



**COUNSELING AND ADVISEMENT  
STUDENT SERVICES  
COMPREHENSIVE PROGRAM REVIEW and PLAN  
2009 to 2014**

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**Executive Summary (brief summary, commendations, challenges, and recommendations):**

**Brief Summary:** The Counseling and Advisement Center provides a variety of specialized services needed to assist student success at Citrus College that include: student educational planning, career counseling, university transfer counseling, student skill assessment, and personal/academic barrier counseling. The Counseling and Advisement Center also provides new student orientation, assessment and follow-up services. The Transfer Center provides support services for students exploring transfer options to a four-year university by providing a variety of transfer support services, resources and special events. The Transfer Center has placed priority emphasis on providing transfer support services for under-represented and low income students. The Career Center helps students explore occupations and career fields, choosing a major, finding a career path, and assisting in resume writing. Strategies implemented to increase student contact include modification and expansion of services which gave the student multiple options such as: drop-in counseling, group counseling, and individual contact with a counselor or advisor. Additionally due to an increase in funding from the Student Success and Support Program (SSSP) mandates, the counseling division hired new adjunct counselors.

**Commendations:** The counseling team is doing a great job responding to SSSP mandates. After experiencing a 58% reduction to matriculation funds in 2009-2010, the services provided to students through the Counseling and Advisement Center significantly decreased. In 2009-2010, 10,319 students received appointments and 510 drop-ins were recorded. With the support of grant funding and the introduction of SSSP funding, counseling and advisement services increased to 18,425 individual appointments and 6,131 for drop-in services for 2014-2015. SSSP was also able to fund additional group counseling sessions.

**Challenges:** Due to the implementation of SSSP mandates, there is a need to hire more full time counseling faculty as well as additional clerical team support.

**Recommendations:** Continue working with TeC Services and Degree Works team to streamline the printing of Citrus College transcripts and other technical support to provide better services for students. Hire and train new SSSP Coordinator, four Counselors, Completion Advisor, Office Manager and Degree Works Adjunct Counselors. Career counselors will enhance webpages with information about a course of study and careers.

The overarching priorities for the next five years for the Counseling and Advisement Center are outlined in our new recommendations and goals. Hiring a full time SSSP coordinator in both credit and noncredit will allow us to provide

the core services mandated by SSSP including orientation, understanding assessment and placement scores, assisting students with counseling and advisement and other educational planning services in the development of comprehensive educational plans and identifying a course of study. Career counselors are currently working on new web pages to encourage students to declare a course of study. More focus will be placed on at risk students to receive follow-up services.

## 1. Program Mission/Description:

### **Program Mission and Relationship to College Mission:**

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

### **Program Description:**

The Counseling and Advisement Center services include the following:

- Academic counseling - counselors assist students in assessing, planning, and implementing short and long term academic goals.
- Career counseling - counselors assist students in self-assessing values, abilities, interests, and provides information on current and future employment trends.
- Personal counseling - counselors assist students with navigating personal, family, or other social concerns if it becomes an educational barrier.
- Coordination with the counseling aspects of other services to students which exist on campus, including but not limited to those services provided in programs for students with disabilities and other special needs, assessment/orientation, basic skills, financial assistance programs, and job placement services.
- Evaluation and interpretation of assessment and placement test results and other informal assessment test results.
- Crisis intervention services to deescalate student's immediate emotional distress.
- Provide advocacy for students in liaison roles, articulation, counseling curriculum development, and explanation of student rights and responsibilities.
- The Transfer Center serves as the liaison office between four year institutions, students and the entire Citrus College community.

### **A. Awards and special recognition**

Citrus College has recognized several faculty from the Counseling and Advisement Center for their outstanding contributions in the following areas: Technology and Innovation, Vision, Excellence, Diversity and Student Focus. Additionally, Citrus College awarded 399 transfer degrees and 1,979 associate degrees in the 2013-2014 academic year, and tied third in the state in awarding the most Associate Degrees for Transfer (ADT).

### **B. Students**

- 1) Approximate numbers of students served annually (include student characteristics and trend data if available).

Please see Appendix A for more detailed information.

Appointments	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total Appointments
Totals	45,902	53,100	60,432	58,589*	52,637*	270,660

\* The Counseling and Advisement Center employed fewer adjunct counselors from 2012-2014 due to severe budget cuts.

- 2) Describe eligibility requirements for participation in the program.  
The Counseling and Advisement Center offers a range of services for both prospective and current students. For educational planning appointments students are required to have a student identification number, provide math and English placement results, and complete the New Student Orientation.

### C. Staffing

1) Staff preparation and training.

The Counseling and Advisement Center hires several types of employees including clerical staff, educational advisors and counselors and each position requires different level of training. Clerical staff meet at least two times each semester to discuss updates for the office and training needs. Clerical staff are invited to participate in Flex Day activities.

Counselors and advisors attend several conferences each year to stay up-to-date on transfer requirements, career counseling, personal counseling, shared governance, teaching strategies, and many other counseling topics.

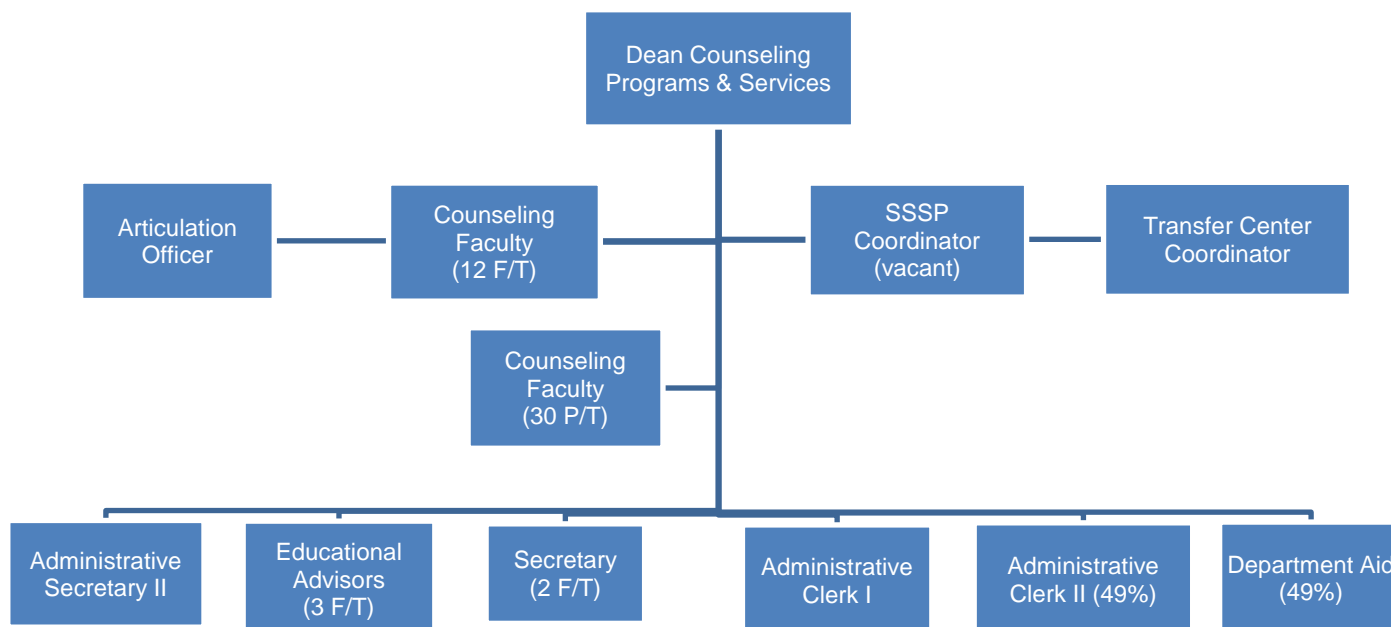
Educational Advisors possess bachelor’s degrees and participate in training offered each year by counselors. They attend conferences and have on the job training to stay up-to-date on changes to advisement and outreach activities. Additionally, they attend monthly counseling program and department meetings where they receive policy/procedure updates for students.

