

Area of Focus Discussion Template

INNOVATIVE SCHEDULING

Innovative Scheduling embraces mapping, scheduling, and student outcomes. This focus includes a review of modalities, times, days, and sequence of courses. It supports areas of interest. It is based on student success, retention, and completion/graduation data. Sample activities include the following:

Possible topics:

- Analyze Staff and faculty scheduling
- Assess scheduling of meetings with students or meetings with General Counselors
- Examine scheduling of calendar events

1. What data were analyzed and what were the main conclusions?

There were two sources procured for this descriptive statistical analysis. However, these data sources revealed numerical outcomes that differed drastically. For example, in the Lompoc Valley Center General Counseling area (LVC GC) for Fall 2021, the data provided directly from SuccessNet stated there were 421 student appointments attended, while the data set from IE reported there were only 261 student appointments attended. These large discrepancies in the data are further exacerbated by the lack of accurate data available to student services programs. Instructional programs have a plethora of data available to them within the Program Review website, while student services programs have none. The need for more robust data readily available to Student Services programs on demand, like the data dashboards available to instructional programs, is highly recommended to provide more thorough and meaningful program review, but also provide a quantitative understanding of services for Student Services faculty and professionals at the College. The opportunity to review and analyze data through this new program review process with General Counseling Faculty has generated ideas for future data collection parameters moving forward.

In the interim and given the grounded examination of the large discrepancies in data sets available to us, the Counseling Faculty decided to only use one data source for this year's program review. The data source chosen was the direct SuccessNet data provided by the Technical Specialist. This data set represented the number of duplicated student contacts via drop-ins and appointments modalities by counselors working with students in General Counseling at the following locations: Santa Maria campus (SM GC), the Lompoc Valley Center (LVC GC), and in Athletics (ATHL). However, this data is not without its own limitations. Within SuccessNet, individuals and programs can identify their office, location, or other descriptors associated with appointment modalities in a manner which they deem appropriate not only to themselves, but to the students who utilize them. While this level of customization is encouraged and creates a more personal connection between the student and counselor, it can create difficulties when data interpretation is necessary.

The appointment data from Fall 2021, Spring 2022, and Fall 2022 was chosen for three reasons. The first is because these three semesters represent a dichotomy between service modalities in that during the Fall 2021 and Spring 2022 semesters, students had more options for

remote modalities while in Fall 2022 semester, these options were not offered due to limitations on these modalities set forth by the district. The second reason is during the Fall 2020 and Spring 2021 semesters, all services were offered online. Further, Spring 2020 was the beginning of the SARS-COVID-19 pandemic, which coincided with the launch of SuccessNet for student appointments. Prior to Spring 2020, a different program, SARS Anywhere (software program, not virus) was utilized and data from SARS Anywhere is not readily available. The third and final reason is that during the 2020-2021 academic year, all counselors were using the General Counseling appointment type, regardless of their primary assignment. In other words, any counselor, whether their primary assignment was in the University Transfer Center, Career Center, or Non-Credit, was available to AHC students under the umbrella of *General Counseling* within SuccessNet. This shared responsibility amongst faculty made for a more seamless and comprehensive student service experience during the unprecedented and trying time of the COVID-19 global pandemic, but created a reporting shortfall within SuccessNet in that the data reflected in any of these reports would be unindicative of any service.

For appointments, the number of scheduled appointments and their no-show (or non-attendance) rate was analyzed for Fall of 2021, Spring 2022, and Fall 2022. These terms were selected due to their dichotomy in modalities offered, see Table 1.

Table 1
Appointments Attended by Semester

	GC	LVC	ATHL
Fall 2021			
Appointments Attended	3236	379	262
*Remote	2553	346	153
In-Person	683	33	109
No Show	367	87	42
% Attended	89.81%	81.33%	86.18%
Spring 2022			
Appointments Attended	3209	391	155
*Remote	2501	309	94
In-Person	708	82	61
No Show	606	62	19
% Attended	84.12%	86.31%	89.08%
Fall 2022			
Appointments Attended	2561	421	257
*Remote	542	31	10
In-Person	2019	390	247
No Show	640	87	56
% Attended	80.01%	82.87%	82.11%

Note: *Remote denotes either Phone or Zoom

Based on this data, it is evident the attendance rate decreased in both General Counseling and Athletics from the 21-22 academic year when remote appointments were widely available when compared to the Fall 2022 when remote appointments were not readily available. Interestingly, the LVC General Counseling data shows a larger percentage of no-shows during the Fall 2021 semester than Fall 2022. We are uncertain as to the reasons for this anomaly in the data provided for this one specific location. However, in Counseling Department meetings and when discussing and analyzing the data for this program review, faculty reported student accounts of internet connection issues/unreliable access to internet service to attend the scheduled appointment (which are scheduled weeks earlier) as contributing to appointment “no shows.” Although efforts were made by counselors to reach students during their scheduled appointments (by phone call or email the day of the appointment), the “digital divide”/access to reliable internet or phone service, especially in rural geographical areas cannot go unstated as an indicator that impacted no-show rates. Similarly, no-show rates were impacted in General Counseling in Santa Maria as students from throughout the district reported facing unreliable internet or phone service that consequently impeded meeting the scheduled appointment or phone drop-in. Also, it was not until the Fall of 2022, when the supply of hotspots and other technologies was more abundant, that the College could supply students with these items.

Students are notified of their appointments via email and text when the appointment is made, then again via email and text-message 24 hours prior to the appointment. Additionally, students are sent text-messages regarding their appointments through SuccessNet one hour prior to the appointment. However, feedback from students is that the College sends out too many text messages, thus leading several students to ignore College-messaging all together. Currently, the college utilizes three separate text messaging programs; Rave, SignalVine, and SuccessNet to communicate with students. For Rave and SuccessNet, students must opt-in to receive these messages, while SignalVine is sent to all students regardless of if they opted in or not. A recommendation from this program review is for the district to utilize one text messaging solution so as not to bombard students with several texts from different programs.

Classified support staff have also reported the challenges students faced, and similarly faced by them in their efforts to attempt to assist students to reschedule missed appointments or to cancel appointments (when diligent students call in to cancel). Suggestions have been offered of the need to hire more permanent classified staff to call students regarding student appointment need, both in scheduling, preparing for appointments, and for canceling appointments so appointment slots are available for other students, and to train students on how to use the appointment scheduling and canceling feature available via MyHancock.

Additionally, Drop-in data was analyzed for the three areas for the Fall 2022 semester. The raw data was separated out into weeks (1-17) of the semester and the number of drop-ins by day of the week (Table 2).

