

# Career/Transfer Center



## Non-Instructional Program Review

September 24, 2009



## Career/Transfer Center Non-Instructional Program Review

Fall 2009

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### Prepared by

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## **NON-INSTRUCTIONAL PROGRAM REVIEW Career/Transfer Center**

The final summary of the program review process for the Career/Transfer Center is attached to this page.

I affirm that this program has been reviewed according to the accepted District procedures for program review and that the final summary accurately reflects the consensus of the members of the review committee.

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Justina Rivadeneyra, Career/Transfer Center Coordinator

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date

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Lucinda Over, Dean of Counseling and Matriculation

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date

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Dr. Jeanne Hamilton, Vice President of Student Services

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date

It will be the department's responsibility to communicate review recommendations with additional offices and services.

# NON INSTRUCTIONAL PROGRAM REVIEW

## I. Introduction

### A. Provide a brief overview of the program, including:

#### 1. Relationship to college mission.

Citrus College delivers high quality instruction that empowers students to compete globally and contribute to the economic growth of today's society.

As a college, we are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

The Career/Transfer Center (CTC) plays a significant role in the college's mission, by specifically meeting three objectives:

- Helping prepare students for transfer to four-year colleges and universities;
- Offering career development support for students, faculty, and staff through career exploration,
- Providing personal and academic counseling and preparing students for the world of work

The district recognizes transfer as one of its primary missions, and places an emphasis on the preparation and transfer of underrepresented students. To accomplish this, Citrus College developed and adopted a Transfer Center Plan (TCP). The TCP addresses the following areas: services to be provided to students; facilities; staffing; advisory committee; evaluation and reporting.

The Student Equity Plan (**CTC - 1**), The Strategic Plan (**CTC -2**), and The Transfer Center Plan (**CTC - 3**) address how the college has embraced transfer as one of its primary goals. These documents incorporate the identification, development and implementation of strategies designed to enhance the transfer of all students, with special emphasis placed on the transfer of low income, disabled and first generation college students.

While it is clear the Career/Transfer Center serves as the focal point of transfer activities, the work of improving transfer is a responsibility of the institution as a whole, including campus administration, faculty and student services programs. Working cooperatively with the baccalaureate-level universities is also

essential. It is evident that the transfer function is not a compartmentalized and/or isolated function at Citrus College.

## 2. Program description, purpose, goals and objectives.

The mission of the Career/Transfer Center is to serve student's transfer and career development needs. The Center helps students integrate self- knowledge with relevant career information by providing career counseling services and transfer guidance.

To strengthen the transfer function and increase the number of students who transfer to four-year institutions, the center provides academic counseling and transfer advising. The Career/Transfer Center offers numerous transfer related workshops and hosts three college fairs a year. The center also boasts an extensive library of resources for students' transferring and career research needs.

The Career/Transfer Center (CTC) serves current and prospective students, community members, and alumni with career development needs. The Center offers assistance with transferring to four year institutions. The range of services provided enhances students' educational experience and assists in their acquisition of academic and career goals.

The Center helps students enhance their self-knowledge and refine their skills in seeking and processing information, analyzing career concerns, formulating creative solutions, and helping them choose the most favorable career and transfer options.

To assist students who wish to transfer to a four year institution, included below are the major functions as adopted by the California Community College Transfer: Recommended Guidelines, a joint publication written by the California Community System Office and the California Community College Transfer Center Directors Association: **(CTC - 4)**

### **Transfer objectives:**

- Serve as the liaison office between the college and baccalaureate-level colleges and universities in regard to student admission policies and transfer requirements
- Regularly inform the college community of new and changing transfer information and requirements

- Answer inquiries from the public, the press and researchers regarding the college's transfer program
- Work toward changing campus policies and procedures that act as barriers to transfer
- Handle complex transfer cases referred to the Career/Transfer Center by administration, instructional faculty or counseling faculty
- Develop marketing strategies to promote transfer as a viable educational goal for all students including low-income, disabled, and first generation college students
- In combination with the Counseling and Advisement office, provide potential transfer students with counseling and academic planning which includes the selection of courses required for university admission, general education options, and major preparation
- Encourage participation in transfer programs that support academic planning such as Transfer Admission Guarantees (TAG), cross enrollment, and the utilization of course articulation information to ensure course transferability
- Work with baccalaureate-level universities to develop and coordinate collaborative transfer programs such the Transfer Admission Guarantees (TAG), CSUs Lower-Division Transfer Pattern (LDTP), university outreach, college fairs, and cross-enrollment activities
- Provide student access to computers for transfer research and the submission of university applications
- Develop a calendar of Career/Transfer Center activities which includes coordinating transfer awareness workshops and university tours
- Maintain a library of transfer materials for student and counselor research
- Assist 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

- Provide advocacy for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect

To aid students with their career development needs, here are some of the major functions:

### **Career Development Objectives:**

- Provide career assessments for a comprehensive evaluation of interests, values, skills, and personality preferences;
- Provide resources and generate strategies for choosing a college major and compatible career
- Learn about different occupations using our computerized career search programs and career related websites
- Create a resume and practice interviewing skills
- Provide assistance with internships or job shadowing experiences
- Maintain a career resource room which houses up-to-date information on career research, labor market, educational programs, and all aspects of the career development process
- Offer career development workshops

### **The Career/Transfer Center Program Goals**

The following are goals established by the department for the 2008-2009:

1. Work with Admissions to improve the transcript layout and streamline the printing process
2. Continue to improve, modify, and reassess Student Learning Outcomes
3. Work with Institutional Research Office to determine a campus transfer rate, monitor transfer behavior, and assess the campus transfer culture
4. Offer two 10-15 minute presentations during department meetings pertaining to career development and transfer information for instructional faculty
5. Offer a faculty in-service workshop February 17, 2009, called "How to help your students transfer" to help instructional faculty become aware of how courses they teach play a role in transfer and offer tips to increase the transfer culture.