Counseling faculty must meet minimum qualifications for counselors. To stay current they attend conferences, trainings, and monthly meetings.

2) Faculty minimum qualifications, diversity, and credentials.

Counseling faculty must possess a Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or equivalent. NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.

3) Organizational chart with vacancies.



### D. Facilities/Location

Most counseling services are located in the Student Services Building. Other counseling services have counselors that assist students in locations such as the Veterans Success Center, Athletics, Career and Technical Education, Nursing, California Work Opportunity and Responsibility for Kids (CalWORKs), Center for Teacher Excellence, College Success, Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOP&S)/Cooperative Agencies Resources for Education (CARE), International Student Center and Science Technology Engineering Mathematics (STEM) offices.

## 2. Key Functions:

<b>Program Goals and Objectives:</b>						
<ul style="list-style-type: none"> <li>• Academic counseling</li> <li>• Transfer counseling</li> <li>• Career counseling</li> <li>• Personal counseling</li> <li>• Coordination with the counseling aspects of other services.</li> <li>• Counseling activities (i.e. In person orientation, class visits, student success courses, High School Counselor Breakfast)</li> <li>• Follow-Up/Retention (Early Alert, academic standing, probation, and dismissal)</li> <li>• Serves as the liaison office for baccalaureate level colleges and universities in regard to student admission policies and transfer requirements</li> <li>• Informs the College community of new and changing transfer information and requirements</li> <li>• Identifies college policies and procedures that are barriers to transfer</li> <li>• Assists students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid, housing and child care, and the identification of other available university support services, programs and personnel to ensure a smooth transition to four-year campuses</li> <li>• Works closely with the articulation officer to improve transfer rates by building and maintaining pathways to four year colleges through program and course by course articulation</li> </ul>						
<b>Program Metrics:</b> See Appendix A & B for details of student appointment data.						
Appointments	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total Appointments
Totals	45,902	53,100	60,432	58,589	52,637	270,660 (5-years)

### A. Explain how this program coordinates with Instructional and Student Services programs, Institutional Research, and TeCS.

The Counseling and Advisement Center invites instructional faculty and other student services programs to provide counseling staff development/training for educational advisors, full-time counselors, and adjunct counselors/instructors. Counselors work closely with instructional faculty to coordinate class visits to address a range of student needs including information about College Success and Honors programs, as well as career support services.

The Counseling and Advisement Center works closely with both instructional and Student Service programs by providing a liaisons to the following areas: Center for Teacher Excellence, Financial Aid, Veterans Success Center, Nursing, Fine Arts, Career and Technical Education, and STEM.

Close collaboration also occurs with Admissions and Records and TeCS in the development of an on-line counseling model, online orientation, the development of an electronic degree audit and student educational plan through Degree Works.

The Counseling and Advisement Center works closely with institutional research in creating viable student learning outcomes and surveys for new student orientations, on-line probation workshops, and graduation.

### B. Describe how this program works with the business office to monitor budgets and fiscal reporting?

The Dean of Counseling oversees categorical funding, grant funding, and general funds. There are eight budgets included in this program review that are tracked and reconciled at the end of every fiscal year. As an example categorical budgets for 2015-16 include SSSP Credit \$1,577,844.00, Match to SSSP Credit \$3,115,128.00, SSSP Noncredit \$54,205.00, and Match to SSSP Noncredit \$54,205.00. In addition, The HSI Title V Cooperative Grant receives \$775,000.00 each year through October 2016. The general fund budgets include the Counseling and Advisement Center \$1,466,765, Career Center \$154,818.00, and Transfer Center \$307,636.00.

The Dean of Counseling and Administrative Secretary II work closely with the Accounting Technician and Director of Fiscal Services to monitor budgets. The Dean of Counseling also works with the Program Director of the HSI Title V Cooperative grant. The Accounting Technician sends quarterly labor reports to the

Administrative Secretary II and the HSI Title V Cooperative Grant Program Director. The Administrative Secretary II and the HSI Title V program director review the detailed expenditure reports monthly. If any discrepancies are found, staff work together to correct the information. The Director of Fiscal Services must review and sign all budgeting forms required by the Chancellor's Office.

**C. List how this program is integrated with the student equity plan and strategic plan.**

Counseling faculty are key members of the Student Success and Support Program (SSSP) Committee. The Student Equity Planning Committee is comprised of members of the SSSP and Institutional Effectiveness Committee. The Student Equity Planning Committee is updating the most recent plan. The Dean of Counseling and selected counselors are invited to participate in these meetings.

**3. Program Self Evaluation:**

**A. Access – Describe how this program is accessible to students.**

- 1) Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities (provide trend data and analysis if available).  
The entire Citrus College student population is eligible to receive counseling support services. The demographics of students served by counseling are consistent with the college wide picture. Women, Hispanics and the students of traditional college age make up the highest percentage of appointments and headcounts in their respective gender, ethnic and age subgroups. Refer to Appendix A, II for student demographic data.
- 2) Describe the effectiveness of the program in enabling success for underprepared and underrepresented students.
  - Students enrolled in Basic Skills/College Success courses receive an eMEMO describing counseling services and when funds allow, counselors provide visits to classes.
  - Students who are undecided about an educational goal or course of study receive an eMEMO and are invited to attend career workshops or meet with a career counselor.
  - Students on academic or progress probation receive an eMEMO and are directed to complete an online workshop about probation/dismissal. After the spring term, registration is withheld until students complete the workshop.
  - Students facing dismissal receive an eMEMO and must sit out a full semester before returning. Returning students meet with a counselor to update their student educational plan and discuss their status.

