



## **COUNSELING AND ADVISEMENT CENTER NON-INSTRUCTIONAL ANNUAL PROGRAM REVIEW and PLAN 2012**

### **1. Program Description/Mission:**

The Counseling and Advisement Center supports Citrus College's mission to help student realize their full potential. Our primary objective is to provide opportunities for students to clarify their values and goals so they can make informed decisions about their educational, career/transfer, and life pursuits. We are dedicated to cultivating future leaders by providing encouragement and support towards our students achieving their goals.

### **2. Key functions/goals of this Department/Program:**

Our comprehensive counseling program includes:

- Academic counseling
- Transfer counseling
- Career counseling
- Coordination with the counseling aspects of other services such as programs for students with special needs, skills testing programs, financial assistance programs, outreach to high schools, and job placement.
- Personal counseling
- Counseling activities (i.e. - College Success/Early Alert workshops, In-Person orientations, class visits, student success courses, High School Counselor Breakfast)
- Follow-Up/Retention (Early Alert, academic standing, probation, and dismissal)

### 3. Assessment of Outcomes:

<u>Outcome</u>	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
<p>In-person orientation will help students understand:</p> <ul style="list-style-type: none"> <li>• The process for registering for classes.</li> <li>• How to navigate the online class schedule.</li> </ul>	Pre and post test	<p>The survey yielded 361 usable surveys from July 1, 2011 to June 30, 2012.</p> <ol style="list-style-type: none"> <li>1. Students are aware of the process for registering for classes. <ul style="list-style-type: none"> <li>• Pre-test 14%</li> <li>• Post-test 60%</li> </ul> </li> <li>2. Students are aware of how to navigate the online class schedule: <ul style="list-style-type: none"> <li>• Pre-test 27.2%</li> <li>• Post-test 80.1%</li> </ul> </li> </ol>	<p>On August 24, 2011 counseling faculty met to discuss the results of the pre and post-test for orientation.</p> <p>The group agreed that our goal is to increase the post-test results from 60% to 70% for question 1.</p> <p>In order to accomplish this we will add 30 minutes to the orientation with a focus on teaching students how to register (Appendix A).</p>
<p>Students who complete the online probation workshop will:</p> <ul style="list-style-type: none"> <li>• Be able to understand the College's policies on academic and progress probation.</li> <li>• Be able to state the steps in the matriculation process.</li> </ul>	Pre and post-test	<p>The survey yielded 1,300 usable surveys from March 2012 to Aug 27, 2012.</p> <ol style="list-style-type: none"> <li>1. Students understand the requirements to be removed from academic and progress probation. <ul style="list-style-type: none"> <li>• Pre-test 79%</li> <li>• Post-test 98%</li> </ul> </li> <li>2. Students are able to state the steps in the matriculation process. <ul style="list-style-type: none"> <li>• Pre-test 58%</li> <li>• Post-test 95%</li> </ul> </li> </ol>	<p>Current budget constraints no longer allow us to offer this workshop in-person. Counseling faculty developed a new workshop that will be in use online and also contains pre and post tests to determine understanding of probation policies. Results of the survey were discussed August 24, 2012. On September 11 and 27, 2012, faculty discussed new results (Appendix B).</p>
<p>Students who complete the orientation online will become aware of the process for registering for classes and students will understand how assessment test performance will affect placement in math and English.</p>	Pre and post-test	<p>The survey yielded 4,677 usable surveys from July 1, 2011 to June 30, 2012.</p> <ol style="list-style-type: none"> <li>1. Students are aware of the process for registering for classes. <ul style="list-style-type: none"> <li>• Pre-test 75%</li> <li>• Post-test 97%</li> </ul> </li> <li>2. Students understand how assessment test performance will affect my placement in math and English programs. <ul style="list-style-type: none"> <li>• Pre-test 90%</li> <li>• Post-test 97%</li> </ul> </li> </ol>	<p>The pre and post-test results indicate that students grasp these concepts. Counseling faculty will direct their attention to other items in the survey on September 11 and 27, 2012 (Appendix C).</p>