Table 2
Fall 2022 Drop-ins Served by Day and Week of Term

	LVC			General			ATHL		
	<i>Hours Offered</i>	<i>Raw</i>	<i>%</i>	<i>Hours Offered</i>	<i>Raw</i>	<i>%</i>	<i>Hours Offered</i>	<i>Raw</i>	<i>%</i>
Drop-Ins Served	10	65		57	2320		4	297	
Day of the Week									
Monday	2	23	35.38%	13	651	28.06%	1	59	19.87%
Tuesday	3	11	16.92%	13	534	23.02%	1	94	31.65%
Wednesday	2	15	23.08%	11	507	21.85%	1	63	21.21%
Thursday	2	14	21.54%	11	398	17.16%	1	70	23.57%
Friday	1	2	3.08%	9	230	9.91%	0	11	3.70%
Week of Term									
1	**	29	44.62%	**	435	18.75%	**	62	20.88%
2	**	2	3.08%	**	208	8.97%	**	20	6.73%
3	**	4	6.15%	**	97	4.18%	**	19	6.40%
4	**	2	3.08%	**	58	2.50%	**	10	3.37%
5	**	4	6.15%	**	38	1.64%	**	14	4.71%
6	**	2	3.08%	**	75	3.23%	**	9	3.03%
7	**	4	6.15%	**	56	2.41%	**	15	5.05%
8	**	2	3.08%	**	69	2.97%	**	14	4.71%
9	**	1	1.54%	**	84	3.62%	**	8	2.69%
10	**	1	1.54%	**	123	5.30%	**	7	2.36%
11	**	0	0.00%	**	149	6.42%	**	18	6.06%
12	**	4	6.15%	**	277	11.94%	**	50	16.84%
13	**	1	1.54%	**	157	6.77%	**	17	5.72%
14	**	1	1.54%	**	168	7.24%	**	10	3.37%
15*	**	1	1.54%	**	66	2.84%	**	3	1.01%
16	**	3	4.62%	**	125	5.39%	**	12	4.04%
17	**	4	6.15%	**	134	5.78%	**	9	3.03%

Note: *Truncated holiday week (3 days of service)

**Number of hours offered not available in report

Drop-ins are more utilized within the first two weeks of the term, particularly within General Counseling where 27.72% of their total drop-ins were served. General Counseling in LVC had 47.69% of their total drop-ins served within the first week of the term, while athletics had 27.61% of total drop-ins served in the first two weeks. We believe the utilization of drop-ins during the first two weeks of the term is not happenstance, as conscious scheduling efforts are made to accommodate the increase in student need during this time at the start of the semester which includes and is not limited to changes in their schedule, adding classes, and registration issues to name only a few, as will be expanded in later in this Program Review report.

For weeks 3-11, drop-ins were steady, but none of the three areas (SM GC, LVC GC, ATHL) had more than 40% of their drop-ins served during these nine weeks. Santa Maria General Counseling saw 32.28% of their drop-ins during this time, LVC General Counseling had 30.77% and Athletics Counseling had 38.38% of their overall drop-ins served. When students do not utilize drop-in times, counselors seize the opportunity to follow up with students (by way of in-reach, returning phone calls, emails, evaluating external transcripts), collaborating with other student service colleagues in Financial Aid, Admissions, instructional colleagues, etc.

However, for weeks 12-17 drop-ins increased in each of these areas. Santa Maria General Counseling saw 40% of their total drop-ins in these 6 weeks (39.96%) while LVC General saw 21.54% and Athletics saw 34.01% (Table 3) (Figures 1, 2, & 3).

Table 3
Distribution of Drop-ins

	LVC	General	ATHL
Weeks 1 & 2	47.69%	27.72%	27.61%
Weeks 3-11	30.77%	32.28%	38.38%
Weeks 12-17	21.54%	39.96%	34.01%