**B. Student Success – Review how well the students are completing their educational goals compared to the total college population (provide trend data and analysis if available).**

- 1) Number of degrees and certificates awarded.  
See Appendix B.
- 2) Number of transfer-prepared students.  
Out of the 2,121 students in the 2008-2009 Scorecard cohort, 572 (27%) became transfer prepared.
- 3) Number of transfers.  
See Appendix B. III

**C. Achievement of non-credit educational goals.**

The noncredit counseling program was not funded for many years and is expected to be restored using noncredit SSSP funds. The college will submit a noncredit SSSP Plan for 2015-2016.

**D. List exemplary practices and services offered that could be shared with other departments.**

Each year counselors in the Counseling and Advisement Center work with the Transfer Center to identify students who qualify for an associate degree for transfer. The Transfer Center then communicates with Admissions and Records and Academic Affairs to help students identify last steps needed to complete the

Associates Degree for Transfer (ADT). The Counseling and Advisement Center provides New Student Orientations and Abbreviated Student Educational Plans for the Early Decision Program.

## **E. Compliance**

- 1) Provide an overview of how this program meets applicable minimum requirements of law.  
Students at Citrus are informed about the need to complete assessment, orientation and a student educational plan. The Counseling and Advisement Center is familiar with the regulations related to SSSP. The Counseling and Advisement Center also follows up with at risk students.
- 2) Describe compliance initiatives undertaken since last program review.  
The Student Success Act of 2012 restructured Matriculation. The Counseling and Advisement Center has modified and expanded its services to provide an abbreviated student educational plan, orientation, assessment for placement, counseling-advisement, and other education planning services to all entering students. The College has a SSSP Plan on file.

## **F. Environmental Impact How has the program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability)?**

For the past five years, the Counseling and Advisement Center has been recycling and shredding student documentation in an effort to be green. The Counseling and Advisement Center also uses electronic versions of documents whenever possible. For example, emails are sent out to students regarding academic/dismissal probation status, reminders to complete New Student Orientations, and to remind students of upcoming requirement deadlines and special events.

## **G. Data Reporting**

- 1) Describe data gathering and submission processes, including challenges in submission.  
All community colleges moved to new Management Information Systems (MIS) data elements in July 2014. The data elements correspond with the SSSP regulations. Citrus College gathers data from the student scheduling system (SARS) and also depends on information stored in Banner. The SSSP requires more data gathering than any other categorical program and this makes gathering and submitting the data more complex.
- 2) Explain changes in data collection, access, and submission since last program review.  
The changes described above do not apply to data gathering for the years defined in this program review but apply starting July 2014.

## **H. Technology Needs**

- 1) List technology needs that currently exist in the program (include justification).

Due to existing time limitations in individual counseling appointments the following needs have been identified: a transcript that requires fewer keystrokes than current process, the option of two monitors to assist with the electronic degree audit system and electronic student educational plan, the ability to assist students in identifying their course of study electronically, consistent display of transcripts in multiple views i.e.: wingspan and unofficial transcript in Admissions.

- 2) Describe and list anticipated technology needs.  
Counselors are working with TeCS to implement a degree audit program, Degree Works and an electronic student educational plan. Some counselors are requesting two monitors to make working with the programs easier.

## **I. Explain how faculty, administrators, staff, and students interact with this program.**

Over the years the Counseling and Advisement Center developed a solid network with faculty, administrators, staff, and students across campus. The Dean of Counseling and SSSP Counselor/Coordinator chair the SSSP committee. The Dean of Language Arts and Dean of Mathematics are members of the committee. Faculty in Basic Skills/College Success, English as a second language and mathematics attend regularly. The supervisor over noncredit programs also attends. In addition, several faculty members in counseling are on the committee.

Counselors are assigned to academic, student service, and grant programs which provide for collaborative and consistent service to students some of these programs include the Veterans Success Center, Athletics, Career and Technical Education, Nursing, CalWORKs, Center for Teacher Excellence, College Success, Disabled Student Programs and Services, EOPS/CARE, International Student Center and STEM.

The Counseling and Advisement Center works in collaboration with the Office of School Relations and Outreach to participate in Early Decision for local area high schools and also plans the annual High School Counselor Breakfast. Counselors are invited by the Office of School Relations and Outreach to participate in the Welcome Day event for new students by offering workshops such as, "How to survive your first week of college."

### **Program Self Evaluation Recommendations**

Using data, describe changes that need to be made to improve program services to students. Include timelines, resources needed, and personnel responsible for implementing the plans. All recommendations must be numbered and referenced in section 6.

The number of students eligible to receive counseling services was 18,691 for 2012-2013 and 18,637 for 2013-2014. The target estimate for eligible students for 2014-2015 is 19,000.

- The estimated annual number of non-exempt first time students requiring assessment, orientation and an abbreviated Student Education Plan (SEP) is 7,000. This number is based on students who participated in an assessment in 2012-2013. The number for 2012-2013 is 6,000.
- The estimated annual number of non-exempt first time students who have identified a course of study, completed an assessment, completed an orientation, completed an abbreviated SEP, and have completed 15 semester units of degree applicable credit coursework or prior to the end of the 3rd semester of enrollment requiring a comprehensive SEP is 5,500. This number is based on the number of unduplicated new students who enrolled in 2012-2013. The number for 2013-2014 is 5,281.
- Non-exempt at-risk students include:
  - The estimated annual number of students who are on academic probation, progress probation and subject to dismissal is 3,000. This number is based on the number of students who were on academic or progress probation or subject to dismissal is 3,004 in 2012-2013 and 3000 for 2013-2014.
  - The estimated annual number of students who have not identified a course of study is 8,000. This number is based on the unduplicated number of students enrolled in 2012-2013 who were undecided about their major (8,141) for 2013-2014 (5,086). With the new SSSP mandates and financial aid requirements students are required to select a course of study.
  - The estimated annual number of students who are enrolled in non-degree applicable basic skills courses is 6,500. This number is based on the unduplicated number of students enrolled in basic skills courses is 6,480 for 2012-2013 and 6,994 for 2013-2014.

The total number of required counseling services needed to minimally meet the needs of this student population is 37,000 services. This number is derived by adding the number of students needing services in 2012-2013 in each required SSSP component (not including assessment). The number does not include additional counseling services such as SEP updates, prerequisite clearances, academic renewal, course repeats, retest clearances, 30 unit petitions, 100 unit petitions, review of placement, career assessments, personal counseling, etc. It is projected that additional counseling resources will be needed to provide the required SSSP services.

The SSSP Committee discussed the importance of services provided by categorical and grant funded programs and also acknowledges that students in these programs seek assistance in general counseling for assessment, orientation, and follow-up services.