6. Offer an “appeals” workshop for students wrongfully denied to four year schools
7. Encourage participation in the Black College Summit hosted by Mt. SAC to support the UMOJA efforts
8. Offer students the option to purchase Myer Briggs Type Inventory (MBTI) and the Strong Interest Inventory (SII) electronically; through a credit card transaction

### 3. Number, type of staff.

#	Credit Matriculation Positions (Counseling/Advisement)	Hours Week	Funding Source		
			Credit Matric	Career	Transfer
1	Career/Transfer Center Coordinator— <b>J. Rivadeneyra</b>	40		50%	50%
1	Full-Time Faculty Career Counselor— <b>S. Yee</b>	40		50%	50%
1	Part-time Adjunct Faculty— <b>Vacant</b>	15		50%	50%
1	Full-Time Educational Advisors— <b>R. Gamboa</b>	40		50%	50%
1	Full-Time Educational Advisors— <b>R. Sanchez</b>	40	50%		50%
2	Student Aide— <b>Vacant</b>	20		50%	50%
1	Admin Clerk II— <b>Vacant</b>	40		50%	50%
1	Department Secretary— <b>J. Barrass</b>	40		50%	50%

To accomplish the objectives, the Career/Transfer Center is led by a full-time faculty coordinator. The Center also houses a full-time career counselor, two full-time paraprofessionals, and a full-time department secretary. The department has not been able to replace an administrative clerk position in over 5 years due to a worsening state budget. Until recently, the duties performed by the administrative clerk were completed by temporary on-call employees. Unfortunately, the state budget took a turn for the worse, forcing the CTC to eliminate temporary on-call staff. In addition, we lost two student aides and a part-time adjunct counselor.

The articulation officer and her assistant also work within our office. The articulation assistant is a two year STEM grant funded position.

The CTC is also sharing office space with a Title V grant funded program, The Center for Teacher Excellence (CFTE). The CTC benefits from the clerical support provided by CFTE, however, the Title V funding will cease October 2010. Without the clerical support currently supplied by CFTE and the help we receive from articulation assistant, the CTC services may be significantly impaired. It is imperative the CTC replace the administrative clerk position when grant funding for CFTE ends.

Due to 2009-2010 budget cuts, the Career/Transfer Center may be forced to reduce services. These are some of the impacts the program faces due to the current budget shortfall for the 2009-2010 academic school year:

- Reduction of individual counseling appointments
- Permanent Administrative Clerk not filled
- Elimination of all on-call clerical support
- Elimination of 40 hours per week of Student Aid support
- Scale back transfer workshops and events
- Elimination of Northern California Transfer Tour
- Limited local university campus field trips
- Downgrade Site License for Transfer Evaluation System (TES) (upgraded from [www.collegesource.org](http://www.collegesource.org))
- Reduction of transfer awareness events
- Limited supplies for marketing and promotion
- Reduction of evening hours
- Reduction of CSU and UC college rep visits
- Travel reduced to mileage only
- Limited professional development opportunities

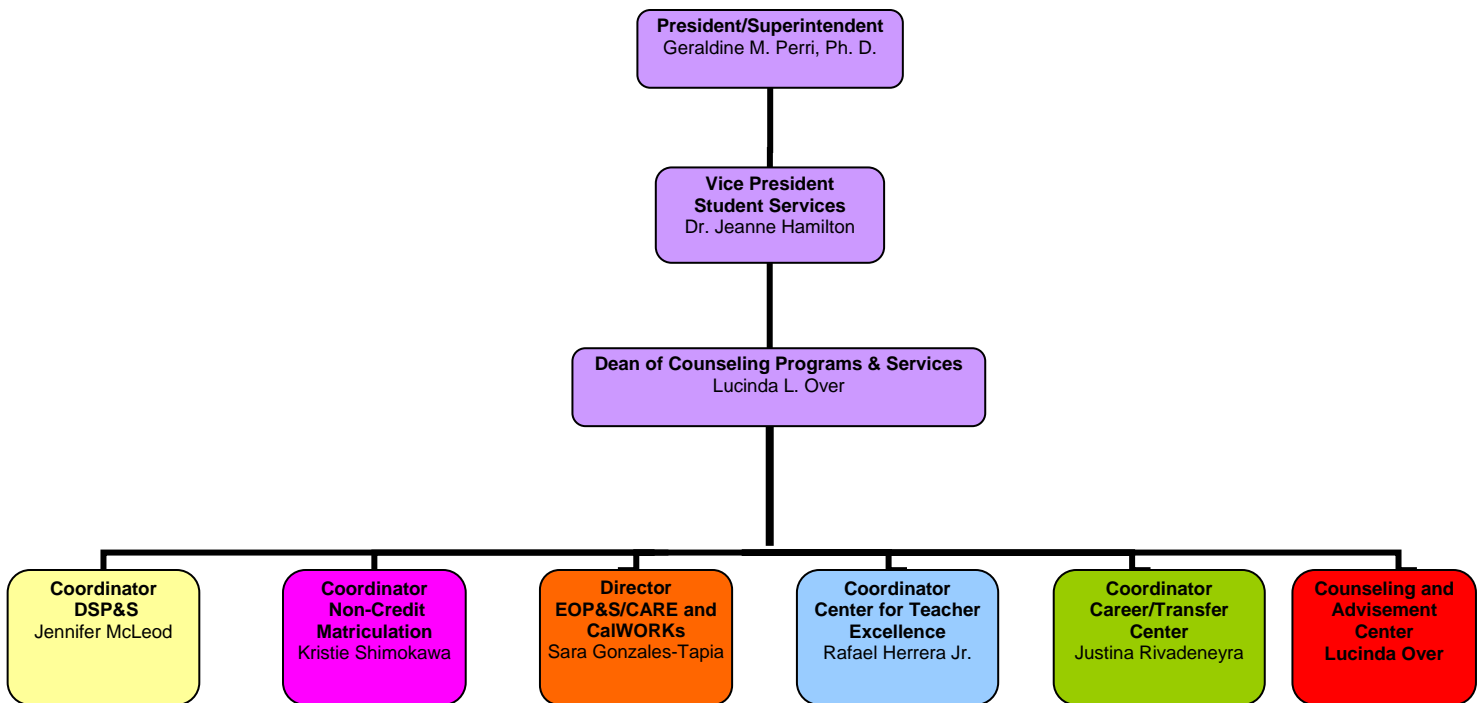
**a. Staff preparation and training.**

- Staff is invited to take part in Flex Day activities on a yearly basis
- Paraprofessionals possess a bachelor's degree and participate in training offered each year. They also attended conferences and have on the job training to remain current on changes related to advisement and outreach duties
- Counselors and advisors attend several conferences each year to stay current on transfer requirements, counseling theories, career counseling, shared governance, teaching strategies and many other topics
- A Counseling and Program Services meeting is scheduled once per month which includes updates, training items, and guest speakers;
- Counselor work group is scheduled twice per month in which all fulltime counseling faculty participate. Items discussed for improvement of student services includes probation, orientation, on-line counseling, student educational plans, and collaboration with instructional programs.

**b. Faculty minimum qualifications, diversity and credentials.**

- Faculty minimum qualifications are a Master’s in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, **OR** The 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.)

c. Organizational chart.