Figure 1
Athletics Drop-in Distribution

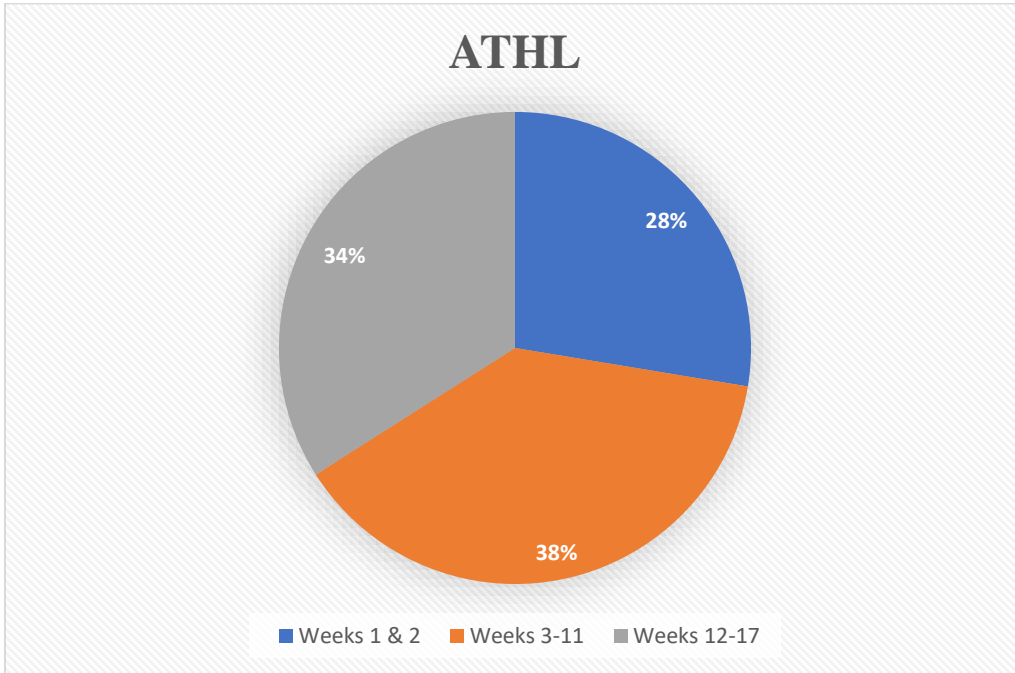


Figure 2
General LVC Drop-in Distribution

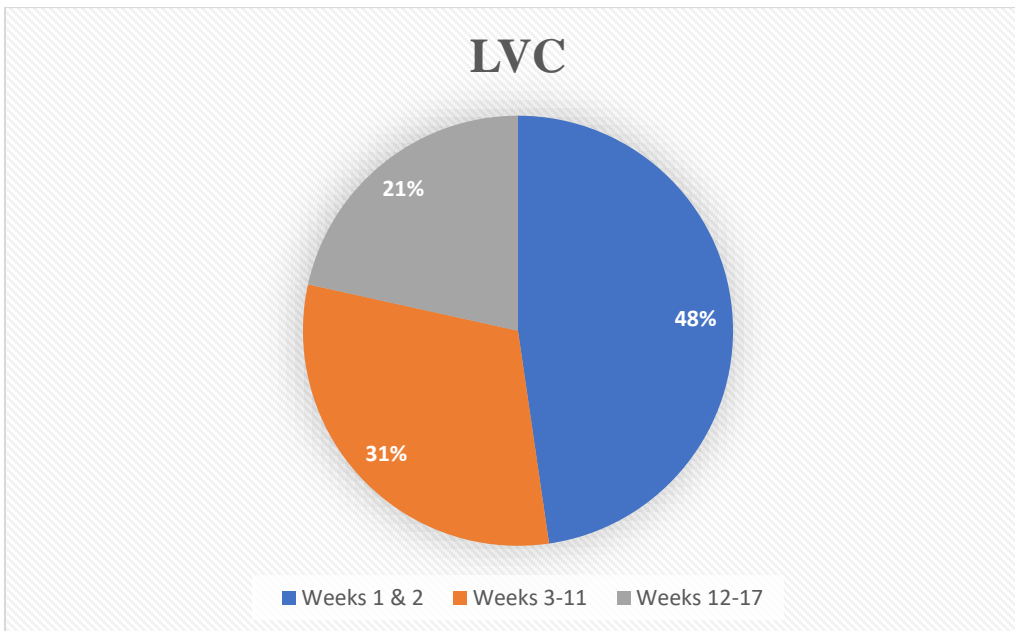
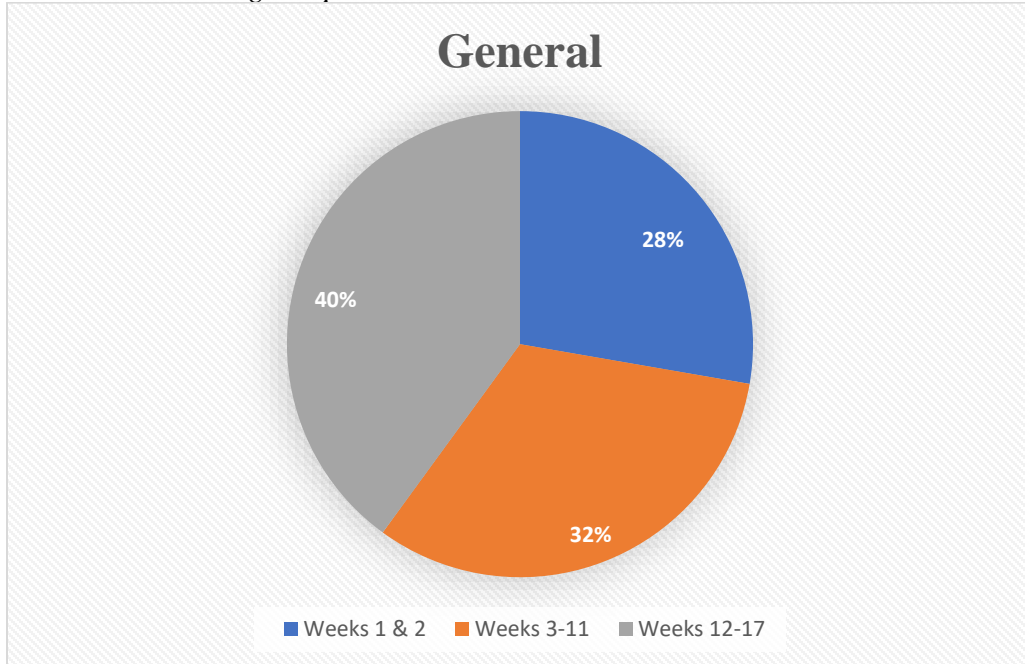


Figure 3
General Counseling Drop-in Distribution



Bar Charts further display the drop-in trends for each of these areas by day (Figures 4, 5, & 6) and weeks of the Fall 2023 semester (Figures 7, 8, & 9).