Student Success and Support Program (SSSP) Plan Outlines group and individual counseling services needed to serve the students described above. The information comes from the SSSP Plan submitted in October 2014. The recommendations are as follows:

- 1) Counselor request – In order to implement the SSSP Plan, Counseling Programs requests four tenure track counselors to provide course planning sessions, orientation workshops, triage/express services, probation interventions, assistance with the electronic degree audit, teaching counseling courses, student educational plan, and individual counseling sessions. The dean of counseling and full time counseling faculty will submit a Faculty Identification Needs Committee (FNIC) request in October of 2015. The addition of more counselors will assist with SLOA 1. Additional counselors will assist students in assessment and orientation.

- 2) Completion Advisor – the SSSP Plan requires the development and preparation of reports for the Chancellor's Office. In order to submit accurate reports and assist the program manager with other advising functions, Counseling Programs requests one full-time Completion Advisor. The dean of counseling submitted the request to vice president of student services in November 2014. After this, the job description was submitted to Cabinet and the California School Employee Association (CSEA) for approval. The goal is to hire a completion advisor by September 2015. The addition of a Completion Advisor will assist with record keeping for SLOs 1, 2, 3, and 4.
- 3) Technology for SSSP – In order to assist students with the degree audit, Assist.org, College Source, CSUMentor and UCPathways counselors request new towers with dual monitors for 31 computers. The dean of counseling will work with the director of TeCS to order the equipment. The goal is to order 16 towers and dual monitors during the 2015-16 year and 15 during the 2016-17 year. Technology will assist counselors in tracking services for all five SLOs.
- 4) Office Manager – With the implementation of the SSSP, Counseling Programs hired several new counselors. The program requests one office manager to assist with coordinating clerical staff and counselor schedules. The dean of counseling will request the position with the vice president of student services by August 2015. The program requests an Office Manager to oversee the schedules of several new SSSP adjunct counselors.
- 5) Administrative Clerk II – The previous administrative clerk II was 49%. Counseling Programs requests that the position be filled using general fund money. The dean of counseling will submit a request to the vice president of student services by June 2015. This request will assist full time and adjunct counselors with tracking schedules and gathering data for all five SLOs.
- 6) Counselors request 45 minutes appointments – Representatives from the full time counseling faculty are exploring changing appointments to 45 minutes to meet the needs of students in developing their educational and career goals. Discussions will take place during the spring 2015 term. This request is linked to helping students more fully understand their assessment, transfer and career options for all five SLOs.
- 7) Counselors need to attend California State University (CSU), University of California (UC), Ensuring Transfer Success Conferences and other transfer and professional development conferences. This request assists counselors in explaining transfer options as outlined in SLOA 2.
- 8) The department requests a cubicle to be added in the department for College Representatives to meet with students. This request aligns with SLOA 2 regarding Transfer Services.
- 9) Administrative Clerk II – The Counseling Program is requesting 100% clerk. The program is requesting that this position be paid by Student Success and Support dollars. The dean of counseling will submit a request to the vice president of student services by June 2015. The addition of an Administrative Clerk II will help track counselor schedules and data for all five SLOs.
- 10) Develop Counseling Faculty liaisons in the areas of Career Technical, Nursing, STEM, Veterans, and Fine and Performing Arts. Counselor liaisons assist with associate degrees and transfer, SLOA 2.
- 11) Continue ongoing training for all fulltime and part time faculty and staff. This request aligns with student understanding of associate degrees, transfer and career options in all five SLOs.
- 12) Designate career coordinator with 20% reassign time to establish a career center, coordinate career workshops and programs and maintain print and online career resources. In conjunction with reassign time for coordinator, career counselors will receive project time to assist in supporting events, ongoing projects, services and bi-monthly meetings. This request aligns with SLOA 5.
  - a) **Career Center:** Establish designated place on campus for students to obtain career counseling services and resources.
  - b) **Workshops/Programs:**
    - Offer at least three career related events each year in partnership with grant programs and faculty. Examples: Careers in Business panel, STEM career panel, Health Care Professions Workshop.
    - Offer additional workshops as needed in areas such as resume writing, interviewing, etc.
    - Visit classrooms (i.e. English 99) to promote career services and new Course of Study workshop. Student Learning Outcome (SLO) will be assessed in class visits.
  - c) **Career resources and materials:** expand and create print and online resources on job search topics such as resume and cover letter writing and interviewing. Continually enhance/update career section of counseling website including: degree page links, course of study research/choosing a major information and job search links and resources.
    - Person responsible: career counselors
    - Completion date: Fall 2015 - ongoing



#### 4. Assessment of Outcomes:

Assessment: *How did you assess the outcomes? What method did you use?*

Result: *What was the product or consequence of your assessment?*

Change: *What will you do differently as a result of what you learned from the assessment?*

Populate with the existing Unit Outcomes				
	Outcome	Assessment	Result	Change
1	In person orientation will help students understand the process of registration, how to read their assessment and placement results, and learn about campus resources that can help them succeed.	Pre and posttest surveys.  Q1. Student will understand the process for registering for classes.	Students were surveyed June 18 to July 31, 2014 and surveys yielded 431 usable results:  Q1. Pretest: 58% of students indicated a confidence level of 80% or more. Posttest: 91% of students indicated a confidence level of 80% or more.	Counseling faculty are satisfied with 91% post test results and choose to measure another aspect of services in the future.
2	Students will understand the general education requirements to earn an associate degree and/or transfer.	Pre and posttest surveys.  Q1. Students will feel prepared to make course selections for fall.  Q2. Students will understand Option I (associate degree) and III (transfer) of the general education pattern at Citrus College.	Students were surveyed from July 1 to August 30, 2014 and surveys yielded 99 usable results:  Q1. Pretest: 47.5% of students indicated a confidence level of 80% or more. Posttest: 97% of students indicated a confidence level of 80% or more.  Q2. "I understand option I, II and III of the general educational pattern at Citrus College. Pretest: 38.4% of students indicated a confidence level of 80% or more. Posttest: 93.9% of students indicated a confidence level of 80% or more.	August 2014
3.	In-person orientation will help students understand the registration process, how to read their assessment/placement results, and about campus resources that are available to help them succeed.  This SLO was revised in 2015-16 to "I understand the courses I need to register for the upcoming term."	Survey Monkey posttest.  Q1. I understand my English placement scores.  Q2. I know the English class that I am qualified to take this semester.  Q3. I understand my math placement scores.	Students were surveyed from March 23, 2015 to July 31 of 2015. Surveys yielded 319 responses.  Q1. 95% of students surveyed understand the English placement scores.  Q2. 96% of students know the English class they are qualified to take.  Q3. 92% of students understand their math placement scores.	The counseling faculty agreed that the benchmark for this outcome was 80%. On August 25, 2015 the department met and agreed that since the results of the outcome exceeded the benchmark this SLO will no longer be assessed.

