increase student retention and completion rates by providing ALL students with accurate individualized education plans.	A degree audit system.	EduNav will read from the degree audit system to accurately suggest courses for degree completion.
#3	ILO 4.			OO1 and OO2	Goal 1: Commitment to strengthening institutional effectiveness	To increase student retention and completion rates by providing ALL students	Up-front transcript evaluations.	Students will receive credit for transfer courses and exams so that EduNav does not plan repeat courses already completed.

					measures and practices. Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	with accurate individualized education plans.		
#4	ILO 4.			OO1 and OO2	Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services.	To guide ALL students (including potential AVC students) on major and career pathways.	A user-friendly tool for pathway planning, such as Program Mapper, published on our website for all students and potential students to access.	Students will have access to a planning tool on our website that shows career and educational pathways specific to area of study.
#5	ILO 4.			OO1 and OO2	Goal 1: Commitment to strengthening institutional effectiveness measures and practices. Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services	To improve student success by providing specialized counseling services that are specific to major and/or area of study.	Assign teams of counselors and/or advisors and clerical support to each academic division and/or area of study.	<ol style="list-style-type: none"> 1) Students will receive consistent course recommendations for their education goal. 2) Students will have access to a wide array of counseling modalities, including walk-in, classroom visits, group counseling, etc. 3) Students will meet with the same counselor/advisor on a regular basis.
#6	ILO 3 and ILO 4.			OO1 and OO2	Goal 1: Commitment to strengthening institutional effectiveness measures and practices.	To improve student success by providing enough sections of HD courses to meet the student demand in special programs.	Increase the number of HD 101 sections for SOAR, Dual Enrollment, Umoja, and Puente.	All students in these programs will have access to restricted sections of HD 101.

#7				OO1	<p>Goal 1: Commitment to strengthening institutional effectiveness measures and practices</p> <p>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</p>	To improve the accuracy and efficiency of counseling services provided to students, technical support processes must be developed, technical issues must be addressed, and accurate counseling data must be collected.	Train the counseling IT Specialist to create, build, and manage programs that are used for counseling services.	<ol style="list-style-type: none"> 1) Maintenance of Cranium Cafe. 2) Maintenance of SARS scheduling system. 3) Maintain data input in Banner. 4) Maintain access and permissions to all counseling programs. 5) Maintain an MIS data collection system. 6) Maintain a system for tracking students' use of counseling services.
#8	ILO 4.			OO1 and OO2	<p>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</p> <p>Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools</p>	To improve student access by providing specialized online counseling services that are specific to major and/or area of study.	Create Canvas accounts specific to major areas of study.	<ol style="list-style-type: none"> 1) Training on Canvas account creation and maintenance. 2) Students will enroll into the Canvas account for their major. 3) Students will have access to specific information on counseling updates, tips, tools, strategies, pathways, career, transfer, graduation, ed plans, etc.
#9	ILO 4.			OO1 and OO2	<p>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</p>	To increase student retention and completion rates by providing ALL students with accurate individualized education plans.	Provide feedback for "Smart Rules" into the EduNav planning tool.	EuNav will incorporate counselor-recommended courses and sequences into the auto-populated plans.
#10	ILO 3 and ILO 4.			OO1 and OO2	<p>Goal 1: Commitment to strengthening</p>	To increase student success and close equity gaps by	Increase advisor and counselor availability to support students in special	The number of students needing counseling for Puente, Umoja, FYE, Career, and Undecided have

				<p>institutional effectiveness measures and practices.</p> <p>Goal 2: Increase efficient and effective use of resources: Technology; Facilities; Human Resources; Business Services</p> <p>Goal 4: Advance more students to college-level coursework-Develop and implement effective placement tools</p>	<p>providing specialized counseling support services for marginalized student populations and/or special programs.</p>	<p>populations such as Puentes, Umoja, FYE, Career, Athletes, Undecided, and Bachelors' programs.</p>	<p>sufficient access to meet with a counselor .</p>
--	--	--	--	--	--	---	---

Part 4: Resource Requests that Support Program Goals (Based on the above analysis, please use the following space to document resource requests)

Type of Resource Request	Summary of Request	Which of your Program/area goals (Part 3) does this request support?	New or Repeat Request	Amount of Request, (\$)	One-Time or Recurring Cost, (\$)	Contact's Name
Classified Staff	A full-time curriculum catalog scribe for EduNav.	#1	New	\$69,562.94	Recurring	Rashitta Brown-Elize
Technology	A degree audit system.	#2	New		N/A	Rashitta Brown-Elize
Technology	A transcript reader for up-front transcript evaluations.	#3	Repeat		N/A	Rashitta Brown-Elize
Technology	A program mapper tool.	#4	New	Free	Recurring	Rashitta Brown-Elize
Faculty	Four (4) Full-Time Counselors for HD instruction and special programs.	#6, #10	New.	\$74,037.87 x 4	Recurring	Rashitta Brown-Elize
Technology	One (1) Full-Time Tech Analyst.	#7	New	\$69,562.94	Recurring	Rashitta Brown-Elize
Classified Staff	One (1) Full-Time Education Advisor for Athletics Program.	#10	New	\$62,441.91	Recurring	Rashitta Brown-Elize
Classified Staff	Seven (7) clerical supports for Embedded Areas of Study.	#5	New	\$43,562.70 x 7	Recurring	Rashitta Brown-Elize
Faculty	One (1) Full-Time Counselor for Respiratory Care Bachelors Program.	#10	New	\$74,034.87	Recurring	Rashitta Brown-Elize
Classified Staff	Five (5) Full-Time Education Advisors for Embedded Areas of Study.	#5, #10	New	\$62,441.91 x 5	Recurring	Rashitta Brown-Elize

*****REQUIRED: After gathering the information above, fill out your RESOURCE REQUESTS to be shared with the Budget Committee:**

https://www.surveymonkey.com/r/2023PR_ResourceRequest

Part 5: Insert your Program Review Data here and any other supporting data. (See Part 2A above).