Figure 4
Athletics Drop-in Distribution by Day

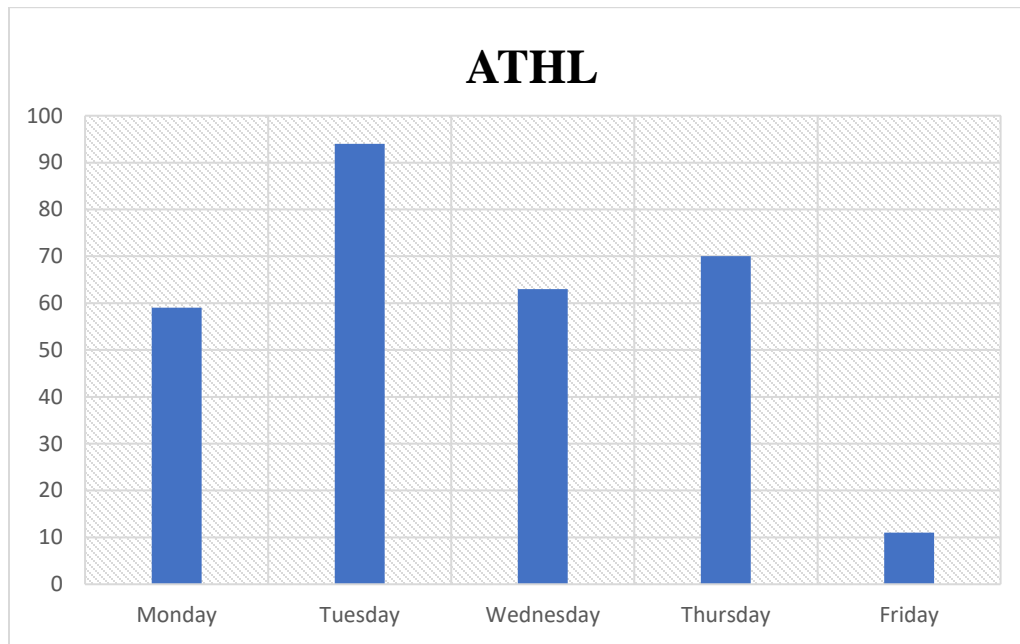


Figure 7
Athletics Drop-in Distribution by Week of Term

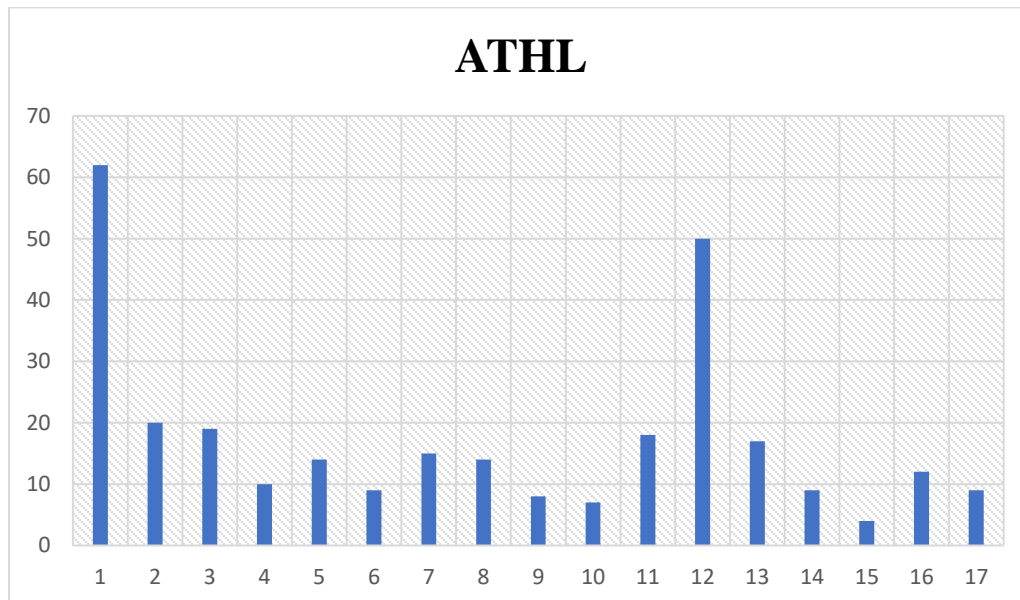


Figure 5
LVC Drop-in Distribution by Day

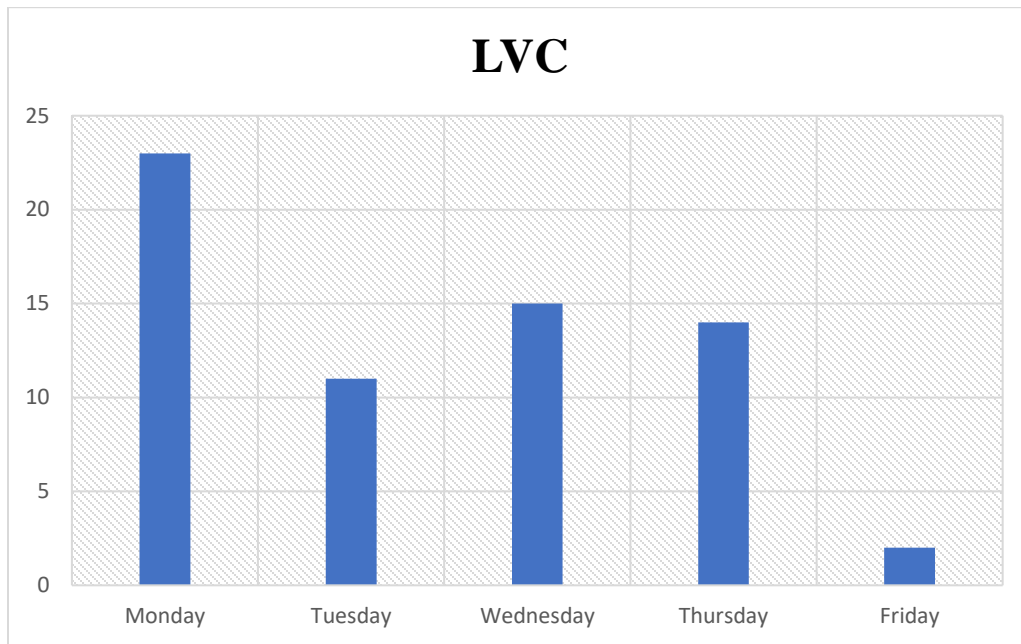


Figure 8
LVC Drop-in Distribution by Week of Term

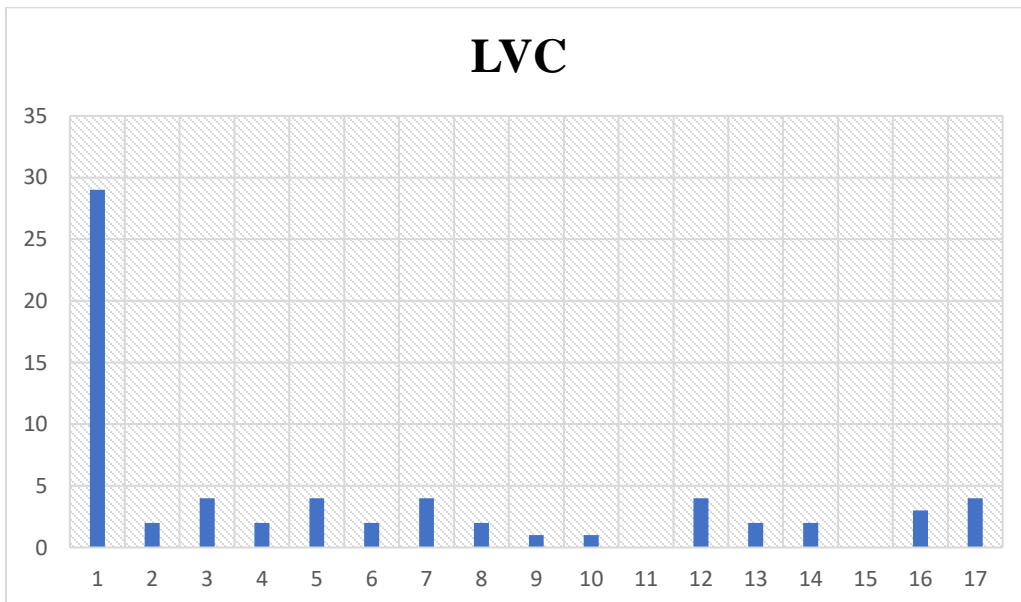


Figure 6
General Drop-in Distribution by Day

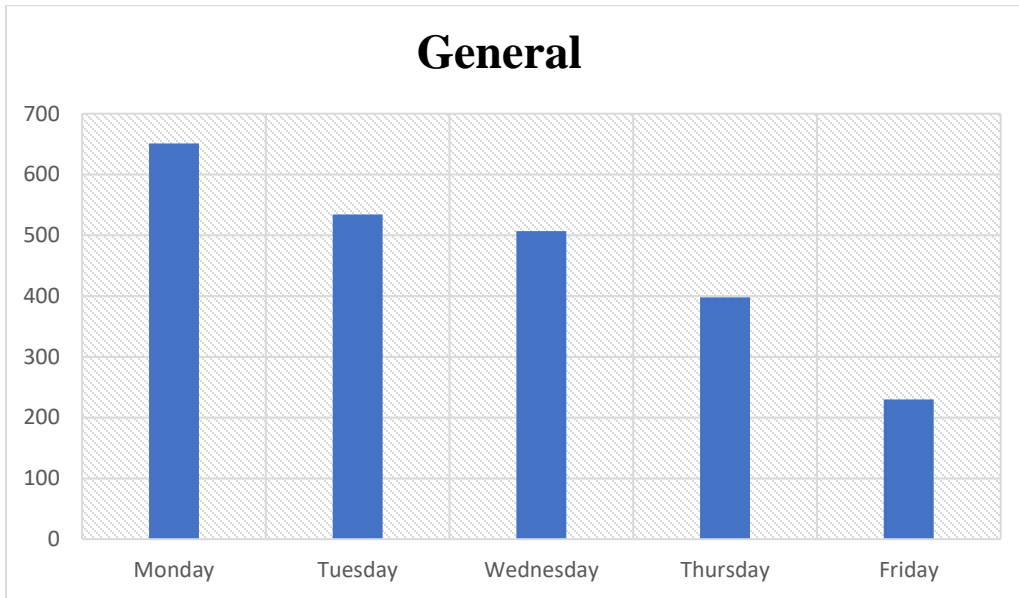
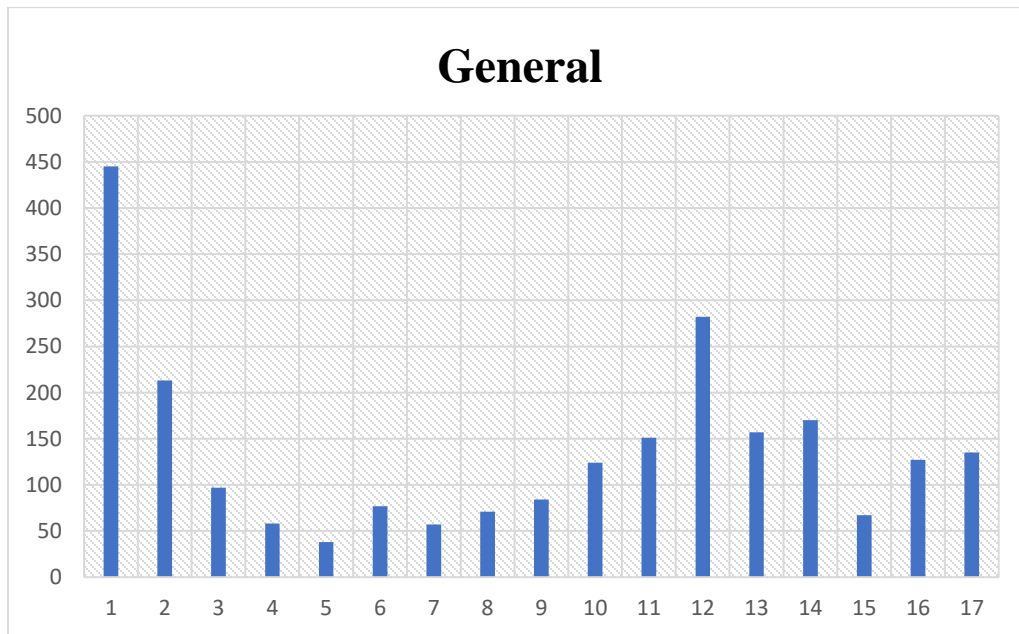