#### 4. Recommendations/Next Steps:

	<b>Previous Recommendation</b>	<b>Progress / Persons Responsible</b>	<b>Status</b>	<b>Est. completion</b>
1	Monitor effectiveness of satellite services for counseling (athletic, career/technical, college success, international students, STEM etc.)	Counseling Faculty, Dean of Counseling, Vice-President of Student Services.	More training has been added for grant-funded counselors and grant counselors spend at least 9.5 hours each week in the Counseling and Advisement Center.  New goals for 2012-2013 Counselor mentoring sessions will be offered in fall 2012.  Schedule instructor mentoring sessions as needed.	Fall 2012
2	Add two full-time counselors to the Counseling and Advisement Center	Counseling faculty, dean, and vice-president of SS submit FNIC requests.	The FNIC request was ranked as number 10 for the 2012-13 fiscal year.	Requires District approval to fund positions.
3	Discuss office functions and how we will share space in the new SS building.	Counseling faculty, dean of counseling, vice-president SS.	The counseling faculty and clerical team met prior to our occupancy in the new building. The clerical team and counseling faculty in the Counseling Advisement Center and Career/Transfer Center meet frequently to coordinate services.	Fall 2012 (Appendix D)
4	Support for online counseling	Counseling faculty, dean of counseling, TeCS	An online counseling system has been in place for over a year. It is likely that we will transition to a new system using SARS. We need to begin meetings to move to this new format.	Winter 2013
5	Counselors would like to plan a one day retreat for training.	Counseling faculty	We held a retreat on May 11, 2012 and are planning a one-day retreat in spring 2013.	Spring 2013
6	Director of TeCS and dean of counseling will work together to link SARS to MIS data reporting elements and provide training to counselors.	Director of TeCS and dean of counseling	Each year the director of TeCS and the dean of counseling work together to ensure accurate submission with varying degrees of success. We are making progress. The director of TeCS provided training on how to prepare accurate reports "Feed the Poodle." TeCS staff will meet with program heads required to submit system office reports at coordinators/director meetings each fall and spring semester.	Fall 2012 and Spring 2013
7	Develop a formal program review that parallels Academic Affairs and	Counseling faculty	Senate, Academic Affairs, and Student Services vice-presidents are meeting to	Fall 2012

	includes annual reviews.		formalize an annual process. The five-year review is still in discussion.	
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	New Recommendation	Progress / Persons Responsible	Status	Est. completion
1	Improve the delivery of counseling services through the use of additional technology; including online counseling, an electronic SEP and a degree audit system.	Chief Information Officer, Dean of Counseling Programs and Services, Instructional Deans, Articulation Officer, and Counseling Faculty.	The Chief Information Officer, Dean of Counseling Programs and Services, and Dean of Career, Technical, and Continuing Education, met to discuss first steps to implementing a degree audit system in April 2012.	June 2014
2	Strategic Plan Focus Area 2: Student Support and Success Institutional Goal 2.2: Citrus College will strengthen programs and services that address the learning needs of students. <ul style="list-style-type: none"> <li>The Coordinator of the Career/Transfer Center will meet with the dean of Career Technical Education to facilitate communication between Counseling and CTE faculty.</li> </ul>	Dean of Counseling Programs and Services, Dean of Career, Technical, and Continuing Education, Coordinator, Career/Transfer Center, Articulation Officer, and Counseling Faculty.	2.2: The Coordinator of the Career/Transfer Center will arrange for at least one training/update for counseling faculty and advisors regarding requirements of CTE and careers during the 2012-13 academic year.	March 2013
3	Strategic Plan Objective 2.2.3: Increase communication between the counseling department and instructional departments utilizing program specific counselors in areas such as: assisting students with learning disabilities, the use of the transfer guide and providing more specific information about transfer to students. <ul style="list-style-type: none"> <li>Counseling faculty will work with the Articulation Officer to provide Flex Day training on how the Student Success Task Force Recommendations will affect counseling for students and each student's course of study</li> </ul>	Vice President of Student Services, Dean of Counseling Programs and Services, Coordinator of Career/Transfer Center, Articulation Officer, and Counseling Faculty.	2.2.3: The Counseling Faculty will track the number of faculty who participate in the Flex Day and administer a pre and post-test regarding the SSTF recommendations.	March 2013
4	Strategic Plan Institutional Goal 2.3: Citrus College will strengthen programs and services that address the learning needs of students. Strategic Plan Objective 2.3.4: Enhance faculty's knowledge of transfer issues, such as how and where classes transfer and alignment of curriculum from basic skills to transfer courses. <ul style="list-style-type: none"> <li>The Coordinator of the Career/Transfer Center and the Articulation Officer will host a</li> </ul>	Vice President of Student Services and Academic Senate. 2.3.4 Vice President of Student Services, Dean of Counseling Programs and Services, Coordinator of Career/Transfer Center, Articulation Officer, and Academic Senate.	Participants at the Flex Day workshop will complete an evaluation that includes questions about knowledge gained about how their classes fit into the basic skills or transfer pattern.	March 2013