**Career/Transfer Center Faculty and Staff:**

- Stephanie Yee, Career Counselor – 40 hours/week
- **Vacant**, Adjunct Counselor – 17.5 hours/week
- Raul Sanchez, Educational Advisor – 40 hours/week
- Robert Gamboa, Educational Advisor – 40 hours/week
- Jody Barrass, Secretary – 40 hours/week
- **Vacant**, Student Aide – 20 hours/week
- **Vacant**, Student Aide – 20 hours/week

4. Approximate number of students served annually.

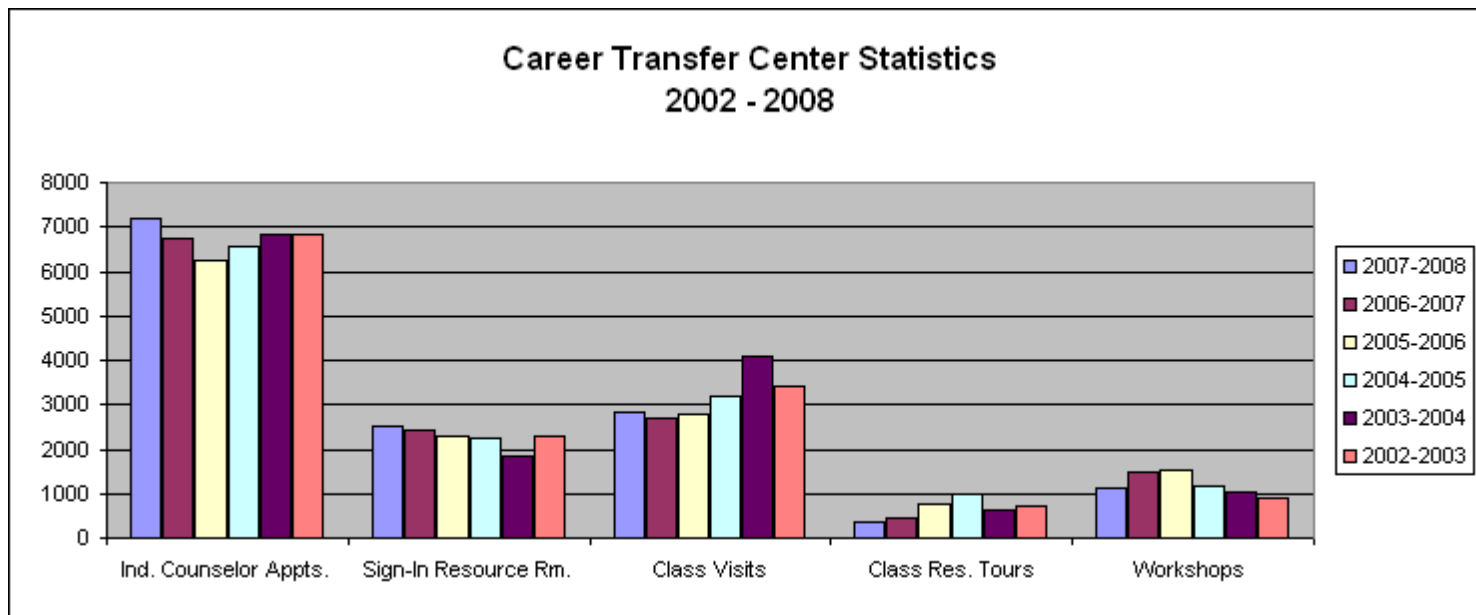
The Career/Transfer Center served approximately 14,000 students for 2007-2008. Please refer to the following chart (pg. 14) for yearly statistics. Individual counselor and advisor appointments for 2007-2008 increased significantly from previous years. This is largely due to the relief educational advisors received from outreach duties. The CTC added more

than 344 (172 hours) student appointments due to the outreach office restructuring. Educational advisors working in the Career/Transfer Center are experts in transfer advising. It was essential to maintain them on campus for this important task. This are key to helping the campus increase the number of students who transfer to four year universities.

The following charts illustrate the number of students served by the CTC for the past six years. The first chart depicts the activities performed by the center and the number of students who were served. The second chart captures the number of students who made an appointment at the CTC with visiting university representatives from the three systems of higher education, CSU, UC, and independent colleges and universities.