Required:

- Program Review tab
- S&R by Demographic Groups tab

Optional:

- Other supporting data/information

COUNSELING INSTITUTIONAL LEARNING OUTCOMES & OPERATIONAL OUTCOMES

<p>ILO 1. Analyze diverse Communication:</p> <ul style="list-style-type: none"> • Demonstrates analytical reading and writing skills including research, quantitative and qualitative evaluation, and synthesis. • Demonstrates listening and speaking skills that result in focused and coherent communications. 	<p>ILO 2. Creative, Critical, and Analytical Thinking:</p> <ul style="list-style-type: none"> • Uses intellectual curiosity, judgment and analytical decision-making in the acquisition, integration, and application of knowledge and skills. • Solves problems utilizing technology, quantitative and qualitative information, and mathematical concepts. 	<p>ILO3. Community/Global Consciousness:</p> <ul style="list-style-type: none"> • Understands and applies personal concepts of integrity, ethics, self-esteem, lifelong learning, while contributing to the wellbeing of society and the environment. • Demonstrates an awareness and respect of the values of diversity, complexity, aesthetics and varied cultural expressions. 	<p>ILO 4. Career and Specialized Knowledge:</p> <ul style="list-style-type: none"> • Demonstrates knowledge, skills, and abilities related to student educational goals, including career, transfer, and personal enrichment.
---	---	---	--

<p>OO1: Students will be able to access and utilize available counseling support services to increase their knowledge, awareness, and skills to identify and achieve their personal, academic and career goals.</p>	<p>OO2: Each student will demonstrate knowledge of AVC's educational curriculum to support their goals toward degree, certificate and/or transfer requirements by enrolling in courses from their Education Plan when they are available.</p>
---	---

General Counseling Data				
SARS Unduplicated Student Count				
Term	Lancaster	Athletes	CTE	Total
Fall 2022	2041	273	458	2772
Spring 2023	2025	262	444	2731
Summer 2023	1080	124	185	1389

SARS Attendance Summary Report -Lancaster incl. Athletes & CTE				
TYPE	Fall 2022	Spring 2023	Summer 2023	Totals
Appointments - Attended	2907	3094	1458	7459
Drop Ins	4	1	0	5
Appointments - Unmarked	1	1	4	6
Appointments - Not Attended	695	793	400	1888
Appointments - Cancelled	520	674	298	1492
Appointment Slots Unfilled	7270	8036	3465	18771

ED PLANS MIS Lancaster

CSEP	Fall 2022	Spring 2023	Summer 2023	Totals
ASEP	993	3039	2844	6876
CSEP	1386	1177	856	3419
NSEP (Non-Credit ED Plan)	0	9	2	11
OSEP	2276	2796	1041	6113

CAS MIS Lancaster

Service Type	Fall 2022	Spring 2023	Summer 2023	Totals
CAS	1152	1673	1129	3954
NCAS (Non-Credit CAS)	185	72	5	262

**General Counseling Data
Palmdale**

SARS Unduplicated Student Count	
Term	Palmdale
Fall 2022	470
Spring 2023	661

Summer 2023	388			
SARS Attendance Summary Report - Palmdale				
TYPE	Fall 2022	Spring 2023	Summer 2023	Totals
Appointments - Attended	503	712	403	1618
Drop Ins	0	0	0	0
Appointments - Unmarked	0	0	2	2
Appointments - Not Attended	165	213	161	539
Appointments - Cancelled	59	83	69	211
Appointment Slots Unfilled	1417	2592	1258	5267
ED PLANS MIS Palmdale (does not include counselors services CWS, EOPS, OSD, RISE, STAR, Transfer)				
CSEP	Fall 2022	Spring 2023	Summer 2023	Totals
ASEP	543	189	6	738
CSEP	237	389	228	854
OSEP	380	612	335	1327
CAS MIS Palmdale (does not include counselors services CWS, EOPS, OSD, RISE, STAR, Transfer)				
Service Type	Fall 2022	Spring 2023	Summer 2023	Totals
CAS	250	241	103	594

Transfer Center				
SARS Unduplicated Student Count				
Term	Students Served			

Fall 2022	408			
Spring 2023	625			
Summer 2023	367			
General Attendance Summary Report SARS Individual				
Appointments Type	Fall 2022	Spring 2023	Summer 2023	Totals
Appointments - Attended Individual	448	676	377	1501
Drop Ins	25	27	1	53
Appointments - Unmarked	0	0	0	0
Appointments - Not Attended	112	157	88	357
Appointments - Cancelled	70	105	54	229
Appointment Slots Unfilled	1074	124	858	2056
CAS MIS Transfer				
Service Type	Fall 2022	Spring 2023	Summer 2023	Totals
CAS	468	266	172	906
ED PLANS MIS Transfer				
ED PLAN TYPE	Fall 2022	Spring 2023	Summer 2023	Totals
ASEP	6	15	8	29
CSEP	96	128	115	339
OSEP	276	414	163	853

Career Center									
Erin Traynor Data									
Term	CAS	CIPA		Term	CIPA				
Fall 2022	211	38		Fall 2022	0	38			