Figure 9
General Drop-in Distribution by Week of Term



One nuance to this data is the offering of additional drop-in hours during identified “peak weeks” (weeks 1, 2, and 12). These additional drop-ins are offered to students at times of the

semester that have traditionally been over-attended by students seeking “just-in-time” course registration advice. Drop-in offerings are typically 150% to 200% of normal during these peak times. This process is accomplished by the counseling faculty switching normally scheduled appointment blocks within their schedule to drop-ins, thus allowing more students to be served.

Limitations

The available data also brought several limitations of SuccessNet’s reporting data to light. These limitations hinder this department’s ability to delve into specifics regarding the data quantitatively. If this shortfall in data reporting persists for future program review reports, qualitative data may prove to be more applicable. The notable data limitations were the report’s inability to provide specific data on certain peak times of day at which drop-ins were served easily. For example, the report provided raw data for each individual drop-in over the course of the semester but did not provide a breakdown of the hours in which these drop-ins occurred. To obtain the number of drop-ins by week of the semester, the author had to separate all drop-ins by week for each area. This process was tedious and time consuming, which left no time to further extrapolate the data by hour and day.

Second, the method in which SuccessNet reports cancellations leaves much to be desired as there is no way to ascertain whether an appointment was cancelled by the student, counselor, or calendar manager due to counselor absence. Some students simply cancel appointments because they are no longer able to attend the appointment in-person, something additional remote hours could accommodate.

Third, there is no way to ascertain the duration between an appointment being scheduled and the appointment. Anecdotally, student appointment attendance decreases at the beginning of each semester. This is likely because of the limited number of appointments available during the summer and winter breaks, leaving many students to schedule an appointment well in advance. For example, a student may request an appointment in July, but is scheduled for the appointment in mid-August, leaving a 4–6-week delay between the scheduling of the appointment and the actual appointment date. The opportunity to analyze this phenomenon is currently unavailable, and we believe such data may lead to best practices in appointment scheduling which benefits students and counselors. Moreover, suggestions to have phone calls made to students who scheduled appointments during these times currently is impacted due to the limited number of classified or support staff.

Fourth, there is no option within the SuccessNet reports to ascertain fill-rate of appointments. The data provided is simply described as; Appointments attended, No-Shows, and Cancellations, the latter of which has been identified as very problematic. Since cancellations are merely reports as such with no context as to how the appointment was cancelled, who cancelled the appointment, or if the cancelled appointment was later filled by another student. By analyzing the fill rate, further analysis of ideal times and modalities of appointments would be accessible, allowing for even more robust scheduling practices.

Finally, the presentation of drop-in offerings is misconstrued within these reports, as evidenced by drop-ins on Fridays in Athletics, an area for which 0 drop-in hours were offered on this day. The report displays 11 drop-ins being served despite the lack of availability. This discrepancy in the data report is due to counselors' ability to also serve students as “drop-ins” during scheduled appointment times if an appointment is a no-show, or the appointment was

completed early, or the counselor decides to take a drop-in outside of normal service time. Further, we believe this discrepancy in reporting numbers can be generalized to other areas identified in the data as Counselors will see students as a drop-in when a scheduled appointment is missed. In reviewing the data for this program review, we realized further the limitation of how data is reported/captured in reports and have begun discussions of how to ensure that the data reporting reflects the actual numbers of student contact that happens.

2. Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?

Student access to counseling appointments continues to pose a challenge now, even though students can self-schedule through the Schedule a Counseling Appointment link available through their myHancock student portal. Given the substantial decrease in appointment attendance rates in yearly comparison, remote options enabled more students to be served thereby making access to counselors more equitable to students. Additionally, the static offerings of drop-ins throughout the semester appears to be a misuse of counselor availability. These drop-in hours are not available for students to book appointments and appear to be underutilized during weeks 3 through 11 of the semesters. Moreover, when we ask students why they missed in-person appointments they report it was due to transportation issues, childcare limitations, family obligations, changes to their work schedule, illness and that if given the option to schedule remotely, they would have chosen that modality. Yet, we understand the need to provide in-person appointments, as many students still seek these over remote. Remote offerings nevertheless raise challenges (for both the students and counselors) that counseling faculty are willing to respond to best meet student learning counseling needs.

Department discussion and data analysis through a lens of equity has generated concerns regarding the digital divide, especially for the first time, incoming high school seniors attempting to complete a first semester plan and meet the Promise Program eligibility requirements. Similar concern was raised for re-entry students, of all ages. For both demographics, the application, registration and matriculation process reliance exclusively on accessing relevant college information and their student portals online while working with a counselor remotely is a challenge as we strive to meet not only student need, but also our student learning outcomes (SLOs) goals. The ensuing discussion led to the realization that providing students with the option of calling in for a drop-in may not be in the best interest of the student or the College. While calling into a drop-in or appointment via cell phone may be the most convenient way to interact with a counselor, the reality that voice is the only sense being utilized within these interactions leaves much to be desired between both the counselor and the student. Often, these are the first interactions many students have with college student service programs, faculty and staff. Therefore, the Counseling faculty discipline's commitment to providing comprehensive student development opportunities and quality service for all students is hampered. The digital divide and the push that incoming high-school graduates and returning students' achieve important goals like developing a student educational plan without adequate access to or knowledge of how to access and navigate critical college platforms online like the college website, myHancock, use and understanding of DegreeWorks, how to interpret academic program maps, or how to use of DegreeWorks during a drop-ins is irresponsible for the District to continue promote as an acceptable form of outreach and on-boarding.

3. What are your plans for change or *innovation*?

There is some promising movement for counselors to now offer a small percentage of remote appointments in each area, the availability of remote appointments remains a limited resource. While efforts to offer remote appointments have been made in the Fall 2023, they are limited to no more than 2 hours in the middle of the day – 11am to 1pm Mondays through Fridays in Santa Maria General counseling, and even less in the areas of LVC General and Athletics. These shortfalls have led to more students utilizing their cell phone to connect with counselors. As mentioned earlier, these practices that often transpire during phone drop-ins are not recommended to continue due to the large amount of technology navigation, manipulation and awareness needed by students to truly comprehend and be actively involved in co-development of their Student Education Plan (SEP). The active use of the DegreeWorks (DWs) program (including the need to ensure their program of study is accurate), the need to have students review academic programs of study, understanding and navigation of their myHancock, the class schedule, signing up for classes within the recently updated student portal, assisting with accessing their financial aid questions for awards, and more are learning opportunities that greatly hindered.