	workshop for faculty during Flex Day about how to use the official repository for articulation Assist.org. This will help faculty understand how the courses they teach fit into a transfer program.			
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## 5. Resources requested:

### Counseling and Advisement Center

#### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority
Two counseling faculty	Needed to implement directives in Student Success initiatives.	Salary \$54,699 x 2 Benefit \$6,372 x 2 Health \$20,246 x 2 Annual \$81,317 x 2 = \$162,634 Total	2

#### Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
N/A			

#### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
Counseling retreat on campus May 2013.	The retreat allows counseling faculty to connect on recommendations and next steps 1-15.	\$1,500	2
Attendance at UC, CSU, and Ensuring Transfer Success Conferences.	The trainings allow counselors to provide the most up-to-date and accurate information to students.	\$4,915	2

#### Facilities (Facilities)

Describe repairs or modifications needed	Discuss impact on goals / SLOs	Building / Room	Priority
N/A			

#### Computers / Software (TeCS)

Item	Discuss impact on goals / SLOs	Cost	Priority
N/A			

#### Equipment

Item	Discuss impact on goals / SLOs	Cost	Priority
N/A			

#### Supplies (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
N/A			

## Appendix A (p.1-6)

New Student Orientation Survey Results  
Office of Institutional Research  
Sept. 7<sup>th</sup>, 2012

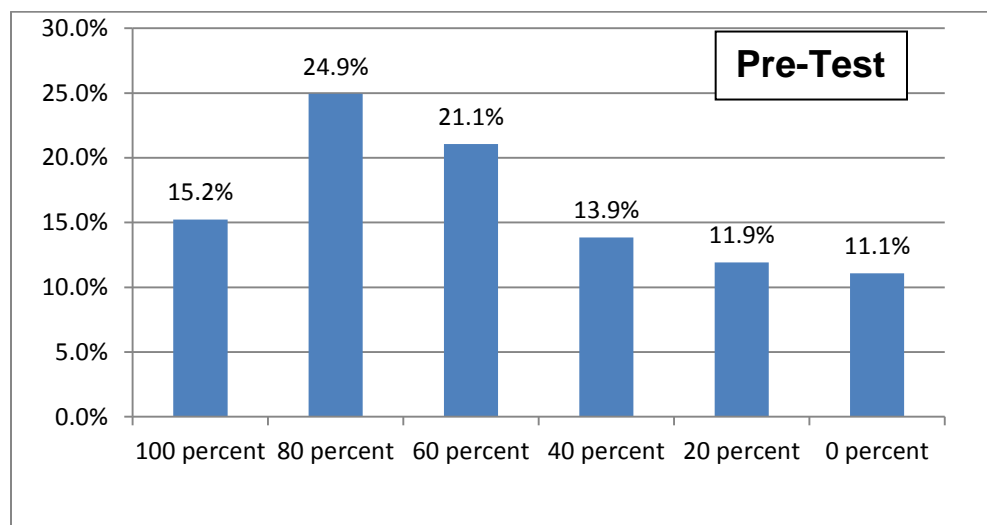
### 361 Usable Surveys

**Table 1. Percentage Distribution Comparisons of Pre and Post Test for Q1**

**Q1: I am aware of the process for registering for classes.**

Pre-test Results:

Knowledge	Frequency	Percent
100%	55	15.2%
80%	90	24.9%
60%	76	21.1%
40%	50	13.9%
20%	43	11.9%
0%	40	11.1%
Missing	7	1.9%
Total	361	100.0%

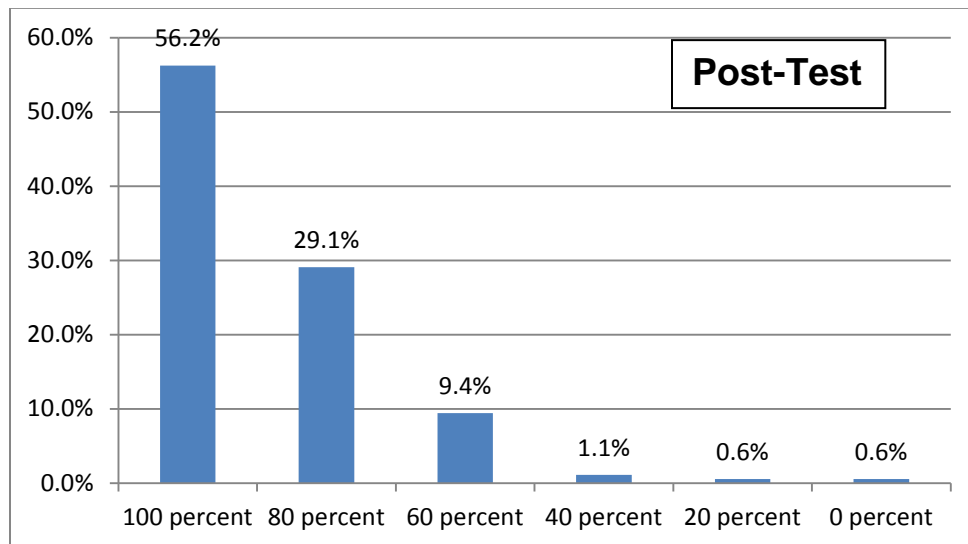


**Appendix A (p.2-6)**

New Student Orientation Survey Results  
Office of Institutional Research  
Sept. 7<sup>th</sup>, 2012

Post-test Results:

Knowledge	Frequency	Percent
100%	203	56.2%
80%	105	29.1%
60%	34	9.4%
40%	4	1.1%
20%	2	0.6%
0%	2	0.6%
Missing	11	3.0%
Total	361	100.0%



**Appendix A (p.3-6)**

New Student Orientation Survey Results  
Office of Institutional Research  
Sept. 7<sup>th</sup>, 2012