Spring 2023	142	18		Spring 2023	18	36			
Summer 2023	113	12		Summer 2023	26	38			
						112			
SARS Attendance Summary Report - Sandra Zamudio									
Type	Fall 2022	Spring 2023	Summer 2023		Term	In Person	Online	Phone	Column1
Appointments - Attended	117	195	124	436	Fall 2022	95	31	28	154
Drop Ins	0	0	0		Spring 2023	186	60	28	274
Appointments - Unmarked	0	0	0		Summer 2023	112	33	8	153
Appointments - Not Attended	36	80	37						
Appointments - Cancelled	35	21	22						
Appointment Slots Unfilled	140	227	200						
SARS Attendance Summary Report - Erin Traynor									
Type	Fall 2022	Spring 2023	Summer 2023		Term	In Person	Online	Phone	
Appointments - Attended	211	125	101	437	Fall 2022	166	44	37	247
Drop Ins	6	20	12		Spring 2023	86	38	17	141
Appointments - Unmarked	0	0	0		Summer 2023	89	27	1	#REF!
Appointments - Not Attended	77	14	15						
Appointments - Cancelled	95	66	4						
Appointment Slots Unfilled	27	111	94			In Person	Online	Phone	
					Fall 2022	261	75	65	401
					Spring 2023	272	98	45	415
	Fall 2022	Spring 2023	Summer 2023		Summer 2023	201	60	9	270

Appointments - Attended	328	320	225	873		734	233	119	1086
Appointments - Not Attended	113	94	52	259					
total appointments	441	414	277	1132					
no show rate	26%	23%	19%	23%					

Law Scholars	
SARS Attendance Summary Report - Law Scholars	
TYPE	Individual
Appointments - Attended	8
Drop-ins	5
Appointments - Unmarked	0
Appointments - Not Attended	3
Appointments - Cancelled	1
Appointment Slots Unfilled	7

RISE			
SARS Unduplicated Student Count			
Term	RISE		
Fall 2022	355		
Spring 2023	638		
Summer 2023	449		
PROB CREDIT	Fall 2022	Spring 2023	Summer 2023

DSP	117	301	362	
PSP	259	749	542	
SARS Attendance Summary Report - PRIDE				
Type	Fall 2022	Spring 2023	Summer 2023	Totals
Appointments - Attended	403	731	411	1545
Drop Ins	0	0	0	0
Appointments - Unmarked	0	0	0	0
Appointments - Not Attended	116	171	74	361
Appointments - Cancelled	31	75	32	138
Appointment Slots Unfilled	1339	1519	1058	3916
Status	Fall 2022	Spring 2023		
Prob1	999	796		
Prob1 > 2.0	0	10		
Prob2	297	462		
Prob2 > 2.0	0	5		
DISM	246	238		
DISM > 2.0	1	2		
Prior to Good	239	328		
PtG < 2.0	0	1		
GG_Progress Issues	0	0		
GG < 2.0	0	11		
CAS MIS Lancaster				
Service Type	Fall 2022	Spring 2023	Summer 2023	Totals
CAS	181	637	265	1083
ED PLANS MIS Transfer				

ED PLAN TYPE	Fall 2022	Spring 2023	Summer 2023	Totals
CSEP	98	250	137	485
OSEP	273	452	243	968

Law Scholars	
SARS Attendance Summary Report - Law Scholars	
TYPE	Individual
Appointments - Attended	8
Drop-ins	5
Appointments - Unmarked	0
Appointments - Not Attended	3
Appointments - Cancelled	1
Appointment Slots Unfilled	7

Counseling Data Cranium Cafe				
Cranium Information 2022-2023				
Type	Fall 2022	Spring 2023	Summer 2023	Total
Video Meetings	1069	1334	751	3154
Chats	339	267	167	773
In Office Meetings	2905	3203	1876	7984
Phone	806	975	274	2055

in 2022-2023 , **HD**

Retention Rate **90.6%** vs. **89.2%** AVC Annual Retention Rate

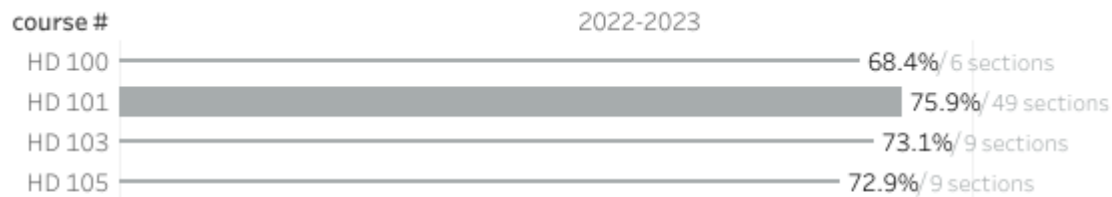
Success Rate **75.1%** vs. **72.6%** AVC Annual Success Rate

Number of **7**
Sections: **6**

Enrollment: **1,748** (Unduplicated Number of Students **1,626**)

COVID-19 Number of EWs=

Spring 2020: Success Rate Including EWs: **75.2%** vs AVC **<Missing Field!>**



Retention if # of CRNs > 5

in 2022-2023 , **HD**

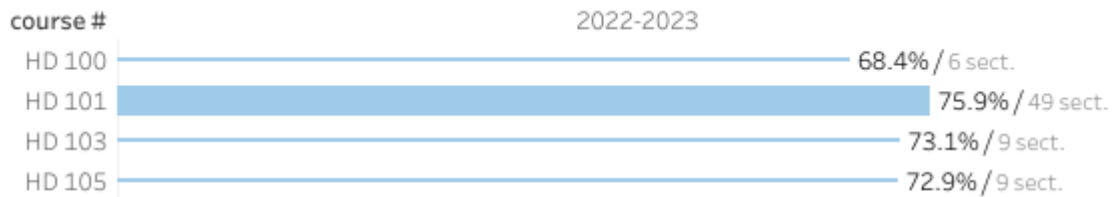
Retention Rate **90.6%** vs. **89.2%** AVC Annual Retention Rate

Success Rate **75.1%** vs. **72.6%** AVC Annual Success Rate

Number of **7**
Sections: **6**

Enrollment: **1,748** (Unduplicated Number of Students **1,626**)