		Q4. I know the math class that I am qualified to take this semester.	Q4. 93% of students know that math class that they are qualified to take.	
4.	Students will understand how to use their student educational plan to earn an associate degree or transfer.	Q5. I understand my student educational plan.  Q6. The information presented at the new student orientation was helpful.	Q5. 86% of students understand their student educational plan.  Q6. 95% of students indicated that the information presented at the new student orientation was helpful.	On August 25, 2015 the department determined that we would rewrite Q.5. To read as follows: I understand the courses that I will register for the upcoming term.  Although the results were positive the department will continue to assess this SLO statement focusing on revised Q.5. The department determined that the focus for the 2015-2016 orientation will be on the students understanding of course selection for the Abbreviated Student Educational Plan.
5.	As a result of participating in career development resources class visit, the students will demonstrate the ability to identify and utilize career resources.	Assessment of SLO - refer to Appendix D	Career Counselors will provide classroom visits to English 099 classes in Spring 2016 to promote career services and Course of Study Workshop.	Assessment will take place Spring of 2016.

### A. Describe your progress in the development and implementation of Student Learning Outcomes.

Prompt: You may also include an analysis of workload/scope of work, and/or additional data (CCSSE, ARCC, surveys) to address this topic. Use existing data or document with a survey.

- 1) What process was used to develop the SLOs?  
The Counseling staff meet annually in July and August to develop student learning outcomes. Counselors work with researchers to analyze and discuss the data.
- 2) What activities are used to achieve the SLOs?  
Students answer a pre and posttest during orientation sessions.

### B. How is the program assessing the outcomes?

At the completion of an assessment, faculty and staff meet to review the data and decide if improvements need to be made to the assessment. For instance, during New Student Orientation pre and post tests are administered. Upon review of the results, it was determined to continue assessing student understanding of course selection within their abbreviated educational plan.

### C. How is the assessment information used to improve services?

Counseling faculty adjust the content of the sessions based on feedback contained in the surveys. For example, counselors spend more time reviewing the university patterns of courses based on student feedback.

## 5. Previous Recommendations:

Prompt: Provide an outline of the previous recommendations. Insert title of person(s) responsible. Status should be Completed or In Progress. If goal is in progress, explain why under status. Indicate completion date by Month/Year.

	Previous Recommendations	Person(s) Responsible	Status/ Progress	Completed	Priority
1	<p>In order to meet the demand for student appointments in counseling that assist students in learning about how to plan and register for courses the Counseling and Advisement Center added the following:</p> <ul style="list-style-type: none"> <li>a) Course Planning Sessions (18 sessions with 25 in each session). The Counseling and Advisement Center developed a student learning outcome for the sessions.</li> <li>b) Registration Assistance Sessions (five sessions with a capacity of 40 students each).</li> <li>c) Advisor Question and Answer Sessions – A pilot program for students who still have questions after attending orientation, course planning, and registration sessions (17 sessions with a capacity of ten students each).</li> <li>d) Course Family Open Forums – A pilot program designed for continuing students to help them understand the limitations on course families (18 sessions with a capacity of 20 students each).</li> <li>e) Learning Communities paired with counseling courses – During fall 2013, two sections of Counseling 159 were paired with English 099.</li> </ul> <p>CCSP 2.2.4</p>	Counseling Faculty and Dean of Counseling	<ul style="list-style-type: none"> <li>a) Fifty (50) Course Planning sessions with 521 students attending.</li> <li>b) Twenty-two (22) Registration Assistance sessions with 93 students attending.</li> <li>c) Advisor Questions and Answer Sessions were poorly attended and discontinued.</li> <li>d) Students who reached their course family limit received a letter warning them that they would not be able to register for more courses in the same family. Music faculty also met with students. This worked well and the Counseling and Advisement Center discontinued the open forums.</li> <li>e) Two sections of learning community courses were offered for about 60 students. Students learned about how to register for courses and the importance of developing a Student Educational Plan (SEP). Students also learned about resources to help them be successful.</li> </ul>	June 2014	1
2	<p>During the 2013-2014 year Counseling will meet with the Fine and Performing Arts faculty to receive training preparing course families. This will assist the department with the expanded liaison relationships for Fine and Performing Arts.</p> <p>CCSP 2.2.4 EFMP pg. 339</p>	Counseling Faculty and Dean of Counseling	The Counseling Faculty met with Fine and Performing Arts in July 2013 to discuss how to assist students who have completed a course family. The meeting went well and students are getting the information they need. The department did not meet in March 2014.	July 2013	2

3	<p>The College introduced a new platform for online counseling Scheduling and Reporting System (SARS E-Advise) in spring 2013. Discussions are taking place about whether this meets students' needs. During the fall of 2012 a Degree Works implementation committee met weekly. Templates for degrees and certificates are now in place and the Center for Teacher Excellence as well as Career Technical Education are piloting the program. The template for an online Student Educational Plan will be created in the fall of 2013 and piloted in the spring 2014.</p> <p>CCSP 2.3.3; EFMP pg. 339</p>	Counseling Faculty and Dean of Counseling	<p>The ESARS forum works like email with encryption. Although ESARS gives students the opportunity to ask questions requiring transcript evaluation, there remains significant limitations with this format (not able to attach documents, does not allow for an electronic signature, etc.) The department would like to see more development to benefit Distance Education (DE) students. The department may also need to streamline reason codes for this forum. The development of templates for SEPs began in spring 2014 and the department plans to pilot the program in winter/spring 2015.</p>	June 2015	1
4	<p>The Counseling and Advisement Center is developing two strategies to encourage student to complete English and Mathematics courses at the associate degree level at the earliest stages in their matriculation:</p> <p>a) All students who attend New Student Orientation or the Course Planning workshops receive a prepopulated SEP with room to write the course number the student qualifies for.</p> <p>b) In addition the Degree Works implementation team (includes several counselors) will develop an electronic SEP in fall 2013 and pilot the SEP in the spring of 2014.</p> <p>CCSP 1.1.3; EFMP pg. 339</p>	Counseling Faculty and Dean of Counseling	<p>Students who attend New Student Orientation or Course Planning workshops receive prepopulated SEPs with room to record appropriate course numbers. Registration patterns reveal that many English and Math courses fill before new student registration, however. The College plans to pilot an electronic SEP in the winter/spring 2015.</p>	June 2015	3

## 6. New Recommendations:

Prompt: List new recommendations/goals in order of priority. Indicate estimated completion date by month/year. If applicable reference the Citrus College Strategic Plan (CCSP) objectives that require funding and the Educational Facilities Master Plan (EFMP) goals, using the following format. Example: **CCSP 2.3.2 / EFMP pg. 361**

	New Recommendations	Person(s) Responsible	Estimated Completion	Priority
1 <sup>st</sup>	Hire and train new SSSP Coordinator, four Counselors, Completion Advisor, Office Manager, and Degree Works Adjunct Counselors. EFMP pg. 339 Other: SSSP Plan	Dean of Counseling, Counseling Faculty	June 2016	1 & 2
2 <sup>nd</sup>	Career counselors will enhance webpages with information about a course of study and careers. EFMP pg. 333	Career Counselors	June 2016	2
3 <sup>rd</sup>	Consider counselor request for 45 minutes appointments.	Dean of Counseling and Counseling Faculty	June 2016	2
4 <sup>th</sup>	Provide more opportunities for students to visit four-year colleges through campus tours and to participate in joint programs with four-year colleges. CCSP 2.3.6 EFMP pg. 335	Transfer Center Coordinator	June 2016	3
5 <sup>th</sup>	Add cubicle space for university representatives. Student Services / Counseling Area	Dean of Counseling	June 2016	2

## 7. Resources Requested:

Prompt: All requests should be linked to new recommendations (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page below to complete the Link to Planning column.