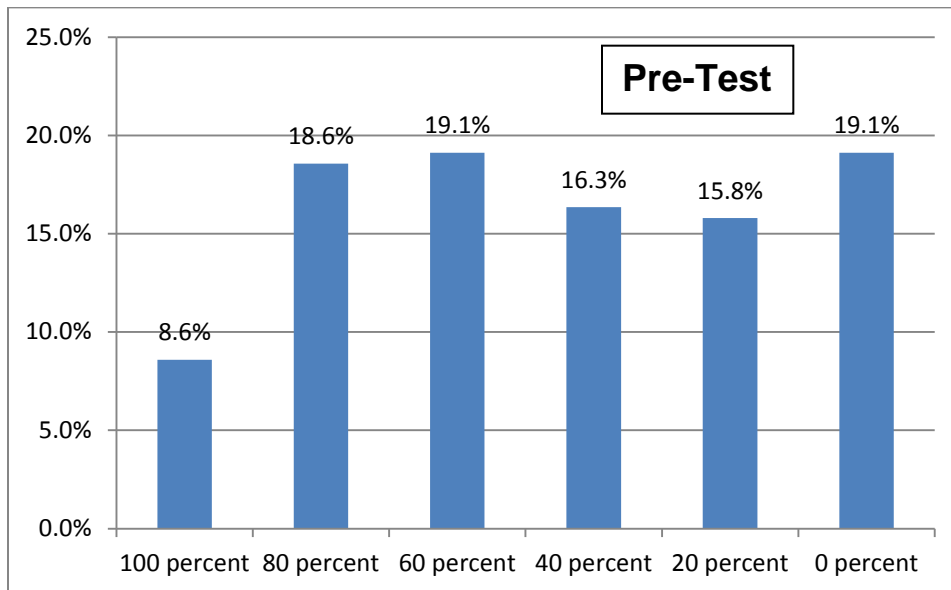
**361 Usable Surveys**

**Table 2. Percentage Distribution Comparisons of Pre and Post Test for Q2**

**Q2: I can navigate the online Class Schedule.**

Pre-test Results:

Knowledge	Frequency	Percent
100%	31	8.6%
80%	67	18.6%
60%	69	19.1%
40%	59	16.3%
20%	57	15.8%
0%	69	19.1%
Missing	9	2.5%
Total	361	100.0%



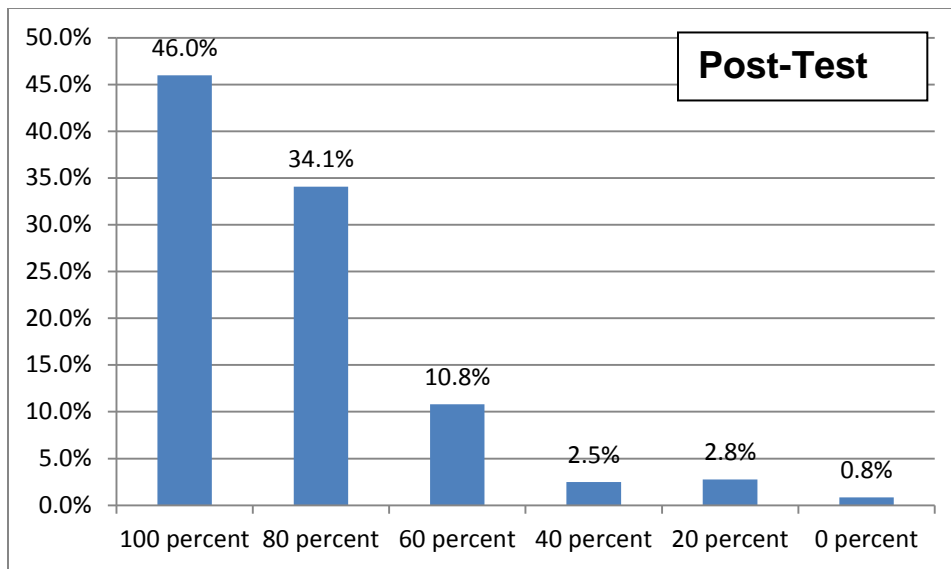


**Appendix A (p.4-6)**

New Student Orientation Survey Results  
Office of Institutional Research  
Sept. 7<sup>th</sup>, 2012

Post-test Results:

Knowledge	Frequency	Percent
100%	166	46.0%
80%	123	34.1%
60%	39	10.8%
40%	9	2.5%
20%	10	2.8%
0%	3	0.8%
Missing	11	3.0%
Total	361	100.0%



Both Table 1 and Table 2 show that students have gained a better knowledge of the registration process and the navigation of the online class schedule after the New Student Orientation.

## Appendix A (p.5-6)

New Student Orientation Survey Results  
Office of Institutional Research  
Sept. 7<sup>th</sup>, 2012

Next, a paired t-test was conducted to see if there is a statistically significant difference between Pre-test and post-test scores.

Table 3. Paired t-test for Q1

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1-Pre	3.17	344	1.589	.086
	Q1-Post	1.58	344	.836	.045

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Q1-Pre & Q1-Post	344	.485	.000

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Q1-Pre - Q1-Post	1.590	1.391	.075	1.443	1.738	21.210	343	.000

Based on a paired-sample t-test, we conclude that the students' awareness of the process for registering for classes has **significantly improved** from pre-test to post-test. The mean score at post-test was 1.58 (sd = 0.836), which is close to 80% to 100%, compared to a mean score of 3.17 (sd = 1.589), which is between 40%-60% at pre-test.