EWs 0



Success if # of CRNs > 5

in **2022-2023** , **HD**

Retention Rate **90.6%** vs. **89.2%** AVC Annual Retention Rate

Success Rate **75.2%** vs. **72.6%** AVC Annual Success Rate

Number of Sections: **7**
6

Enrollment: **1,748** (Unduplicated Number of Students **1,626**)

in **2022-2023** , **HD**

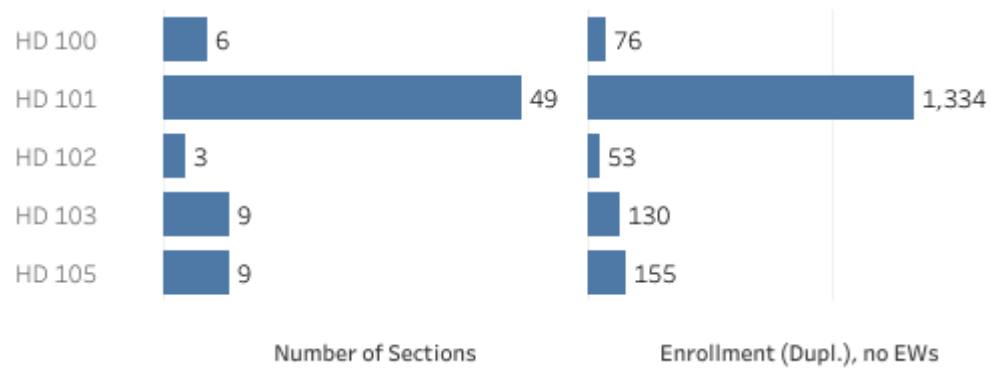
Retention Rate **90.6%** vs. **89.2%** AVC Annual Retention Rate

Success Rate **75.2%** vs. **72.6%** AVC Annual Success Rate

Number of Sections: **7**
6

Enrollment: **1,748** (Unduplicated Number of Students **1,626**)

COVID-19 Number of "EW" -



Please Select **Subject** area (*twice*) and **Program Major(s)** to get your data -->

Select Subject HD	Select Subject again HD	Select Program Major(s) None	Academic Year 2022-2023
----------------------	-----------------------------------	---------------------------------	----------------------------



Retention, Success, Number of Sections, & Enrollment in HD (Total AVC rates are shown as | *hover over to see data*)



Enrollment and Number of Sections by *Modality* in HD

	Instr. Method	2022-2023
Number of Sections	Online	44
	Traditional	32
Enrollment	Online	868
	Traditional	880

Enrollment and Number of Sections by *Location* in HD

	Location	2022-2023
Number of Sections	Lancaster	31
	Lancaster [O..	1
	Palmdale	43
	Palmdale [Of..	1
Enrollment	Lancaster	841
	Lancaster [O..	19
	Palmdale	876
	Palmdale [Of..	12

Number of Program Awards in None

FTEF by Contract Type, Part-time/Full-time Ratio, FTES, FTES/FTEF in HD

	Fall 2019	Fall 2020	Fall 2021	Fall 2022
PT (Adjunct) FTEF	2	2	2	2
FT (Regular) FTEF	1	1	1	1
FT (Overload) FTEF	3	3	3	3
TOTAL FTEF	5	6	6	6
PT/FT FTEF Ratio	2	3	2	2
FTES	85	73	65	93
FTES/FTEF Ratio	16	13	12	15
WSCH/FTEF Ratio	470	392	348	457
WSCH	2,535	2,196	1,942	

Click [here](#)
to see AVC's Program
awards dashboard

Last Update: 09/30/2022 .Data Sources: AVC's
Banner, ARGOS reports



Revealing Institutional Strengths and Challenges

RISC STUDENT SURVEY SPRING 2023

GREATEST STRENGTHS OF INSTITUTION

02

- AVC's greatest strength is that it's a beautiful campus. Everyone that I have met, from counselors to staff members, career centers, and teachers, is amazing! They have been so kind and have been understanding
- AVC has amazing counseling. staff is extremely helpful, and the resources provided are also awesome. The environment is diverse, and I feel accepted.
- AVC provides us students with a safe and comfortable learning environment. The counselors are very supportive and easily accessible. The professors are very professional and helpful.
- AVC's greatest strength is providing great education to the people of the Antelope Valley. Goals differ, and the school works with everyone. In addition, the professors and counselors are nice and helpful.
- AVC's greatest strength is that they have an abundance of information and resources.
- AVC's greatest strengths have to be both the financial aid department staff and the counselors. Financial aid has always been there to answer any questions I have, and the guidance from the counselors has always been top-notch.
- AVC's greatest strengths are the classes they offer. They provide a wide range of classes.
- Another strength would be the available assistance from counselors.
- AVC's greatest strength is being reliable and available. In my case, I can't always go to AVC whenever I wish to, which is why I am grateful for AVC and their counselors who pick up the phone and guide me throughout my problem.
- AVC's greatest strength is its inclusiveness, diversity, financial aid process planning, guidance/counselors, staff/teachers, beautiful, campus, and well-taken care of facilities (Oderly !!! You're the man , and I appreciate what you said about living in your community but also supporting and taking care of your fellow

community members!) that says a lot about you , I never met one adult person who carried pride and poise about where they were raised and I feel the exact same way . AV all the way