### Certificated Personnel (FNIC)

Position	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link to Planning
Four Student Success and Support Program (SSSP) Counselors with liaison relationships in Fine and Performing Arts, veterans, STEM, and nursing.	Goal: The Counseling and Advisement Center is requesting four (4) tenure track counselors to implement the SSSP Plan which includes; providing course planning sessions, orientation workshops, triage/express services, probation interventions, assisting with the electronic degree audit process, student educational plans, and individual counseling sessions.  Impact: Counselors need to assist students with assessment, orientation, development of a student educational plan (SEP), and to provide follow up for at risk students.  New recommendation #1	Salary \$57,665 Benefits \$6,718 Health \$22,000 <hr/> Total \$86,383 x 4 =\$345,532	2	Other-SSSP Plan; EMFP pg. 339
SSSP two Coordinator/ Counselors – one credit and one noncredit position	Goal: Hire and train SSSP Coordinator either faculty or professional expert.  Impact: The coordinator is needed to assist the college with goals in the SSSP Plan.  New recommendation #1	Salary \$57,665 Benefits \$6,718 Health \$22,000 <hr/> Total: \$86,383 (x2)	2	Other-SSSP Plan; EFMP pg. 339

Degree Works Adjunct Counselor	<p>Goal: Complete course equivalency tables. Assist students in developing student educational plans (SEP).</p> <p>Impact: Provide equivalencies for other college transcripts to enhance student educational plans.</p> <p>New recommendation #1</p>	<p>Salary \$40,075 Benefits \$4,669 Health \$ -0- Total: \$44,744</p>	2	EFMP pg. 339
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### Classified Personnel

Position	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link to Planning
Completion Advisor 100%	<p>Goal: Hire Completion Advisor to assist program dean/director with the implementation of the SSSP by providing holistic and comprehensive student support for personal and academic success.</p> <p>Impact: To assist program dean/director with the development and preparation of reports and checks for accuracy of data prior to submission to TeCS as it relates to record keeping and reporting to the Chancellor's Office.</p> <p>New recommendation #1</p>	<p>Salary \$47,850 Benefits \$10,226 Health \$22,000 Total \$80,076</p>	2	Other-SSSP Plan
Office Manager and Operations Coordinator 100%	<p>Goal: Hire Office Manager and Operations Coordinator to assist with coordinating clerical staff and counselor schedules.</p> <p>Impact: To assist overseeing student staff that assist with appointments for assessment, orientation and student educational plans.</p> <p>New recommendation #1</p>	<p>Salary \$37,000 Benefits \$7,907 Health \$22,000 Total \$66,907</p>	2	EFMP pg. 339
Administrative Clerk II 100%	<p>Goal: Hire Administrative Clerk II to assist with scheduling adjunct counselors.</p> <p>Impact: This position will assist with scheduling several adjunct counselors and assists with materials needed for SSSP workshops, events and activities.</p> <p>New recommendation #1</p>	<p>Salary \$31,447 Benefits \$6,720 Health \$22,000 Total \$60,167</p>	2	EFMP Pg. 339

### Staff Development (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link To Planning
California State University (CSU), University of California (UC) and Ensuring Transfer Success (ETS)	<p>Goal: Counselors and educational advisors will be able to attend valuable conferences presented by CSU, UC and the Chancellor's Office.</p> <p>Impact: These trainings allow counselors to provide the most up-to-date and accurate information to students. This helps with the development of student educational plans.</p>	<p>CSU \$2,590 UC \$1,850 ETS \$3,915 Total \$8,355</p>	2	EFMP pg. 335

	New recommendation #N/A			
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**Facilities (Facilities)**

Describe repairs or modifications needed and location	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
Add cubicle space for university representatives in the Counseling area of the Student Services building (2 <sup>nd</sup> floor)	<p>Goal: Add cubicle space for university representatives.</p> <p>Impact: Since the department is out of office space, the additional cubicle space will allow university representatives to meet with students on campus regarding transfer.</p> <p>New recommendation #8.</p>	\$5,317	2	EFMP pg. 335

\* Include building and room number

**Computers / Software (TeCS)**

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
31 Computers with towers and dual monitors	<p>Goal: To replace 31 computers with new towers and install dual monitors to each tower. The plan is to order 16 towers and dual monitors during the 2015-2016 year and 15 during the 2016-2017 year.</p> <p>Impact: In order to assist students with the degree audit, Assist.org, College Source, CSUMentor and UCPathways counselors request new towers with dual monitors for 31 computers. The dean of counseling will work with the director of TeCS to order and equipment.</p> <p>New recommendation #3.</p>	\$48,529.24	2	EFMP Pg. 339; Other: SSSP Plan
Laptops (x 2)	<p>Goal: Needed to conduct remote presentations that include audio/visual equipment for transfer awareness events and workshops.</p> <p>Impact: Under-represented students will be able to learn more about transfer</p> <p>New recommendation #1</p>	\$2,000 (\$1,000 each)	2	Other: SSSP Plan

**Equipment**

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
N/A				

**Supplies (Division)**

Item	Discuss impact on goals/SLOs	Cost	Priority 1,2 or 3	Link To Planning
N/A				

## Appendix A

### I. Students Served Annually

The following table shows the number of students who attended an appointment, workshop or who were part of a classroom visit. During the economic downturn, the department had fewer resources. As the college hired and trained more grant funded counselors, student contacts increased.

Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	Total Appointments
ATHLETICS	966	1,150	907	1,466	1,112	5,601
BRIDGES/SUCCESS	1,239	2,218	1,723	1,339	1,175	7,694
CFTE	-	-	1,776	2,472	1,888	6,136
COLLEGE SUCCESS	2,030	2,559	2,720	277	-	7,586
COUNSEL	23,632	33,957	42,490	40,483	33,844	174,406
CTCE	2,911	3,478	2,207	1,158	1,165	10,919
INTERNATIONAL	3,525	2,452	3,146	3,175	3,736	16,034
NCMATRIC	3,420	64	-	-	661	4,145
NURSING	3,705	3,136	1,433	738	269	9,281
STEM	4,474	3,882	2,512	4,891	6,655	22,414
VETERAN	-	204	1,518	2,590	2,132	6,444
<b>Total Appointments</b>	<b>45,902</b>	<b>53,100</b>	<b>60,432</b>	<b>58,589</b>	<b>52,637</b>	<b>270,660</b>

### II. Student Demographic Information

The demographics of students served by counseling are consistent with the college wide picture. Women, Hispanics and students of traditional college age make up the highest percentage of appointments and headcounts in their respective gender, ethnic and age subgroups. Due to the errors in Citrus IDs (e.g., missing digit or invalid ID entries), the research office was unable to match the SARS data with the demographic data for those students. Therefore, there is a bigger percentage of "unknown/unmatched" in the gender, ethnicity and age subgroups.