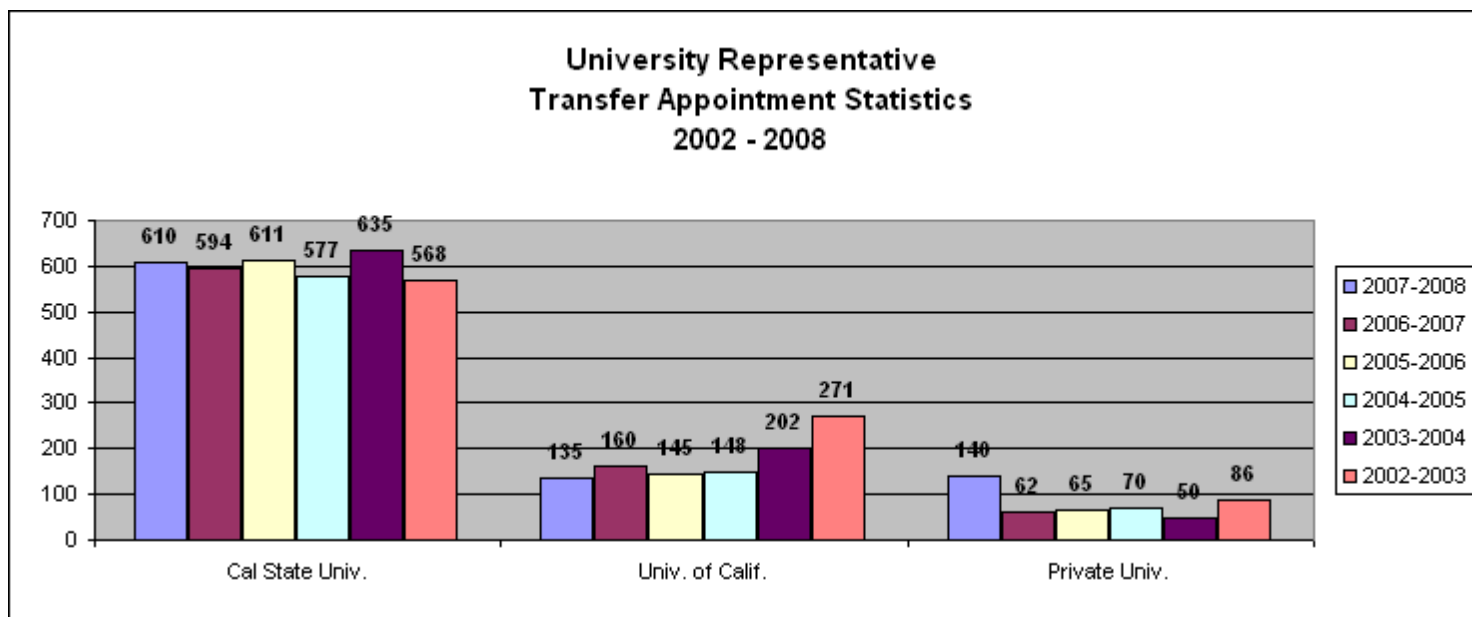
**Career/Transfer Center  
Statistics**

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>Ind. Counselor Appts.</b>	<b>7171</b>	<b>6760</b>	<b>6249</b>	<b>6571</b>	<b>6831</b>	<b>6825</b>
<b>Sign-In Resource Rm.</b>	<b>2536</b>	<b>2439</b>	<b>2278</b>	<b>2228</b>	<b>1861</b>	<b>2270</b>
<b>Class Visits</b>	<b>2824</b>	<b>2684</b>	<b>2777</b>	<b>3202</b>	<b>4078</b>	<b>3432</b>
<b>Class Res. Tours</b>	<b>369</b>	<b>442</b>	<b>768</b>	<b>983</b>	<b>644</b>	<b>737</b>
<b>Workshops</b>	<b>1124</b>	<b>1475</b>	<b>1548</b>	<b>1160</b>	<b>1012</b>	<b>902</b>
<b>Total student contacts:</b>	<b>14024</b>	<b>13800</b>	<b>13620</b>	<b>14144</b>	<b>14426</b>	<b>14166</b>



**Career/Transfer Center  
University Representative Statistics**

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Cal State Univ.	610	594	611	577	635	568
Univ. of Calif.	135	160	145	148	202	271
Private Univ.	140	62	65	70	50	86
<b>Total</b>	<b>885</b>	<b>816</b>	<b>821</b>	<b>795</b>	<b>887</b>	<b>925</b>



## 5. Facilities/Location.

The Career/Transfer Center is located on the west side of campus, in the Education Building, Room 129. All student services programs will move into a new building by 2012. The new building will serve as a one stop shop for the entire student services programs.

## 6. Progress on prior program review recommendations.

The last program review was completed in 2002. The committee cited the following recommendations. Next to each recommendation, you will find a brief description of how the Career/Transfer Center has made progress in each recommendation:

Recommendations in 2002	Status	Description
The committee recommends the program review ways to increase career services along with the improvements already made to transfer services.	(Completed)	The Career/Transfer Center added a series of career development workshops two years ago. The workshops addressed the engineering fields, law enforcement professions, and health professions. An art portfolio workshop is also offered on an annual basis for prospective art majors.
The committee recommends that the program examine ways to minimize the impact of the anticipated budget cuts.	(Ongoing)	This year, we are facing the steepest budget in the history that could potentially interrupt our day to day operations.
The committee recommends that the program persist in working for the improvement of the Citrus College transcript to improve transfer advising and for timely submission of data to the National Clearinghouse for transfer statistics.	(Completed and Ongoing)	The transcripts improved in 2003, however most of the progress was lost when the college began using the Enterprise Resource Project (ERP) in 2007. At that point the college transcript layout needed to be recreated. The transcripts components that counselors and advisors use to expediently serve students are missing from

		the ERP transcript. Citrus College became a participant of the National Clearinghouse in 2005.
The committee recommends that the program continue to make known their staffing needs, which are supported by student outcomes.	(Ongoing)	For the past several years the CTC had temporary on-call employees filling a much needed void in our office. The college will not approve the re-hire of the administrative clerk II due budgetary reasons.
The committee recommends that the program seek assistance with the research needs for program outcome measurement and improvement.	(Ongoing)	The college hired an Institutional Researcher in 2004 and has since collaborated with CTC on various projects.
The committee recommends that the program pursue housing the Honors Program within the Career/Transfer Center.	(Not accomplished)	The Career/Transfer Center lacks office space to house the Honors Counselor at this time. The entire counseling division will be moving into the new student services building in a couple of years.



## II. Integration and Coordination with Other Programs

### A. How does this program coordinate with the other Instructional and/or Student Services programs on campus?

The Career/Transfer Center works collaboratively with other Student Services program such as:

- Connect with counseling programs to market/advertise transfer awareness events
- Collaborate with other departments to ensure transfer activities are effectively coordinated
- Encourage instructional faculty to develop, implement, and evaluate transfer efforts by joining the Transfer Task Force
- Aide in the creation of a Transfer Center board policy and administrative procedure **(CTC – 13)**
- Work with all counseling offices to ensure students obtain accurate and timely counseling, academic advising, transfer information and services
- Work with the articulation officer to monitor and encourage the development and alignment of courses with four year institutions
- Encourage instructional faculty to host classroom presentations or schedule a Career/Transfer Center visit
- Work on the UC Data Sharing Project in conjunction with the Counseling and Advisement Office and the Extended Opportunity Program and Services (EOPS)
- Visit and collect interest cards from all transferable English and Math courses
- Solicit support from other student support programs with event planning
- Offer a presentation to newly hired faculty about the CTC services;
- Encourage faculty to introduce students to the CTC resources and services
- Collaborate with Science, Technology, Engineering, and Math (STEM) program and bring to fruition the grant objectives
- Flex Day workshop for instructional faculty and staff titled, “How to help your students transfer”
- Inform faculty of upcoming events through faculty publications
- Work with office of Publications to create an award winning transfer newsletter
- Work with campus governing boards, administrators, and academic senate to ensure that the transfer of students is of high priority
- Regularly inform the college community of new and changing transfer information and requirements
- Collaborate with EOPS on the Northern University Trip to ensure the inclusion of low income, first generation college students

- Reinforce the importance of transfer through the development of classroom assignments and projects
- Long standing member of the EOPS advisory committee
- Participate in the Early Decision Day
- Work with Admission and Records (A&R) to streamline the transfer process by meeting university transcript deadlines
- Collaborate with MIS and A&R to revamp the layout of the transcript to meet the needs of transfer institutions
- Work with the Financial Aid office to create workshops geared for UC applicants and for our transfer awareness workshops
- Provide referrals for “POWER Math” sponsored by the noncredit office
- Provide referrals to Financial Aid, Veterans Office, EOPS, DSPS, student government
- Generate Student Educational Plans (SEP) for DSPS students, Veterans, and Athletes
- Works with the Counseling and Advisement office to provide professional development and training for faculty and staff
- Support the honors program by working closely with the honors counselor and coordinator
- Promote and make travel arrangements for the STOMP and TAP-Honors conferences held at UCLA annually
- Create a transfer student slide show for the High School Counselor Breakfast
- Support Learning Communities (LC) by ordering and printing career assessments for courses linked with Career and Life Planning, (COUN 145)
- Train all new faculty to teach COUN 145
- Participate in a Counseling and Program Services meeting scheduled once per month
- Participate in a work group meeting scheduled twice per month