- Academic help when one is reached out to by counselor after several months of waiting for an appointment, they try their best to advise you.
- AVC strengths are their helpful staff, beautiful new buildings and scenery , and the professors. The staff are always willing to help and are very polite. I never had an issue with them or the counselors. They are always so kind and ready to help. The new construction looks super nice! I love the new trees and it looks futuristic with the new ssv building. And lastly without the teachers who would give out a great education? All of my professors have been great. They are very understanding and kind. They know exactly how to teach, how to make it fun, and how to make information stick.
- Besides the courses I have taken, the counseling and advisory staff helped me see the bigger picture. Another great strength is that I did not experience negative debate throughout my time here. It helps people to feel more equal with each other when there is no far-leaning agenda being pressured.
- Communication, counseling, and opportunities
- Counseling
- Counseling
- Counseling, financial Aid, professors are always available offering office hours to students.
- Counselors are helpful and staff outside of professors are always excellent.
- Easily accessible and the counseling department
- Easily the dedication, caring, and generosity of the staffs; Registration and Counseling
- Everything is very helpful but if I had to pick, I'd be counseling
- From observing in the new Student Services Building, there is a very high acceptance rate at AVC. A prospective or returning student can find any guidance and mentorship needed to succeed through the counselors or knowledgeable student attendees.
- From the services that I've used, I would say the Financial Aid office is FANTASTIC!! I also think the counseling department is AMAZING!! Everyone I've spoken to has been helpful and very encouraging. They really do care for us students.
- The greatest strength AVC has is helping students to succeed. This is done by counselors giving you the path to transfer/graduate, tutors helping understand the course more, and security keeping the school safe.
- I think AVC greatest strength is that they always email you and to give you heads up about events or something going on and I will say the counselors are very helpful and it's to get a counselor when you need one. I haven't been at the school for a while so I can't really talk about how it is because since the pandemic happened, I just been doing online and I do enjoy the online classes a lot.
- I think AVC greatest strengths is their programs like STAR, CalWORKs, Honors and Office for Students with Disabilities. These programs and their counseling has been monumental in my progress.
- I think AVC greats strength is the affordability.
- I think AVCS' greatest strength would be there are many ways a student or someone new can contact any counselor to talk to.
- I think the professors and counselors are a great strength on campus.
- I think the school has a really great community and a good sense of togetherness
- I think the staff are very helpful!
- I would say the greatest strengths avc had to offer is counseling, opportunities for grants/scholarships and the resources provided on campus for students who can't afford books or laptops. I really appreciate that I'm currently in CalWORKs and receive a lot of help because the world we live in its hard to get by without an extra hand.

- It is easy to find help at AVCs. Such as going to the library, computer lab, counseling office, these are the three main places I have found helpful. If it weren't for the computer lab none of my assignments would have been turned in. Although sometimes the hours makes it hard to work around. And I love the subway.
- My Counselor and Human Development Professor Mrs. Klundt. My English Professor V. Jennings and support from the Mentors that work with A2MEND and the Umoja Community. They have helped me with this difficult transition Iven been going through from last Fall Semester to this Spring Semester.
- Our greatest strength is our faculty, our counselors, our staff that are committed to their work. I also feel our greatest strength is our labs. We have a really great chemistry and biology department that is huge and should go noticed versus unnoticed. There is a reason kids from Los Angeles are choosing to come to Avc.
- The CalWORKs department and student service were very helpful. They share information and make sure counselors meet up with you. The staff like Marisela Corona and Pamela Ford helped me get through the year after many failures. They are competent, they care deeply about the success of us students. The strength comes from the few staff members who really care. There is a great peer community as well. It creates a group that wants to be successful and of service to the Antelope Valley community.
- The FYE/SYE, and their counselors.
- The Greatest Strength Of AVC Is Having Awesome Teachers & Awesome Counselors & Awesome Student Employees Put All 3 together Make / AVC 100% BEYOND THE BEST IN ALL AREAS THANK YOU
- The ability to find the right counselor who cares enough to take the time to help, Tamira Palmetto Despain is that person.
- The available resources that is provided to students and help from counselors
- The counseling department is amazing
- The counselors
- The counselors on campus. Specifically, EOPs and CalWORKs! They really cared, encouraged me and helped me.
- The ease of accessibility to counselors, staff, and online resources. The educators play a major part when working with students and they are AVC's main greatest strength.
- The financial aid office is updated often. There are many offers for financial aid for students. There should be more counselors available to distribute information to students and the general public.
- The greatest strength for AVC is how much they try to help us students. The faculty and staff are always so kind and open. I'm grateful for all the programs like EOPS and Basic Care program for our needs. I've had some great Professors who went above and beyond to help. The Counselors here as well are always very helpful.
- The staff that I have encountered have been amazing overall. The counselors were caring and compassionate as was my professors who made me feel in a safe space.
- The strength AVC has is the connection students have with their counselors. The teachers show that they care about our success and the communication they have with us is amazing as well. I feel like they set us up for success.
- This semester is my first class so far, I really like the professor the school answers calls fairly quickly first counseling appointment she was very helpful