Phone communication is an inadequate substitute for the more robust and interactive opportunities that the video conferencing suite within Zoom can offer. Therefore, the General Counseling department will be directing students to utilize the newly created, yet limited, remote appointment offerings within Zoom if the students are out of the area or unable to make it to campus for an in-person appointment. Additionally, the General Counseling Department will continue to advocate for more remote appointment options for the College's student population. However, these recommendations will not come without careful consideration and planning. For example, the recent registration period and push for several incoming high school students further exemplified why additional remote offerings are merited. Upon further discussion of best practices associated with this population, many of whom are place-bound to their high school campuses during their attempt to reach AHC Counselors, the General Counseling Department has developed a proposal (Remote Appointments for Incoming High School Students). This proposal will be accomplished through collaboration with the classified staff within the student services department, particularly the Outreach Specialists. Given their role as agents of the College at local high schools, their expertise and diligence in ensuring prospective students are prepared for their first counselor interaction is vital to the District to meet its mission. Investing the time to ensure students have applied to the college for the correct term of enrollment, have applied correctly (not as CollegeNow or concurrent enrollment students), have selected the appropriate area of study and academic goal (when applicable), understanding and properly placing themselves into an English and math course based on their reported high school gpa and courses completed, and are able to meet with a counselor either in-person or via Zoom is vital. Additionally, the counselor to student ratio is an equity issue to meet the student development goals we seek, and that students request and expect. Often, underprepared students, those with the greatest need, have the least access, in spite of the efforts we have made by way of more outreach specialists/time at the high schools--and when Counselors continue to be pulled to the high schools this impacts the availability of Counselors for continuing students, especially during spring registration and graduation application times.

Regarding appointment availability, the drop-in utilization within the data analyzed displays a decrease in drop-in offering utilization during weeks 3 through 11. Given this decrease, the Counseling Department has decided to recommend that drop-in hours be decreased in these weeks and appointment offerings be increased. Since SuccessNet does not easily provide data for the “peak times” for drop-in utilization within each day, discussions regarding when to offer drop-ins were based on anecdotal evidence based on past practice and experience. The consensus among the General Counselors was that the hours of 10:00am and 2:00pm were the most widely used drop-in times. As a result, Counselors will shift their drop-in offerings to appointments for weeks 3 through 9. Week 10 is the opening of the Class search (October 16), followed closely by the last day to withdrawal (Nov. 4 for full-term courses). A more detailed plan is presented in (SEPtember). While this plan is innovative in that it has not been done before, it will take considerable time for Counselors to set up their schedules to accommodate this goal. Setting up “Appointment Blocks” within SuccessNet is arduous on the provider side. It is important to make clear that the current system is not meant for this type of scheduling in that it promotes static schedule creation. Additional time is needed to create this type of dynamic scheduling that the faculty have determined is required to best meet discipline goals and student needs.

Third, for accurate and more detailed reporting, an additional Technical Specialist devoted to the SuccessNet software program is needed. This position would assist in clarifying the methods in which data is reported within the SuccessNet program, develop best practices for data entry and methodology, streamline current practices amongst the variety of departments utilizing the program, and more. The lack of readily and accessible data needed for continuous assessment of the Counseling Department’s Student Learning Outcomes (SLOs), scheduling practices, and providing real-time actionable data relies upon this type of position.

Fourth, the counselor to student ratio needs to be underscored again. The need for more full-time counselors and part-time counselors should not go unaddressed. Faculty across the campus support the need for more full-time counselors, and recent faculty prioritization cycles have demonstrated the support of such. The need to hire additional full-time Counseling Faculty is important. Providing “extra days” opportunities for current Full-Time Counseling Faculty to ensure coverage year-long would enable the District and Counselors to reach and meet mutual goals of providing adequate Counselor coverage that ensures quality personal and intrusive Counseling services available to students year-round, particularly during the summer months and throughout the year. Additional Counseling Faculty (FT and PT) and “extra days” for full-time faculty ensures the Department’s Mission is true, and it further ensures continuity of quality Counseling Services and best practices for student benefit year-round. This additional support would allow the Department to provide the quality comprehensive counseling services we strive to provide, and students expect, in an even greater capacity. The department also had a retirement in February of 2019 and another in December of 2022, both have yet to be filled. We had the opportunity to start the process of hiring this replacement in March of 2020 however the process was stopped with the COVID-19 pandemic and the department needs to be able to move forward, with this hire as soon as possible.

4. How will you *measure* the results of your plans to determine if they are successful?

For the Fall of 2023, the remote appointment availability has already been set. In conjunction with the current Technical Specialist, reports on the attendance rate and (possibly) fill rate of these appointments will be isolated and contrasted with the in-person appointments to determine if the pre-existing phenomenon of attendance rate persists. If remote appointments are expanded in Spring 2024, the data analysis will follow suit.

The increase in available appointments during weeks 3-9 will be measured in three ways. The first will be the number of students who have created a comprehensive student education plan (cSEP). This number will be contrasted with existing Key Point Indicator (KPI) data to see if there is a difference between the 6.23 Promise students and their previous cohorts to see if this change in scheduling was appropriate and yielded a greater number of CSEPs by cohort. It is vital that only 6.23 Promise students are contacted to create their CSEP as appointments for other reasons, or to other students in other programs will muddle the results. Therefore, a further analysis of the students who booked said appointments will be required and accomplished with the help of the Technical Specialist and more robust SuccessNet reporting. Additionally, it is imperative that the number of individuals within General Counseling at the time in which these changes take place is correctly reported to ascertain whether this change was effective. The department has lost two full-time faculty members in the last 4 years, neither of whom have been replaced. Further, members of the department have differing situations requiring reduced load. Therefore, an accurate assessment of the number of hours provided within the department and their outcomes is paramount to best meet students' needs. Unless, of course, these positions are to be filled via the retirement and resignation process and additional counselors be hired through faculty prioritization.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. *This section is only used if there are new planning initiatives and resources requested.*

Example:

	Definition	Sample
Mission	The values and philosophy of the program, a vision of what the program is supposed to do.	<p>The Counseling Department at Allan Hancock College is committed to helping each student develop his/her/their full educational, career and/or social potential.</p> <p>Counseling services are an essential part of the total educational process of the college. The purpose of counseling services is to assist students in achieving their educational goals, including academic, career, and personal development.</p>
Goals	The general aims or purposes of the program and its curriculum. Effective goals are broadly stated, meaningful, achievable and can lead to assessable outcomes.	<p>Counseling services are an essential part of the total educational process of the college. The purpose of counseling services is to assist students in achieving their educational goals, including academic, career, and personal development. The college’s comprehensive Counseling program is designed to:</p> <p>Assess the academic skill level of students and assist them in the selection of educational goals and the development of an individual Student Educational Plan (SEP) to achieve those goals.</p> <p>Assist students to assess their own aptitudes, abilities, and interests; obtain current and future employment trend information; and develop career and vocational decision-making skills.</p> <p>Assist students who are experiencing personal problems that are interfering with their adjustment to college and provide information on other appropriate services in the school and community.</p> <p>Assist students to identify barriers to academic success and to develop strategies to overcome those barriers.</p>