#### B. How does this program work with Research and TeCS?

- Researcher is actively engaged in learning about the college. She recently provided us with data analysis for one of our department SLO's
- Researcher helped the Career/Transfer Center create a Northern Trip satisfaction survey which was administered to the participants in 2009 **(CTC - 5)**
- Created a Transfer Satisfaction Survey **(CTC - 6)** with the help of the Research Office which was administered to all students who attended the Transfer Reception in 2009
- Administer the Transfer Satisfaction survey to all students who receive services in the CTC
- Worked with counseling department to create a graduating class satisfaction survey administered 2008 and 2009 **(CTC - 7)**
- Share CSU/UC and private/out of state transfer volume reports to the Office of Institutional Research

- Adopted a more stable student tracking database initially created for the Center for Teacher Excellence
- Work with Research Office to create a research needs timeline

### C. How is this program integrated with student equity and strategic planning?

The Strategic Plan was developed three years ago. As part of the Strategic Plan, the college has developed several activities to increase the number of transfer bound students. The Career/Transfer Center has been heavily involved in structuring and carrying out these activities. **(CTC – 2)**

In 2007-2008, the CTC implemented a proactive model of steps in order to increase transfer to four year schools. The Center visited about 60 transferable math and English classes where transfer information was collected from all transfer bound students. More than 900 interest cards were collected and entered into a database. The database will be used for marketing and promoting transfer events and activities. The Center followed-up with all students who requested an appointment during the classroom visits. Approximately 250 students were scheduled for an appointment with a counselor or educational advisor in fall 2007. Of those who did not respond, we sent them an email and a letter to their home address.

In 2008-2009, the CTC solicited the names of all fall 2009 UC applicants from the UC Office of the President. One hundred and forty three students were identified for this intervention. Transcripts were printed for every student and reviewed for unit and major preparation completion. If an inconsistency surfaced, students were scheduled for a counseling appointment. Twenty counseling interventions were scheduled. Students also received written communications related to financial aid, UC application update, housing, and child care information. In addition, they were invited to attend special events and transfer awareness workshops, including transfer events hosted by UC campuses.

According to the State Chancellor's office, the CSU system is being forced to consider closing application windows early and capping or reducing enrollment count for the 2010-2011 academic school year. The UC system is also becoming more increasingly competitive for transfer students due to their reduction in enrollment systemwide. For the 2009-2010 academic school year, the CTC will make every effort to notify prospective transfer students of pending CSU and UC campus closures for winter and spring 2011. The CTC will visit all transferable math and English classes to make an announcement of these changes. Interest cards will be collected and entered into our collective database. A counseling appointment will be scheduled for students who request a counseling appointment. If eligible, mid year

transfers will be redirected to apply fall 2010 instead. The CTC pledges to increase the number of students receiving assistance with university applications for fall term, as compared to last year.

### **STUDENT EQUITY PLAN 2007-2008**

As part of the Student Equity Plan, the college has made a commitment to increase the number of transfer students by 5%, with particular emphasis on underrepresented groups. In order to meet the college's goal, the Career/Transfer Center has proposed several activities to advance this goal.

Below you will find language extracted from the Citrus College's Student Equity Plan: **(CTC - 1)**

Percentage of students by population group who transfer to CSU and UC compared to the total population of those enrolled in credit courses.

Goal: Increase total transfers by 5%, with particular emphasis on underrepresented groups within three years.

According to the college's 2007-2008 Student Equity Plan dated May 7, 2008, Citrus College transferred 535 students to CSU campuses and 55 students to UC campuses for the 2005-2006 academic school year. (See graph on page 26)

To aid in the College's transfer goal, the Career/Transfer pledges to the following:

- Improve student awareness of services available in the Transfer Center: speak in key classes, create database of potential transfer students, utilize mass emails to communicate with students, provide class tours, present at high school counselor breakfast
- Increase student use of available technology to gain transfer information. Conduct ASSIST workshops for students, targeting EOPS and DSPS students
- Increase transfer awareness at high schools including: conduct transfer workshops at high schools; educational advisors provide college going and transfer information; create mailing lists for transfer information, promote honors program
- Improve understanding of how to finance higher education through workshops on financial aid and scholarship opportunities and the culture of borrowing
- Coordinate transfer efforts on campus through Transfer Task Force meeting twice/year; activities to promote a transfer culture among faculty; collaboration with the Honors Program and Teacher Prep Program, work with special populations and other disadvantaged students

- Identify and contact students eligible for transfer. Create mailing list of students who have completed Math 150, English 101 and 30 transferable units
- Review course offerings each semester to ensure that crucial courses are offered to support transfer
- Provide direct assistance for students in the transfer process, including application workshops, university tours, financial aid workshops
- Promote Transfer Admissions Guarantees to students
- Make articulation issues more visible with academic departments

### III. Program Self-Evaluation

Self-evaluation is based on the WASC Accreditation Standard II:

#### I/A Instructional Programs

*“The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.”*

#### I/B Student Support Services

*“The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input and other appropriate measures in order to improve the effectiveness of the services.”*

#### I/C Library and Learning Support Services

*“ Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assess these services using student*

*learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.”*

**A. MIS Data Reporting (if applicable).**

1. Is data accurate?
2. Is the program coordinator involved in review of the data before it is submitted?
3. If not, please explain.

The Career/Transfer Center does not report MIS data. However, Title 5 regulations require each college district to submit a Transfer Center Annual Report to the Chancellor’s Office (**CTC - 8**). The Chancellor’s Office will utilize this information to meet part of our reporting requirements to the Governor and the Legislature and to identify statewide trends in resources for transfer and articulation activities. The information submitted to the Chancellor’s Office is true and correct and reviewed by the Dean of Counseling before submission.