2013-2014	Students served by counseling (SARS)				College wide (Data Mart)	
	Appointments		Unduplicated Headcount		College wide	
	Number	Percent	Number	Percent	Number	Percent
Female	25,687	49%	7,478	51%	9,535	52%
Male	24,313	46%	6,415	44%	8,407	46%
Unknown/Unmatched	2,637	5%	816	6%	394	2%
<b>Total</b>	<b>52,637</b>	<b>100%</b>	<b>14,709</b>	<b>100%</b>	<b>18,336</b>	<b>100%</b>
	Number	Percent	Number	Percent	Number	Percent
Asian	8,101	15%	1,727	12%	2,163	12%
Black/African-American	2,275	4%	662	5%	870	5%
Hispanic/Latino	26,897	51%	7,713	52%	10,782	59%
White	9,679	18%	2,643	18%	3,695	20%
Other	1,396	3%	411	3%	572	3%
Unknown/Unmatched	4,289	8%	1,553	10%	254	1%
<b>Total</b>	<b>52,637</b>	<b>100%</b>	<b>14,709</b>	<b>100%</b>	<b>18,336</b>	<b>100%</b>
	Number	Percent	Number	Percent	Number	Percent
19 or less	15,181	29%	4,819	33%	6,082	33%
20-24	21,720	41%	5,544	38%	7,435	41%
25-29	7,019	13%	1,848	13%	2,245	12%
30-39	4,229	8%	1,160	8%	1,440	8%
40-49	1,837	3%	560	4%	683	4%
50+	1,069	2%	305	2%	448	2%
Unmatched/Unknown	1,582	3%	473	3%	3	<1%
<b>Total</b>	<b>52,637</b>	<b>100%</b>	<b>14,709</b>	<b>100%</b>	<b>18,336</b>	<b>100%</b>



## Appendix B

### I. Transfers and Degree/Certificate Results

Degree and certificate data are from Chancellor's Office Data Mart. The number of degrees and certificate awarded increased in the last five years from 1,516 in 2009-2010 to 2,389 in 2013-2014. The number of Associate Degrees for Transfer (AS-T and AA-T) significantly increased from 39 when they were first awarded in 2011-2012 to 399 in 2013-2014.

	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>AS-T</b>			7	112	208
<b>AA-T</b>			32	119	191
<b>AS</b>	482	555	561	593	699
<b>AA</b>	519	603	662	577	881
<b>Certificate, 60+ units</b>	2	6	3	2	1
<b>Certificate, 30 to &lt; 60 units</b>	256	273	247	247	176
<b>Certificate, 18 to &lt; 30 units</b>	201	234	228	261	230
<b>Certificate, 6 to &lt; 18 units</b>	56	54	34	8	3
<b>Other Credit Award, &lt; 6 units</b>		2			
<b>Citrus College Total</b>	<b>1,516</b>	<b>1,727</b>	<b>1,774</b>	<b>1,919</b>	<b>2,389</b>

### II. Transfers

Transfer volume to University of California (UC), California State University (CSU), in-state-private and out-of-state institutions are shown in the table below. UC data are from University of California Office of President. CSU data are from the CSU Chancellor's Office. In-state-private and out-of-state transfer data are from the California Community College Chancellor's Office Data Mart.

The overall transfer volume has increased since 2009-2010. Of all the transfers, about half attend CSU. Another 20%-25% go to in-state-private colleges. The remaining transfer students attend UC and out-of-state institutions.

System	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
<b>UC</b>	94	93	113	103	99
<b>CSU</b>	379	598	537	478	589
<b>UC/CSU Total</b>	<b>473</b>	<b>691</b>	<b>650</b>	<b>581</b>	<b>688</b>
<b>In-State-Private</b>	252	250	224	236	211
<b>Out-of-State</b>	115	151	153	156	183
<b>ISP/OOS Total</b>	<b>367</b>	<b>401</b>	<b>377</b>	<b>392</b>	<b>394</b>
<b>Citrus College Total</b>	<b>840</b>	<b>1,092</b>	<b>1,027</b>	<b>973</b>	<b>1,082</b>

## Appendix C

### Group Sessions

- College 101 – The New Student Assessment/Orientation Session includes the College 101 workshop which is supported by the Basic Skills Initiative grant. The workshop includes tutorials regarding how to set-up a Citrus College email account, how to navigate the WingSpan registration system, as well as, available student success resources. This workshop is recommended for first time nonexempt students attending the New Student Assessment/Orientation Session and should be completed prior to registration.
- Course Planning Sessions – The goal of this session is to help students learn how to select classes for a certificate, skill award, associate degree, and transfer to a 4-year university. Students will leave the session with an abbreviated Student Educational Plan (SEP). The sessions are recommended for new non-exempt students planning their first term of classes, who have processed a Citrus College application, attended the assessment, attended an orientation session, and completed 15 units or less. The sessions are offered as a part of the New Student Assessment/Orientation Session and in a standalone format for students who completed the online orientation and/or need additional assistance. Citrus College has teamed up with several local high school districts in offering the Early Decision program to graduating seniors every spring which includes the New Student Assessment/Orientation Session model. Districts include Glendora, Charter Oak, Azusa, Claremont, Duarte, and Monrovia. Although, the high schools do not assist with the facilitation of the orientation, the high school staff works with the Coordinator of School Relations in assisting with the coordination of the event, as well as, preparing students to attend Early Decision at the college.
- Orientation Workshops – The in-person orientation is offered during the New Student Assessment/Orientation Session facilitated by the Counseling and Advisement Center and provides introductory information to the college, support services, English/ESL and math placement levels, educational pathways, priority enrollment, WingSpan registration system, and much more. In addition, the Veterans Office, Athletics Department, and International Student Center offers college orientation sessions which includes program specific information as it relates to their respective areas. Citrus College has also teamed up with several local high school districts in offering the Early Decision program to graduating seniors every spring which includes the New Student Assessment/Orientation Session model. Districts include Glendora, Charter Oak, Azusa, Claremont, Duarte, and Monrovia. Although, the high schools do not assist with the facilitation of the orientation, the high school staff works with the Coordinator of School Relations in assisting with the coordination of the event, as well as, preparing students to attend Early Decision at the college. Orientation is required of all first time students. Failure to complete an orientation session will result in a registration hold and lower registration priority. This workshop is recommended for first time non-exempt students prior to registration, has processed a Citrus College application, and attended the assessment.
- Registration Assistance Sessions – This open session is located in a computer lab and teaches students how to register for classes on the WingSpan system. With the assistance of an advisor, students will also have the opportunity during the session to register for classes as it relates to course of study and pre/co-requisite requirements. This session is recommended for students who need assistance in registering for classes on the WingSpan system during high peak registration periods.
- College Success/Early Alert Workshops – These workshops are designed to teach students effective “tools” to develop into successful college students. Workshop topics include time management, learning styles, study skills, stress management, memory techniques, goal setting, math anxiety, test taking, math study skills, and note taking. These workshops are recommended for all current students, new students prior to registration, students who are place/enroll in basic skills courses, and students referred by their instructors through the Early Alert Program. Partnered with the College Success Program, the Early Alert Math Study Skills workshops are offered in all of the Math 020/Arithmetic Fundamentals courses, and periodically in other academic disciplines upon request.
- Probation Workshops – These in-person workshops are provided by the Extended Opportunity Program and Services (EOP&S) and International Student Center (ISC) designed specifically for their respective student populations. The workshop provides information regarding probation/dismissal, support services, success skills, and how to improve academic standing. Completion of this workshop is required of EOP&S and ISC students who are placed on academic and/or progress probation.
- Career Development Workshop Series – Career counselors have developed career counseling interventions to help students declare an educational goal and course of study early in their educational endeavors to help get them on a path to completion. A student’s enrollment priority and/or financial aid