## Appendix A (p.6-6)

New Student Orientation Survey Results  
Office of Institutional Research  
Sept. 7<sup>th</sup>, 2012

Table 4. Paired t-test for Q2

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q2-Pre	3.74	342	1.621	.088
	Q2-Post	1.81	342	1.034	.056

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Q2-Pre & Q2-Post	342	.386	.000

Paired Samples Test										
Paired Differences										
95% Confidence Interval of the Difference										
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)	
Pair 1	Q2-Pre - Q2-Post	1.927	1.550	.084	1.762	2.092	22.991	341	.000	

Based on a paired-sample t-test, we conclude that the students' ability to navigate the online class schedule has **significantly improved** from pre-test to post-test. The mean score at post-test was 1.81 (sd = 1.034), which is between 80% to 100%, compared to a mean score of 3.74 (sd = 1.621), which is between 40%-60% at pre-test.

## Appendix B

### Knowledge Gap Assessment: Online Probation Workshop March 2012-August 27, 2012 (11:30 am)

Statement	PreAvg	PostAvg	Change(+/-)
...am familiar with the standards for assignment to academic probation, progress probation, and dismissal.	77%	97%	20%
...understand the requirements to be removed from academic and progress probation.	79%	98%	19%
...understand the requirements to return to college following dismissal.	72%	97%	25%
...know how to properly drop a class.	87%	98%	11%
...understand the importance of good time management for academic success.	91%	98%	7%
...understand how the lack of motivation can impact academic success.	95%	98%	3%
...am aware of the Early Alert system.	57%	98%	41%
...can describe the college grading system and can calculate my GPA.	73%	98%	25%
...understand the campus course repeat policies.	75%	98%	23%
...am able to state the steps in the matriculation process.	58%	95%	37%
...am familiar with the services offered by the Financial Aid office.	77%	96%	19%
...am familiar with the services offered by the Career/Transfer Center.	73%	96%	23%
...am familiar with the services offered by the DSP&S office.	58%	95%	37%
...am familiar with the financial support services offered by EOP&S and CalWORKs.	63%	95%	32%
...can state 3 academic support services available on campus.	66%	96%	30%
...can list at least 3 topics available in the Early Alert workshops.	49%	96%	47%
...am aware of the academic success strategy called Active Listening.	60%	98%	38%
...understand how to use Active Listening in-class strategies.	62%	97%	35%
TOTAL RESPONSES	1368	1300	

## Appendix C

### Knowledge Gap Assessment: Online Orientation Workshop July 1, 2011-June 30, 2012

Statement	PreAvg	PostAvg	Change(+/-)
...am aware of the variety of programs and majors available to me.	78%	96%	18%
...am familiar with the requirements to obtain an associate degree or certificate.	75%	95%	20%
...can state the difference between a Certificate of Completion and a Skill Award.	62%	95%	33%
...am familiar with the steps of the matriculation process.	56%	94%	38%
...plan to visit a counselor at least once per semester.	85%	96%	11%
...plan to visit a counselor in order to set up a SEP.	72%	96%	24%
...can explain the IGETC.	37%	92%	55%
...am aware of the process for registering for classes.	75%	97%	22%
...understand how assessment test performance will affect my placement in math and English programs.	90%	97%	7%
...am aware of the financial aid programs available.	78%	96%	18%
...have already completed or plan to complete a FAFSA.	77%	94%	17%
...am familiar with the services offered by the Financial Aid office.	72%	96%	24%
...am familiar with the services offered by the Transfer Center.	56%	95%	39%
...am familiar with the services offered by DSP&S office.	44%	93%	49%
...am familiar with the services offered by EOPS/CARE office.	46%	94%	48%
...am familiar with the services offered by CalWorks office.	47%	94%	47%
...am familiar with the services offered by Veterans Center.	44%	94%	50%
...know how many hours to study for each class unit.	73%	97%	24%
...can calculate a GPA.	76%	97%	21%
...can navigate the online Class Schedule.	77%	97%	20%
...can describe the importance of good time management when planning a schedule.	85%	97%	12%
...can explain the importance of the College Catalog.	72%	96%	24%
...can explain what 'catalog rights' are.	54%	94%	40%
...can name various extra-curricular activities available at Citrus.	62%	96%	34%
...can explain the benefits of involvement in extra-curricular activities.	70%	96%	26%
...am familiar with the significance of the Early Alert program.	47%	94%	47%
...understand the disciplinary actions for falling out of good academic standing.	76%	97%	21%
...have reviewed the Citrus sexual harassment statement.	72%	97%	25%
...have reviewed the Citrus Standards of Conduct.	70%	96%	26%
...know how to purchase a parking permit.	68%	98%	30%
TOTAL RESPONSES	5151	4677	