**B. Access.**

1. How accessible is the program?
  - a. Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities, if appropriate.

**Below you will find demographic comparisons from the college to the Career/Transfer Center for 2008-2009**

Table 1. Fall 2008 Demographic Data Comparisons from the College to the Career/Transfer Center

	<b>College</b>	<b>Career/Transfer Center</b>
<b>Gender</b>		
Female	55.8%	53.4%
Male	42.0%	43.7%
Unknown	2.2%	2.9%
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.7%	0.6%
Asian or Pacific Islander	9.5%	12.3%
Black Non-Hispanic	4.9%	4.4%
Hispanic	37.1%	40.3%
Other	7.8%	5.8%
White Non-Hispanic	31.0%	24.9%
Unknown	8.9%	11.6%
<b>Age</b>		
Less than 17	0.4%	0.2%
18-24	55.9%	76.2%
25-49	29.0%	21.9%

Over 50	14.7%	1.7%
Unknown	0.03%	0
<b>Disability</b>		
Yes	3.4%	4.6%
No	96.6%	95.4%
<b>Total</b>		
	18,363	2,362

Table2. Spring 2009 Demographic Data Comparisons from the College to the Career/Transfer Center

	<b>College</b>	<b>Career/Transfer Center</b>
<b>Gender</b>		
Female	54.8%	53.1%
Male	43.0%	44.0%
Unknown	2.2%	2.9%
<b>Ethnicity</b>		
Am. Indian or Alaskan Native	0.8%	0.7%
Asian or Pacific Islander	9.8%	12.2%
Black Non-Hispanic	5.2%	4.9%
Hispanic	39.4%	40.6%
Other	6.5%	5.2%
White Non-Hispanic	27.8%	24.1%
Unknown	10.6%	12.3%
<b>Age</b>		
Less than 17	0.6%	0.2%
18-24	60.6%	76.7%
25-49	28.4%	21.6%
Over 50	10.4%	1.5%
Unknown	0.01%	0
<b>Disability</b>		
Yes	3.8%	4.5%
No	96.2%	95.5%
<b>Total</b>		
	15,988	2,307

### Career/Transfer Center Satisfaction Survey

A Career/Transfer Satisfaction Survey was created and administered in spring 2009. Data has not been collated at this time. The satisfaction survey will be used to monitor the program's effectiveness each year. Each year, students will be identified using Schedule and Reporting System (SARS) and asked to fill out an online survey. The Office of Institutional Research will use Survey Monkey to convert the current paper instrument into an online format.

**b. How effective is this program in enabling success for underprepared and underrepresented students?**

According to research provided by the Office of Institutional Research, The Career/Transfer Center is effective in enabling success for both underrepresented and underprepared students. According to the comparison below, the students served by the Career/Transfer Center have higher grade point averages than the college population. This includes students who are enrolled in basic skills courses and students who are historically underrepresented in higher education. In fact, students served by the CTC Center are more likely to reach transfer-prepared status (completed 60 units of transferable coursework) in comparison to the college population.

2008-2009	College	Career/Transfer Center
Average GPA <sub>1</sub>	2.27	2.60
Underprepared <sub>1</sub>	2.01	2.38
Underrepresented <sub>1</sub>	2.18	2.52
2008-2009	College	Career/Transfer Center
Transfer-Prepared <sub>2</sub>	23.1%	27.9%

Notes:

1. Banner views used: Person\_Detail, Student\_Course, Medical\_Information, and GPA (Overall GPA).
2. ARCC data (2002-2003 to 2007-2008) were used for the calculations. **(CTC – 9)**

**Citrus College Transfer Statistics to both the UC and CSU**

Below you will find the total number of students who transferred to both UC and CSU broken down by ethnic group. The University of California information was extracted using UCSTATFinder, a research tool provided by the UC Office of the President. California State University information was accessed using the CSU Chancellor’s Office website.

Please keep in mind that number of transfer students admitted to the CSU and UC campuses is dependent on enrollment management criteria set forth by the four year universities, which is often predicated by the state budget. For example, the CSU system is being forced to consider closing application



windows early and capping or reducing enrollment growth for the next few years due to state budget constraints.

**UNIVERSITY OF CALIFORNIA**  
**CSSD0811 - ORIGIN OF NEW UNDERGRADUATES , REPORT DATE: 06/02/09**  
**ACADEMIC YEAR: 2004-2008, TERM: FALL**

**SELECT: ALL TRANSFER STUDENTS ENROLLED FROM CITRUS COLLEGE, 004051**  
**ACROSS: ETHNICITY (6 CAT),**

TERM	ETHNICITY							TOTAL
	AI	ASIAN	BLACK	HISP	NOES	UNKWN	WHITE	
Fall 2008	0	10	1	15	8	3	18	55
Fall 2007	0	28	3	26	3	0	26	86
Fall 2006	0	18	1	15	2	2	18	56
Fall 2005	0	10	4	18	2	0	18	52
Fall 2004	0	19	4	20	2	2	20	67

Source: UC Office of the President, Student Affairs, Undergraduate Admissions, f09/Citrus College 04-08, LT 06/09

**CALIFORNIA STATE UNIVERSITY 2005-2008**

TERM	ETHNICITY							TOTAL
	AI	ASIAN	BLACK	HISPANIC	NOES	UNKNOWN	WHITE	
Fall2008	1	60	24	168	42	73	184	552
Fall2007	2	64	30	173	50	54	187	560
Fall2006	2	56	10	191	42	60	174	535
Fall2005	3	77	14	170	34	77	187	562

Source: CSU Chancellors Office

**TRANSFER:** Percentage of students by population group who transfer to CSU and UC compared to the total population of those enrolled in credit courses. Student Equity Plan, May 7, 2008, **(CTC-1)**

Transfer 2005-2006	American Indian/Alaskan Native	Asian	Black, Non-Hispanic	White, Non-Hispanic	Hispanic <sup>1</sup>	Filipino/Pacific Islander	Unknown/Declined to State	Other	Non-Resident Alien	Total
CSU	0.4%	6.5%	1.9%	32.5%	35.7%	3.9%	11.2%	0.0%	7.9%	100.0%
	2	35	10	174	191	21	60	0	42	535
UC	1.8%	18.2%	7.3%	36.4%	32.7%	1.8%	1.8%	0.0%	0.0%	100.0%
	1	10	4	20	18	1	1	0	0	55
Citrus Fall 2004 Enrollment <sup>2</sup>	0.7%	10.3%	5.3%	32.9%	40.6%	3.6%	4.6%	2.0%	0.0%	100.0%
	78	1094	563	3492	4314	378	486	211	0	10616

Hispanic category includes Chicano and Mexican students. Unduplicated count of students enrolled in credit courses only. This information is provided so that transfer data can be compared against the enrollment data.

### C. Success.

1. Review how well your students are completing their educational goals compared to the total college population, if appropriate.

Although the Career/Transfer Center is the focal point of transfer activities on campus, the transfer function is the responsibility of the institution as a whole.

The Office of Institutional Research extracted data from the Accountability Reporting for Community Colleges (ARCC) to determine how well students are meeting their transfer goal. The research showed students served by the CTC achieved transfer readiness at a higher rate than the overall college population.

2008-2009	College	Career/Transfer Center
Transfer-Prepared	23.1%	27.9%

ARCC data (2002-2003 to 2007-2008) were used for the calculations.