can be adversely affected if they are undecided on either their educational goal and/or course of study, which is why it is important to develop and enhance career counseling interventions. The Career Development Workshop Series will help students to:

- Gain an in-depth understanding of the career overview process.
- Work hands on with activities allowing them to self-explore and identify a career pathway.
- Develop internship, job searching, and networking skills.
- Participate in a Career Success Group for undecided students to explore, collaborate, and learn from each other.

The seminars are appropriate for students who are undecided about their course of study. Participation is recommended upon entry to the college. Additionally, the career counselors created new curriculum with the Articulation Officer to help students with their career endeavors, Career Self-Assessment and Career Research. The new courses are projected to be offered spring 2015.

### Drop-In Services

- Counter Services – Counter services are provided by counselors and advisors for students who have quick questions such as pre-requisite clearances, general class information, unit increase requests, assessments from other colleges, and probation status checks. This service is offered throughout the year and is recommended for all students with quick questions, including new students prior to registration. Students are seen in the order that they check-in for this drop-in service.
- Triage Services – This service is provided by counselors for students who have quick requests such as to repeat a class for the third time, retake the assessment, pre-requisite clearance requiring additional research, emergency SEP updates for Veterans and Athletes, unit increase for probation students, basic skills 30-unit limit petition, dismissal status check, and review of placement levels. Students are seen in the order that they check-in. This drop-in service is offered year round and is appropriate for all students, including new students prior to registration.
- Express Counseling/Advising – In an effort to serve more students, the Counseling and Advisement Center is currently developing additional drop-in services during high peak registration periods. The services will be provided by counselors and advisors during short individual sessions. The services and parameters of the offerings are in the planning stage.

### Online Services

- Online Orientation Workshops - The online orientation provides introductory information to the college, support services, English/ESL and math placement levels, educational pathways, WingSpan registration system, and much more. Orientation is required of all new students. Failure to complete the orientation will result in a registration hold and lower registration priority. This workshop is recommended for first time non-exempt students prior to registration and who have processed a Citrus College application, and attended the assessment. The workshop will be updated to include SSSP requirements in 2014-2015.
- Online Probation Workshops – This workshop provides information regarding probation/dismissal, support services, success skills, and how to improve academic standing. Completion of this workshop is required of students who are placed on academic and/or progress probation. The workshop will be updated to include SSSP requirements in 2014-2015.
- Online Counseling Appointment Scheduler – Students can schedule an appointment with a counselor in the Counseling and Advisement Center to update their SEPs via the online scheduling system. This option is recommended for current students who have already completed a SEP with a counselor and would like to update their plan on file.
- Online Counseling Services – E-Advising is an online counseling program in which students can submit quick questions. This service is not intended for student with detailed questions which require a comprehensive evaluation of transcripts. This service is recommended for students who completed the assessment and orientation and are in good standing with current Citrus College ID numbers, including first time non-exempt students prior to registration.
- Electronic SEP – Citrus College is currently creating an electronic SEP. The electronic SEP will list recommended courses as it relates to a student's course of study. Once the product is completed and tested, the counseling division will incorporate the online SEP during individual and/or group sessions. This will more than likely change the current format of services. A current recommendation for independent student use has not yet been established.
- Course of Study Workshop - This workshop will help students to explore career areas and to identify a Course of Study early in their academic journeys in an effort to complete their educational goals in a timely manner. This workshop is in the development stage and is projected to be completed by the end of spring 2015.

- SEP Workshop – This workshop will give students “tools” and access to create an abbreviated SEP (PDF or online). This workshop is in the development stage and is projected to be completed by the end of spring 2015. In addition to creating the online workshop, the counseling team will design a process for students to have their SEPs reviewed by a counselor, after completion of the workshop.

### **Individual Sessions**

- Individual Appointment Sessions – Appointments with a counselor include academic, career, personal and transfer counseling, reinstatement to Citrus after being dismissed from the fall semester, creating a SEP, and reviewing placement information. Services provided by career counselors include individual career counseling, personality assessments, major exploration, referral to the career resource library and career counseling courses, and résumé writing assistance. Educational advisors inform students of certificate, degree and transfer requirements, update existing SEPs, assist with registration procedures, and process graduation applications. These sessions are recommended for currently enrolled students who completed the assessment and orientation, declared a course of study on the Citrus College application or submitted the Course of Study form in the Admissions and Records Office, and official high school and college transcripts must be on file or brought to the appointment (if applicable).

## Appendix D

### Career Counseling Assessment of Student Learning Outcomes

Q1. Do you have a declared course of study/major?

Q2. Do you think these resources will assist you in declaring or solidifying your course of study/major?

Q3. Do you plan to use the career resources presented today?

Q4. Which of these resources do you find most helpful?

- FOCUS 2
- Citrus "What Can I do with a Major" pages
- Candid Career

Q5. Do you feel there are enough career related services available to you at Citrus?

Q6. Which career related areas do you feel you need support?

- Job searching
- Interviewing
- Resume and cover letter writing
- Internships
- Informational interviewing/job shadowing

7. How might our career services be improved?

8. Would you be interested in scheduling a counseling appointment to review the career exploration process, select a course of study/major or further review the career resources presented today?