## Appendix D (p.1-2)

### Combined Counseling & CTC meeting notes – August 28, 2012

Here is a list of the feedback we received on the 3X5 cards from 13 of us

- Number 1
  - a. All advisors & counselors help in all areas, instead of picking from a list
  - b. We don't know everything but at times need to research, not refer
  - c. Refine resources/information
  - d. Transfer resources
  - e. List of who does what
- Number 2
  - a. Everyone should do transfer
  - b. More training, must be hands on
- Number 3
  - a. Training for all counselors on
    - i. Honors (in depth)
    - ii. Transfer (in depth)
    - iii. CTE (in depth)
    - iv. Athletics
  - b. Have an available experienced counselor to answer questions if we're not going to refer for quick questions
  - c. When to refer
    - i. International
    - ii. CaWORKs/CARE
    - iii. EOP&S
    - iv. Nursing
    - v. Veterans
    - vi. DSP&S
    - vii. Everything else we all see except under grants
- Number 4
  - a. Training
  - b. We all deem important for every counselor & advisor to know regardless of "specialty"
- Number 5
  - a. Need to identify each area's peak periods and assist each other when needed
    - i. Registration
    - ii. Transfer (Oct-Nov)
    - iii. GPA (Spring)
    - iv. Reinstatement (Oct-Nov)
    - v. New Student/Early Decision (Spring)
- Number 6
  - a. Refining online resources and tools
  - b. Reviewing & reminding of the resources
- Number 7
  - a. Provide training for everyone to do Transfer
  - b. Everyone does transfer
  - c. Mentoring for transfer – have a CTC member sit in an appointment
  - d. Does not happen overnight, it's a progression
- Number 8
  - a. Commit to learning more about private colleges
    - i. APU
    - ii. USC
    - iii. BYU
  - b. Learn more in depth about the AA/AS-T degrees
  - c. Learn more about CTE programs
  - d. Everyone sees everything

## Appendix D (p.2-2)

- Number 9
  - a. Allow less experienced counselors/advisors to shadow periodic transfer appointments
  - b. Give transfer appointment "assignments" to those who need training
  - c. Clerical staff is trained to give students w/30+ units to transfer (or 1 year of classes)
  - d. High peak period identify!
  - e. New intranet page for:
    - i. Transfer Counseling Resources
    - ii. Articulation resources
- Number 10
  - a. Categories training
- Number 11
  - a. Do we need to be 2 departments for Matriculation purposes
- Number 12
  - a. Everyone does transfer
  - b. Everyone learns CTE programs
  - c. Everyone can see everything that walks in the door
  - d. Everyone can help during each other's peak periods
- Number 13
  - a. Training for Transfer Degrees
  - b. More responsibility on the student
  - c. List of online tools that are useful
  - d. Utilize/refine the Transfer Checklist
    - i. Steps for students on *how* to research transfer & career information
    - ii. Steps on how to research the resource room
    - iii. Need to market better for students to utilize the resource room
  - e. Tour of resource room for counselors/advisors
- What is the expectation and at what point do we refer to CTC?
- Identify areas of overlap in both the Counseling and Advisement Center and CTC.
- Possibly identify 3 areas where Counseling and Advising can support CTC and CTC support Counseling and Advisement Center.