The Career/Transfer Center Coordinator is addressing the need for a campus transfer rate. Transfer effectiveness is currently measured by tracking transfer volume (number of students that transfer to a 4 year in a particular year). A transfer rate monitors the percentage or ratio of students transferring from a cohort over a five year period. Community college students choose to attend college for a number of reasons; thus a transfer rate would be a better indicator of success. For example, students may choose to attend college for personal enrichment, professional development, experimenting with postsecondary education, pursuing job skills through a certificate or skill award, or to fulfill transfer requirements. Monitoring students who show “intent to transfer” (completed college math and English), over a period of time is a better indicator of the college’s transfer effectiveness. There is a stark difference between those who declare transfer as their goal and those who exhibit transfer going behavior by completing college level math and English courses.

When students apply to Citrus College, the majority state transfer as a goal. According to our college Fact Book, **(CTC - 10)**, produced by the Office of Institutional Research, “among those students who clearly stated their educational goals, a large part hope to either receive a two-year associate degree or transfer to a four year institution.

Since the inception of online registration and application, it was not mandatory for students to indicate their educational goals; as a result many students did not answer the questions about their educational goal. As of fall 2008, the district once again requires students to list their educational goals and it is expected that the number of students who did not state will decrease substantially”.

### Student Educational Goals

	Fall 2003	Percent	Fall 2004	Percent	Fall 2005	Percent	Fall 2006	Percent	Fall 2007	Percent
<b>Transfer</b>	7,881	67.0%	8,074	66.5%	7,891	66.3%	7,661	67.3%	1,890	14.8%
<b>A.A/AS or Certificate</b>	2,264	19.3%	2,402	19.8%	2,424	20.4%	2,240	19.7%	1,664	13.0%
<b>Career/Ed Development</b>	550	5%	541	4%	495	4%	433	4%	850	7%
<b>Improve Basic Skills</b>									111	1%
<b>Did not State</b>	1,063	9%	1,117	9%	1,097	9%	1,041	9%	8,272	65%
<b>Total</b>	<b>11,758</b>	<b>100%</b>	<b>12,134</b>	<b>100%</b>	<b>11,907</b>	<b>100%</b>	<b>11,375</b>	<b>100%</b>	<b>12,787</b>	<b>100%</b>

Source: MIS Referential Files (California Community College Chancellor's Office)

- 2. Include (where applicable)
  - a. Number of degrees and certificates awarded.  
N/A
  - b. Number of transfer-prepared students.

According to the California Community College Chancellors Office (CCCCO), transfer pool proxies are good indicators of transfer preparedness. Information was provided by Patrick Perry, Vice Chancellor of Technology, Research and Information Systems, California Community Colleges Chancellor's Office.

Citrus College has steadily increased in the number of transfer prepared students. Just last year, the college produced 105 more transfer prepared students (completed college math and English and 60 transferable units) than the previous academic year.

Please keep in mind that although the college may produce more transfer prepared students, the four year public institutions may reduce the number of students they enroll due to circumstances outside of the college's control. The enrollment capacity and criteria at the university level is often predicated by the California State budget. If not admitted to a CSU or UC campus, many students many choose to wait until they are offered admission at a state institution, instead of enrolling at a private institution. However, in recent years the college has experienced an increase in the number of transfers entering private and out of state institutions. According to the charts on page 31-32, in 2006-2007 there was a grand total of 985 students admitted to four year institutions. This includes in state public and private universities, as well as out of state institutions. According to the transfer proxies provided by the Community College Chancellor's Office, Citrus College showed

1,045 students became transfer prepared for 2005-2006. If 985 transferred, the college had a **94.3%** transfer success rate that year. Of the students the college prepares for transfer each year, a vast number continue their studies at four year universities.

## Citrus College Transfer Proxies

Academic Year	Total Credit Students	Total Transfer Directed	Directed Rate	Model Transfer Ready	Model Ready Rate	Total Transfer Prepared
2000-2001 (All)	16,961	1,840	10.85%	876	47.61%	1,247
2000-2001 (New)	16,961	963	5.68%	592	61.47%	773
2001-2002 (All)	17,926	1,865	10.40%	882	47.29%	1,297
2001-2002 (New)	17,926	935	5.22%	572	61.18%	762
2002-2003 (All)	18,587	1,986	10.68%	928	46.73%	1,311
2002-2003 (New)	18,587	1,068	5.75%	603	56.46%	753
2003-2004 (All)	15,967	1,847	11.57%	883	47.81%	1,306
2003-2004 (New)	15,967	933	5.84%	583	62.49%	813
2004-2005 (All)	17,480	2,011	11.50%	1,044	51.91%	1,518
2004-2005 (New)	17,480	1,053	6.02%	724	68.76%	952
2005-2006 (All)	17,178	1,998	11.63%	1,026	51.35%	1,479
2005-2006 (New)	17,178	1,049	6.11%	696	66.35%	911
2006-2007 (All)	16,785	2,027	12.08%	1,045	51.55%	1,549
2006-2007 (New)	16,785	1,033	6.15%	685	66.31%	931
2007-2008 (All)	18,905	2,274	12.03%	1,185	52.11%	1,654
2007-2008 (New)	18,905	1,247	6.60%	790	63.35%	1,011

**ALL**= total number of students that reached the milestone, regardless of when they reached it.

**NEW**= reached that milestone THAT YEAR.

**Total Credit Students:** Count of all the students who had a Headcount Status (STD7) of A,B,C,D or E at sometime during the 00/01 academic year.

**Total Transfer Directed:** Students who enrolled in and earned a grade of "A","B","C" or "CR" in a transferable Mathematics course **and** transferable English course.

**Directed Rate:** Total Transfer Directed / Total Credit Students.

**Model Transfer Ready:** Students who were Transfer Directed **and** had earned 56+ transferable units with a minimum 2.00 G.P.A. as of the spring term.

**Model Ready Rate:** Model Transfer Ready / Total Transfer Directed.

**Total Transfer Prepared:** All students who earned 56+ transferable units with a minimum G.P.A of 2.00 as of the spring term. Work done at all schools attended by a student was taken into consideration if a SSN was reported for the student.

*Information extracted from the California Community Colleges Chancellor's Office*

c. Number of transfers.

“A large percentage of Citrus College students transfer to CSU schools. Recently, there has been a steady increase in students who transfer, especially to the UC system. Below you will find the number (volume) of transfer students according to CPEC data:

Of those transferring to the California State Universities, a large percentage transfer to California Polytechnic State University, Pomona and California State University Fullerton and Los Angeles.