WHAT SHOULD CHANGE TO

03

INCREASE STUDENT SUCCESS

- It's good to have a consistent relationship with a counselor but encourage students to meet with more than one counselor (not all do their job well) but if the student goes around, they will find one who really cares and gives better direction.
- AVC should connect with students better early in their academic career. I was a little confused what classes I should take and in what order until I spoke with my counselor. I was not required to speak with my counselor so I didn't know.
- AVC should make student counseling more available. Students are often confused on what steps to take in order to achieve their goal. At AVC its often difficult to get help when you need it and counseling staff are usually unavailable.
- Able to have better access to counseling, updating website to sign up for classes better/easier
- Accessibility to both programs on campus and counseling.
- Allow FYE and SYE counselors the ability to see transferred credits.
- Allow for more access to counselors and communication with students. If I had a coin every time I had a question that wasn't answered by the school then it would have paid for my degree. I truly struggled to contact anyone even when I tried every Avenue that was available to me.
- Allow more professors to teach the AODS classes. Hire more counseling staff so the students don't have to wait 3 to 5 weeks for an appointment.
- Be more communicative with your students, I was lost for my first year, and more people I asked the more confused I was, and I was emailing avc counseling and other offices. They can definitely improve that.
- Better access to a counselor.
- Better counseling because I've spoken to different counselors and some were more helpful than others. Their performance has everything to do with your classes and school experience.
- Better counseling. Sending previous college courses for credit shouldn't be made this difficult. Lack of purpose in counseling. Should not take over a month to receive response.
- Better counselors
- Better counselors and better STEM professors
- Better counselors, 4 out of the 5 I met with were not very good, gave wrong info and didn't know many things. Only my most recent one was amazing, he helped me so much.
- Counseling
- Counseling
- Counseling appointments being more easily available.
- Counseling needs to answer emails better or students' wishes overall. There have been multiple times where I got into contact with the counseling department, no one has answered, and I had to find out through other students what classes I need to take and teachers who weren't even part of the board.
- Counseling staff must be taught about EVERY certificate, major, minor, etc. My counselor freely admitted they knew nothing about the courses I wanted to take and tried to encourage me to make an appointment with the department head to get my questions answered, rather than learning the information herself to be shared with students.
- Counseling staff needs to be available and knowledgeable.

- Counseling, availability, I understand there's a few counselors but it seem Almost unreasonable to wait for nearly a whole semester just for a response in which we don't even talk to the counselors they simply just send you an email
- Counselor appointments notifications need to be approved.
- Counselors should be assigned to students or vice versa. Every time I needed counseling assistance, I had to submit a form or find somebody willing to work with me. It would be better if I had somebody specific to go to. That way, contact is easy and I would be comfortable trusting somebody with my future education.
- Get someone to revamp the counselor program. If you set up a phone line, email, or other communication system for students, monitor it. Respond and do your job. Have better communication within counselors
- Having counselors who you can just email your problem on you transcripts or academic sheet to and they can fix it without requiring a meeting or call. I work during the middle of the day so I can never get any of these issues fixed.
- Hire quality teachers, hire quality counselors or train counselors better. I don't know a single person who went to AVC who was not told by a counselor to take or not take certain classes that ended up leading them astray. this was a while ago, like 10 years ago, so things may have changed since then.
- Hiring more counseling staff so it wouldn't take so long to talk to one. Were told to fill out a google form with our reasoning but I fell that google form wasn't effective and I had to call and when I did, I finally got an appointment.
- Hours to help accommodate night-class students, as well as a proper bridge counselor for each high school so that special admit students, like myself, can be interested in going to college, and know what to do and expect.
- I think AVC could focus a bit more on their advising team. I have been diligent about seeking advising throughout this process in my education and many of the counselors were extremely unenthusiastic in their helpfulness or gave my completely wrong information and I ended up taking classes I didn't even need to take wasting time and money.
- I think AVC should be more organized. I think that it should be easier to reach counselors and important people that are supposed to help students because sometimes it can be difficult to get into contact with them.
- I think have more counselors available, mainly during the upcoming weeks of a new semester there's always a wait time to get scheduled with a counselor. The beginning of the semesters are always the most stressful since some students would like to know which classes would be the best to take during that semester, and which classes we can take at a later date.
- I think it should change how often you see a counselor. There should be a mandatory meeting at least once in 2 months.
- I think that many of the advising/counseling staff spread misinformation. Of course it is important to double check information and cross reference, but I feel that too many students are put on the wrong track due to counselors spreading misinformation. There are only a select few counselors that actually care and are great at their job. However, to someone who doesn't know this they may waste their time or money.
- I think it should change the access and knowledge about counselors, some first year students have no idea about how and to contact them and when. Also, communication between transfer/graduation office, it's been hard to get through and only been able to contact twice.
- I think updates would help students know their progress, as counselors have always mentioned to contact gradation for approval
- I would have more counselors available for students. In some cases, counselors would cancel, and a student would make another appointment with little or no time to register for the class, or the course would be filled.
- I would say that one thing AVC could change to help students succeed in college is to increase access to support services that address the diverse needs of its student population. This could include expanding counseling services, providing more academic support resources such as tutoring and study groups, and increasing access to mental health services. Additionally, the college could work to address issues related to affordability, such as by increasing financial aid and scholarship opportunities. By providing comprehensive support services and addressing issues related to affordability, Antelope Valley College can help ensure that all students have the resources they need to succeed in college and beyond.

- I would suggest having more counselors available for walk in meetings.
- Improve of counseling services and education plans service.
- It would be the staff. It is hard to find a counselor that genuinely cares. Similarly, there are few science teachers. The ones there brag about failing students.
- I'm not really sure. Maybe let students meet with career counselors on the spot.
- I'm not sure, maybe making counseling appointments easier to make
- Make counseling more available and accessible to all students and especially disabled students
- Mandatory counseling once a month? For safety purposes
- More academic counselors and more clericals to help our growing student body.
- More accessible appointments with counselor. Every time I make an appointment it takes forever and new students need career advice before choosing their classes.
- More attentive counseling.
- More concerned for students grade and tutoring/counseling.
- More contact with counselors or having check in for the students
- More counseling opportunities. I found it hard to meet with someone to help me go over my ed plan and discuss all the options I have for my education.
- More counseling services - advisors. I had to call and email multiple times just to get an ed plan updated
- More counselors and having their times being more open
- More of an involved counseling team who can, at the drop of a dime, answer questions regarding student support and grade evaluation (especially for transfer students)
- Offer maybe more double count classes Have more counselors available sometimes they aren't even available for two weeks .
- Offer more counseling. I have had counselors cancel my appointment 3 or 4 times in the past.
- One thing AVC could really change is the amount of counselors they have. I feel they have too little counseling staff. Lack of available appointments.
- One thing that AVC could change to help students succeed is through the help that staff members provide. Counselors and teachers can both improve within this part of being more helpful towards students.
- One thing that can help students would be to every term to be updated with the courses a student needs to take. I find it hard to choose courses especially when different counselors give different advice. It would help students stay on course and nit waste as much time stressing what classes to take
- Personally, some counselors did not seem to be very knowledgeable in transferring to four years. For example, I would appreciate it if I asked them a basic transfer question on an ASISST PDF and didn't have to call the college myself. Some of my friends have had other instances where the counselor tried to make them take a class that they didn't need. Additionally, there's also a handful of professors with questionable teaching skills.
- Promoting counseling more. Integrating information about how college works.
- Require students to meet with counselors. Helps them stay in course and finish faster
- That would be a better counselor that know in which classes I should take. Unless they end up taking another class for another semester when they shouldn't have and are still stuck at AVC instead of graduating.
- The counselors could be more available
- The counselors should try their best to help and not mislead students to make them mess up their schedule to make them stay longer in AVC.
- The preferred name system should affect counseling too, or at least have the preferred name next to the legal one. I've had so much trouble trying to access counseling since they didn't have me in the system and deadnamed me a ton.
- The transfer counselors are not very informed. I have gone to a few different ones and they have all given different information. I had one counselor change me from Associates