		<p>Assist students who have been placed on academic and/or progress probation to develop individual plans for improvement in their academic journey. Assist students to prepare for transfer to four-year colleges/universities and develop procedures to facilitate their transfer.</p> <p>Outreach to potential students in high schools and the community and organize visits to the college.</p> <p>Coordinate and complement the counseling functions of other student support services including services to students with special needs, skill testing, financial aid assistance, job placement, job referrals, and referral to resources in the community.</p>
<p>Program planning initiatives</p>	<p>Program planning initiatives are specific activities that a program would need to complete in order to achieve goals and mission.</p>	<p>Creating training (videos) for students on how to book appointments online via SuccessNet and using DegreeWorks.</p> <p>Serving as the counseling liaison to AB 1705 task force and working with A&R on new placement options as well as trainings (videos) on how to navigate and utilize placement and organizing PD opportunities for counselors related to AB 1705, but also for topics such as mental health in the fall 2023 semester.</p> <p>Migrating all counseling forms to Dynamic Forms for counselor distribution to students.</p> <p>Increase the number of Remote appointments available to students, particularly incoming High School students in Spring 2024.</p> <p>Better utilize the limited number appointments available to students by decreasing Drop ins during periods of the semester when they are less utilized.</p> <p>Increase the amount and quality of data available to student services, particularly the counseling areas for quantitative analysis of scheduling practices and their outcomes.</p>

Actions/ Resource Request	These are the specific actions/resources needed to complete a planning initiative.	<p>Stipends for Degreeworks/SuccessNet scheduling training, AB 1705 Implementation, Dynamic Form creation.</p> <p>Remote appointment options, laptops and headphones, additional outreach specialists for High School registration and course planning with incoming high school students.</p> <p>Scheduling changes to offer more appointments during non-peak times.</p> <p>Technical specialist for SuccessNet and Student Services related reporting.</p>

The tables below are to create objectives/planning initiatives that come from the discussion and narrative above.

New Program Planning Initiative	
Title:	DegreeWorks and SuccessNet training videos
Planning years:	23-24
<p style="text-align: center;">Description:</p> <p>Counselor created and curated videos specific to:</p> <ol style="list-style-type: none"> 1. How to navigate and make an appointment in SuccessNet 2. How to utilize Degreeworks, for course planning, find CSEP/ASEP, navigate “What-If function” 3. Additional test students to utilize within the program so that private and protected information is not shared in public videos. <p>Continued funding to update and add videos as these programs evolve</p>	

Resources:

Resources:

Priority Level: Low Medium **High**

Resource Type: Equipment Staff Faculty **Supplies and Materials**

Quantity: 50 hours

Per Item Price: (\$3000) for first year

Price with taxes/shipping, etc:

Description: Initial video creation. Upkeep of videos will create the need for additional funding as time passes and the programs are updated.

New Program Planning Initiative

Title: AB 1705 Implementation

Planning years: 23-24

Description:

Collaborate with Math, English, and ESL faculty on Placement, marketing, and communication with students regarding AB 1705 implementation.

Resources:

Resources: Unknown at this time

Priority Level: Low Medium **High**

Resource Type: Equipment Staff Faculty **Supplies and Materials**

Quantity:

Per Item Price:

Price with taxes/shipping, etc:

Description:

New Program Planning Initiative

Title: Dynamic Forms Creation

Planning years: 23-24

Description:

Migrate all Counseling forms to Dynamic Forms

Resources:

Resources: Unknown at this time

Priority Level: Low Medium **High**

Resource Type: Equipment Staff Faculty **Supplies and Materials**

Quantity: 50

Per Item Price: (\$3000) for first year **Price with taxes/shipping, etc:**

Description:
Creation of Dynamic Forms based on current paper forms.

New Program Planning Initiative	
Title:	Remote Appointments for incoming High School Students
Planning years:	Fall 2023 – Spring 2024 (and beyond)
<p style="text-align: center;">Description:</p> <ul style="list-style-type: none"> Prior to registration week, primarily in the months of February through April in Spring semesters, outreach specialists will assist students in completing their promise steps of applying to the College, completing the orientation, FAFSA completion, and checking for any issues related to student status as a CollegeNow student, registration for the incorrect semester, and other issues. Upon completion of these steps, the outreach specialists will assist these students in booking a remote appointment or directing the student to the newly created videos on how to book an appointment. Counselors will offer remote appointments specifically for these students at times created with outreach specialists and high school partners. Students will be provided with a location suitable for remote appointments. This location can be a computer lab where headphones are provided for two-way communication or a space where a student may use a laptop provided by the outreach specialist and conduct their meeting with a counselor. 	
<p style="text-align: center;">Resources:</p> <p>Priority Level: Low Medium High</p> <p>Resource Type: <u>Equipment</u> Staff Faculty Supplies and Materials</p> <p>Quantity:</p> <p>Per Item Price: \$0 Price with taxes/shipping, etc: \$0</p> <p>Description: District provided laptops and headsets for students. The district already possesses these. Realistically, each Outreach specialist would only need 2-3 laptops and headsets in addition to their currently issued laptop. Additionally, partnerships with local high school partners may yield a space and equipment at the site, meaning the district would not have to provide anything.</p>	

New Program Planning Initiative	
Title:	SEPtember
Planning years:	Fall 2023 and beyond
Description:	
<p>The change from Static Scheduling to Proactive Scheduling is as follows: Week 1 – General Counseling will offer Drop-ins only for the entire week. Week 2 – Regular schedule with normal Drop-in and appointment hours. Weeks 3-9 - All Drop-ins from 8:00-10:00am and 2:00-6:00pm will be shifted to only appointments. Counselors will still be available for drop-ins if the student does not attend the appointment. <i>This shift will add an additional 23 hours of appointment availability per week. Spread over the seven weeks, this is an additional 161 hours of appointment availability for the semester within General Counseling.</i> Week 10 – General Counseling will offer additional drop ins on Monday, Tuesday, and Wednesday with regular scheduling on Thursday and Friday. Week 11 - Regular schedule with normal Drop-in and appointment hours. Week 12 - General Counseling will offer Drop-ins only for the entire week. Weeks 13-17 - Regular schedule with normal Drop-in and appointment hours.</p>	
Resources:	
<p>Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: Per Item Price: Price with taxes/shipping, etc: Description: Additional classified staff to contact 6.23 promise students who have not completed their CSEP. Reporting of said students can be done through pre-existing promise reports. Further, these staff will need to be able to walk students through the process of appointment booking or be able to reference the newly created online videos specifically for this purpose.</p>	
Resources:	
<p>Priority Level: Low Medium High Resource Type: Equipment Staff Faculty Supplies and Materials Quantity: Per Item Price: Price with taxes/shipping, etc: Description: Collaboration with Public Affairs for a comprehensive marketing campaign through the use of social media, campus graphics, posters on campus, and classroom presentations to be completed by counselors and retention specialists during the beginning of the Fall semester.</p>	

Resources:
Resources:

Priority Level: Low Medium **High**
Resource Type: Equipment Staff **Faculty** Supplies and Materials
Quantity: 3
Per Item Price: dependent upon salary placment **Price with taxes/shipping, etc:**
Description: replacement of general counselors lost to retirements and resignations (2) and additional general counselors to add additional time to complete student appointments.