- to IGETC program and after, I was told that was not the best path for me. It is frustrating because I am wasting money and time taking classes I do not need. It is also prolonging my college path having to stay and take more classes that should have been done in the beginning.
- The utilities and resources. Access to updated reading material for classes
- The way counseling walk ins are held, I have been confused and its awful painful trying to find a counselor to talk to when they are all offline.
- The way counselors are to their students. From my experience it's as if you're bothering them by asking them for advisement or help. Making it a hard time especially with attitude. They need to be more helpful where the students are comfortable enough to ask any question and be told the correct classes they should be taking.
- There should be more information about counseling readily available. More online classes, preferably asynchronous, would be very beneficial.
- They need to make seeing a counselor easier especially for students to take online classes and are unavailable to go to the school. That always seems to be an issue because it is hard to set up an appointment very soon.
- Willing to listen to a student who shows persistence, drive, and eagerness to learn. I'm still waiting for a counseling appointment which I've requested 2 weeks ago.
- Your school counselor program. I have had nothing but horrible experiences with counseling and trying to get appointments. With academic advisors it is ridiculous.

EXPLANATION FOR PREPARE FOR FOUR- **04** YEAR RATING IN TABLE 4.1

- AVC is preparing me for a four-year college by having my counselor make me a student education plan so I can have the courses I will need in order for me to graduate and move on to a four-year college and earn my degree.
- AVC isn't that great at answering questions. I feel like I had to do everything myself when it came to issues with registration, financial aid, and counseling.
- Although I'm learning more from my academic classes, I still struggle to get in contact with career counselors about programs or what specific courses I need to take to improve.
- Antelope valley college lacks organization within the counseling and registration department. You are given two different answers by two different people. The right hand has no idea what's going on with the left. Required to take courses that they claim was not the case. Tutoring is never available and 30 min is not enough time. When emailing a tutor you never get a response. They continue to add class requirements to enter rad tech or nursing programs so an individual is never qualified to enter. Classes are full / closed so every semester is a guessing game as far as which class you will get. The staff is not concerned when at fault for advising you to take classes you don't need. Which is money and time we don't get back as students. Staff is often involved in idle chatter while a student is trying to get assistance, unprofessional.
- Because AVC has been nothing but good for me since I started in 2019, I have learned and have been encouraged to proceed by a few CalWORKs counselor.
- Classes are educational. Counselors are helpful in creating the proper education plan and providing you with tools.
- Classes seem incredibly hit or miss with the content that you receive. Sometimes you get taught what you need and other times you just get nothing and feel as if you've wasted your time because the teachers don't care, act like you already know everything, expect you to teach yourself, act incredibly arrogant, and my personal favorite, giving you a book from a completely different class and telling you to learn that before actually bothering them. And to top it all off, I'll go to a counselor the following term and update my Ed plan with them only for them to tell me something completely different than what the last counselor

told me 3 months prior. It's a miracle that people get anything done. Honestly, you're better off skipping counseling and just looking up what you need yourself. At least that way you'll have a straight answer.

- Considering a multitude of my classes are compact with writing, I feel as if it's helped me grow academically. Aside from work and my classes, I do wish that the way counselors could be more transparent with our options in regards classes and IGETC requirements.
- Counseling is not upfront with options and is too general in presenting options.
- Counseling is somewhat unavailable to help with education plans. Education plans are constantly changing in my situation.
- Counselors are somehow always unavailable for weeks. I used to attend a university and their counselors were always available and very useful. Counselors have advised me to take classes I have already taken over and over again. It makes me as a student feel stuck and as if I am making no progress in my transfer.
- The staff in Counseling, Financial Aid, and the other Student Services Departments are always exceptionally accommodating when it comes to questions or concerns that need to be addressed.
- I appreciate the time that counselors have put into helping me with 2-year path, and achieving necessary units to transfer. However, I feel some instructors could have put more efforts into teaching certain material and I could've made more of my time and socialization here
- I feel that way because the counselors have helped me plan all the classes I need in order to get to my goal. Also I have enjoyed many of my professors, they have motivated me to keep going.
- I go to counselors they help me the give me everything I need
- I have a lot of support through my counselors, they help me create my educational plan based on what I want and my lifestyle. Every staff member have been very encouraging.
- I have asked for help from counselors and all are unavailable or email/call me back super late.
- I say fairly well because I came across a problem when submitting my transfer records and was made aware that I needed 6 more credits. However, I recently updated my student Ed plan with my counselor, so I was a little taken aback to hear this news.
- I think my education path is well because the counselors that I've had are very helpful. I was able to work out a path specifically designed for myself.
- I think my experience at AVC has been great. I receive the help I need from counselors, staff, clericals and professors. As a first generation in my family, I have the motivation to push through any challenge and be able to leave AVC as a new self-improved student prepared to transfer.
- I think that the counselors do a very good job with telling me what classes I will need to transfer to a CSU and showing me the appropriate classes to take. I wish that the counselors would show us more about how to prepare for that CSU when we transfer so that I can be better prepared for whatever comes.
- I would rate AVC poor in counseling and faculty; concern for students!
- I would say fairly well because I am decent with course material, I just wish it were too hard to get in contact with counselors. The last time I tried speaking with counselors it took about 2 weeks and I had to do a follow up call to finally get in touch so if it weren't for that call I would've probably waited longer.
- I'm taking all the necessary courses I need for a very affordable price. The teachers and counselors are all so helpful and want me to succeed.
- My AVC counselor gave me a list of all the classes I need to take in order to transfer to UC Santa Barbara. With the detailed class schedule I have I feel like I'm not falling behind in my studies.
- My counselors have set me up w a good plan. They know what I need in order to succeed and give me the resources I need.
- Need more access to counseling regardless of enrollment status and official transcripts submissions.
- Prior to applying for graduation, a counselor recommended taking an additional two classes to graduate with 3 degrees instead of one. During this evaluation, it was also mentioned that AVC Bakersfield has a bachelor's degree in my area and how to apply was also a discussion. I plan to obtain my bachelor's degree also through AVC.
- The classes and professors were very useful along with the people in counseling.

- Gain experience in higher learning and develop better skills in advocating for me through interactions with professors, admissions, and counseling to resolve issues.
- The personnel ,Teachers , and counselors at Antelope Valley College are all very helpful and kind, which is why I rate it as an awesome and great college/university. The campus is really lovely overall, and there are many groups and career options to pick from, as well as all of the courses you take will prepare you for when you move to four-year institution.
- The other issue is that there isn't not enough teachers to teach certain classes we need for our majors or there's too many students that over-populated the same classes you need for the semester to graduate and the counselors of the department for years never given any solutions for this issue. The school is racist, the majority of office staff are unhelpful, some of the counselors are very unhelpful and indifferent also. Not an inviting or welcoming school, not a school that nurtures success and leadership or diversity. Only benefit of being there is the price of classes and the transfer programs, I was also unfortunate enough to live close by. Class material is engaging and challenging, very good learning. Otherwise bad everything else.
- The staff at Student Equity, the counselor Towana Catley, and most professors have been very helpful during my last two semesters.
- Very helpful, great teachers, counselors and program opportunities
- While the teachers are great and the information given is great , counseling is not helpful at all, making registration for class hard , not having enough teachers, and filling classes with not enough class availability
- Working with academic counseling has helped me realize my goals of working on my AS and then transferring to a 4-year institution in order to obtain my BS in Nursing.

EXPLANATION FOR JOB AND CAREER RATING IN TABLE 4.1

05

- Because you don't have enough available classes for the MOST competitive classes and the waitlists are impossible to get on. When confronting counselors about it they advise you to try again next year and next year is the same thing. It's impossible to get classes when the class is hands on with 10-15 students per class with only 2 classes and no option to take supplemental classes for programs like AFAB or welding. This is the only campus I can afford to drive to, and its difficult to successfully enroll in a class for certificate programs, let alone waitlist them.
- I got help from counseling and mentors to guide me through course registration and resume-making. The programs, events, and activities AVC holds are helpful opportunities.
- I want to be a forest ranger, and I only need an associate degree in biological sciences. Every time I talk to a counselor, they want to set me up on a 4-year plan to transfer to a UC, and that is not my intention at all. I want to be in nature, far away from people.
- Maybe because of my age, experience, and knowledge, I didn't find the best way to approach my goals and interests at AVC. I would find the best counseling and support to use the AVC resources.
- My goal is to become a preschool teacher. I haven't taken enough courses to start working as an aid yet. My counselor didn't suggest certain courses needed to start working, despite me telling her my goal, so I just chose whichever courses were open.

- The counseling section and student support are worthless. When my dad passed away, I reached out regarding my classes, trying to decide if I should drop out or if I could get help making it through. That was in June–July 2022. Still no answer. I dropped the class. A few weeks ago, I requested an appointment to speak to a counselor. No response. Trying to get information or help is an ordeal.
- The counselors and professors were very well-spoken about the career path that I chose and advised me on what I should and shouldn't do.
- The ED counselor messed up my ED plan. Thus, we are unable to turn in financial aid on time for the term.
- When I said I wanted my career to improve, I had gone to a counselor; I forgot her name. But she did not meet my expectations, and when I asked her questions about classes I needed to take, she was very rude in a way and didn't really answer my questions. Just told me a bunch of non-sense. Now I don't really know what classes to take and have gone to a counselor ever since.

EXPLANATION FOR

06

SELF-IMPROVEMENT RATING IN

TABLE 4.1

- Counselors assist me in achieving my educational objectives.
- All my teachers and counselors were very understanding and Helpful.
- Counselors support Me In Every Way Of My Education & Concerns Until The End, I Reached My Dream Graduate In 5/5/23
- AVC is helping me improve myself by my counselor and HD Professor, Mrs.Klundt, teaching me to be better with my Time Management skills. My English Professor V.Jennings teaching me that my disability should stop progress. Also, AVC as a whole has kept my mind pushing towards success despite my recent amputation.
- There's still some confusion on what classes I'm supposed to take because I talk to counselors and they all tell me different things. Then when I try making an appointment with a counselor, I don't get any emails or messages about when or with whom my appointment is scheduled.