New Program Planning Initiative	
Title:	Additional Technical Specialist
Planning years:	23-24
Description:	
As evidenced by the dearth of data available needed to conduct a program review, an additional technical specialist is needed. This position would be solely responsible for SuccesNet, its reporting, upkeep, and modification.	
Resources: Resources:	
Priority Level: Low Medium High	
Resource Type: Equipment Staff Faculty Supplies and Materials	
Quantity: 1	
Per Item Price: +\$50,000	Price with taxes/shipping, etc: +\$70,000
Description:	
A person with technical knowledge of the EAB Starfish platform, or similar program.	

YEARLY PLANNING DISCUSSION TEMPLATE

General Questions

Counseling 2022-2023 Academic Year

1. Has your program mission or primary function changed in the last year?

While the program mission and primary function have not changed, the counseling department – encompassing General Counseling, Athletics, Non-Credit, Career Center, and the Lompoc Valley Center are changing the way students are guided towards booking appointments. Counselors within these areas have selected Areas of Interest and will be forward facing to students within SuccessNet. This shift will help steer students towards counselors within these Areas of Interest (AoIs) and provide them a point of contact upon entry into AHC and throughout their academic career.

The college made the decision to no longer offer “virtual” appointments including Promise First Semester Plans. This decision has made it harder for students to meet with a counselor and especially impacted our ability to meet with many of our high school students who have a hard time getting to campus. It also impacted our ability to offer services to our other campus locations such as the Lompoc Valley Center and the Santa Ynez Center especially since we were short 1 counselor in Lompoc and the counselor who served Santa Ynez was out on leave. Additionally, a Career Center Counselor and General Counselors were both on leave for the entirety of the Spring 2023 semester. The services offered at our other campuses were not equitable to those offered at the primary campus. This was especially true for our distance learning students as the only way to schedule a remote appointment was to call as it could not be scheduled online.

2. Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)

None for this academic year, but there will be in future years.

Learning Outcomes Assessment

Please summarize key results from this year’s assessment.

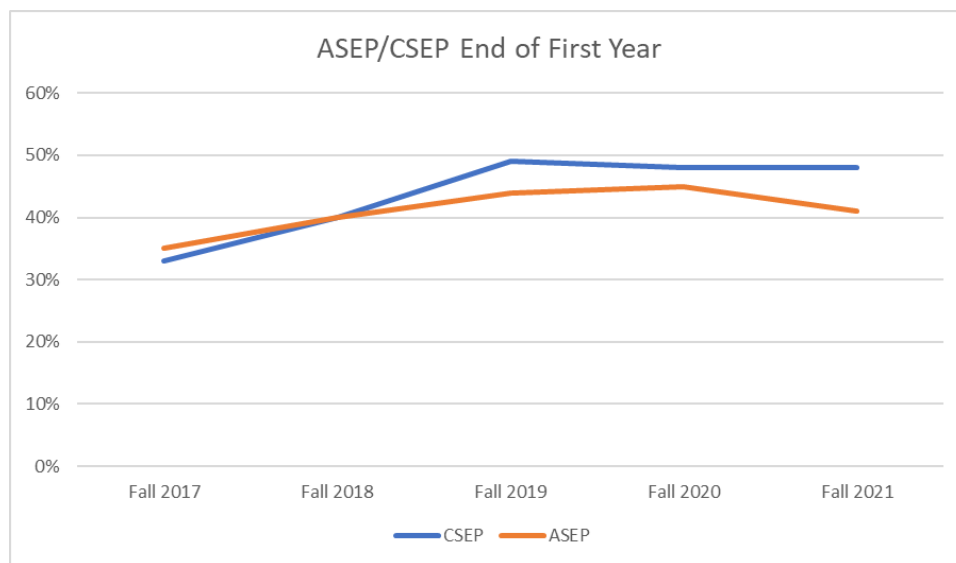
During the 2021-2022 Academic year, Counseling assessed SLO #4: Students are able to articulate short term and/ or long-term educational goal(s) by developing a semester-by-semester plan or SEP.

For this assessment we looked at the Fall 2021 cohort. The Fall 2021 cohort (first-time students within the 2021-2022 AY) consisted of 2372 students. According to data provided by Institutional Research (IE), results indicate that 1139 (48%) of students completed their Comprehensive SEP by the end of their first year. Data also indicates that 962 (41%) of students completed an Abbreviated SEP at some point during their first year.

Additionally, we are also assessing this same SLO for the 2022-2023 Academic year, but since the 2022-2023 AY has not yet concluded, we do not have the final data, which will be included in the next update.

Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.

Data provided from Institutional Effectiveness (IE) included data from previous years beginning with Fall 2017 through Fall 2021. It is interesting to note that the percentage of students completing a CSEP by the end of their first year rose substantially from Fall 2017 to Fall 2019 and then has stayed consistent at 48% for the past two years. See data table below.



- a. Please summarize recommendations and/or accolades that were made within the program/department.

Realizing that the data above is only as good as the input, counseling acknowledges the importance of properly marking CSEP's within DegreeWorks so they are counted appropriately.

Additionally, counseling faculty has investigated creating social media posts and targeted emails to remind and encourage students to complete their Comprehensive SEP.

- b. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.
 - i. Counseling will be revising it's 6-year Assessment Cycle plan for the Fall 2023- Spring 2029 cycle. For the current year, there are no changes.

3. Were there any staffing changes?

Yes. Antonio Ramirez, General Counselor from the LVC resigned in December of 2022. His departure, coupled with the still vacant position of Margaret Shigenaka in 2019 has left General Counseling down two full-time positions. Neither has been slated to be replaced, the department needs to be able to move forward with these hires as soon as possible. Additionally, one faculty member was out on leave for the entirety of the Spring 2023 semester, leaving to a further decrease in the amount of hours available to students.

Staffing continues to be an issue with the move to the 10-month contract providing adequate summer coverage continues to be a struggle, the department continues to recommend that they consider offering “additional contract days” or possible “exchange days” to help with summer coverage.

4. What were your program successes in your area of focus last year?

As this is the first year of the new format, the Area of Focus was not completed last year.

~~CTE two-year review of labor market data and pre-requisite review~~

~~5. Does the program meet documented labor market demand?~~

NA

6. ~~How does the program address needs that are not met by similar programs?~~

NA

7. ~~Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.~~

NA

8. ~~Have recommendations from the previous report been addressed?~~

NA

Validation for Program Planning Process:

9. Who have you identified to validate your findings? (Could include Guided Pathway Success Teams, Advisory Committee Members, related faculty, industry partners or higher education partners)

NA

10. Are there specific recommendations regarding the core topic responses from the validation team?

NA

Program Review Signature Page:

Program Review Lead

5/22/23

Date

Program Dean

Date

Vice President, Student Services

Date