Of those transferring to a University of California, the majority transfer to University of California Irvine, Los Angeles, and Riverside.” (Citrus College Fact Book 2009) **(CTC - 10)**

Transfers to UC and CSU Systems  
Number of Students Transferring to UC and CSU  
2001-2007

System	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
<b>CSU</b>	515	505	446	562	535	559	552
		-2%	-12%	26%	-5%	4%	-1%
<b>UC</b>	64	53	43	70	55	63	94
		-17%	-19%	63%	-21%	15%	49%
<b>CSU/UC subtotal</b>	579	558	489	632	590	622	646
		-4%	-12%	29%	-7%	5%	4%

Source: California Postsecondary Education Commission, (Information extracted from The College Fact Book 2009)

“Some Citrus College students transfer to in-state private universities and out-of-state colleges and universities. According to CPEC data, the two private universities that Citrus College students transfer to are University of Phoenix and Azusa Pacific University.

Although University of La Verne does not participate in CPEC data collection, they are a popular transfer destination for many of our students as well.” (College Fact Book 2009) **(CTC – 10)**

**Transfer to Private and Out of State Institutions  
2004-2007**

System	2004-2005	2005-2006	2006-2007
<b>Out of State</b>	113	91	100
<b>In State Private</b>	233	230	263
<b>Total</b>	978	911	985

Source: California Community College Chancellor's Office.

- d. Achievement of non-credit educational goals.  
Not applicable

**D. Student Learning Outcomes.**

- 1. Describe your progress in the development and implementation of Program Student Learning Outcomes.
  - a. List the program SLOs.



**Student Learning Outcomes 1.2**  
**Career/Transfer Center (Survey fall 2008)**

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>To create a campus wide transfer and career culture.</p> <p>Our mission is to provide quality career &amp; transfer programs and services that support student success.</p> <p>The range of services provided enhances students' educational experience and assists in the acquisition of academic and career goals.</p>	<p>Communication</p> <p>Creative, Critical and Analytical Thinking</p>	<p>Student understands the four year post-secondary options (CSU, UC, Privates) in California</p>	<p>Post journal entry will be assigned in two Counseling 160 (Strategy/College Success) classes following a "Choosing a College" workshop hosted by the Career/Transfer Center.</p> <p>Instructor will administer a Pre and Post Test for each "Choosing a College Workshop" and will submit results to the Career/Transfer Center Coordinator</p> <p>Before the presentation, the college representatives were coached as to the material they were required to cover during the presentation. A copy of the pre-test was offered to them as a guide of the information they needed to include in the presentation</p>	<p>The Pre and Post test delivered impressive results about student transfer awareness.</p> <p>We surveyed two classes, 48 students total</p> <p>Out of a twenty question transfer quiz, 43.5% of students had wrong answers on their pre-test</p> <p>When we administered the post-test we found students were now able to answer 91% of the questions correctly.</p> <p>Students are most familiar with units required to transfer and obtaining a bachelors degree. They were also very familiar with the mega site for CSU campuses</p> <p>The questions most students missed on both the pre and post test was, "How many private/independent colleges are there in CA?" and "Which campuses offer Transfer Admission Guarantees (TAG) to students?"</p>	<p>We need to make sure the UC representative focuses more time on discussing the Transfer Admission Guarantees (TAG's) and sharing a little about the UC mega site</p> <p>The Private college representative needs to be more clear about how many independent colleges exist in CA and sharing the mega site for independent colleges</p> <p>The Coordinator will make sure to the college representatives put more emphasis on the areas listed above</p>



## Student Learning Outcomes 2.1 Career/Transfer Center

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results	Use of Results
<p>To create a campus wide transfer and career culture.</p> <p>Our mission is to provide quality career and transfer programs and services that support student success. The range of services provided enhances students' educational experience and assists in the acquisition of academic and career goals. We provide services focused on helping students explore, evaluate, and ensure a seamless transition to a University</p>	<p>Computation</p> <p>Creative, Critical, and Analytical Thinking</p>	<p>Students will be able to utilize web technology to accurately and successfully gain knowledge about transfer options.</p> <p>Students will self advocate by accessing transfer related websites and actively engaging in computer research related to transfer planning.</p>	<p>A student survey will be conducted during graduation rehearsal to assess their comfort using transfer related links.</p>	<p>Out of the 170 participants who took the survey, only 138 claimed to have visited a Counselor or Educational Advisor in the Career/Transfer Center</p> <p>57% were familiar with <a href="http://www.csumentor.edu">www.csumentor.edu</a>            56% were familiar with <a href="http://www.assist.org">www.assist.org</a>            48% were familiar with <a href="http://www.collegesource.org">www.collegesource.org</a>            34% were familiar with <a href="http://www.uctransfer.org">www.uctransfer.org</a>            20% were familiar with <a href="http://www.aiccu.edu">www.aiccu.edu</a>            19% were familiar with <a href="http://www.ucop.edu/pathways">www.ucop.edu/pathways</a></p> <p>The majority of the students 52% learned about these mega sites through participation in individual counseling appointments.</p> <p>Another 32% claim to have learned about the sites through promotional materials and then taught themselves how to use them</p> <p>15% said they learned about the sites in a counseling class</p> <p>12% attended transfer awareness workshops where they heard about the sites</p> <p>11% learned about the sites by reading the Transfer Planning Guide</p> <p>There is a statistically significant positive correlation between the frequency of seeing a counselor or educational advisor in the Career/Transfer Center and the level of familiarity using transfer related websites, especially as it relates to <a href="http://www.assist.org">www.assist.org</a> and <a href="http://www.csumentor.edu">www.csumentor.edu</a></p> <p>There is also a positive correlation between the number of services utilized in the Career/Transfer Center and the level of familiarity in using all transfer related websites.</p>	<p>A large percentage of our students transfer to CSU campuses, therefore our percentages seem to be representative of this behavior</p> <p>Some of our questions need to be restructured. We are consulting with our campus institutional researcher about changing the questions to better gauge the students familiarity with the transfer websites</p> <p>We plan to add a new question to our survey, "Did you apply to a UC, CSU, Private, or an out of state institution?" This will help us better understand which systems of higher education were considered by the student, explaining their familiarity with the sites or lack thereof.</p>

- What process was used to develop the SLOs?

The Career/Transfer Center staff developed the SLO's during several departmental meetings. In addition, faculty attended several training sessions offered on and off campus related to SLO development. We discussed and refined our student learning outcomes at these trainings. They were also shared and discussed at several departmental and division meetings.

After assessing an SLO, results are shared with the entire counseling division and in departmental meetings. We also worked on and discussed SLO's during a coordinator meeting lead by the Dean of Counseling.

- What activities are used to achieve the SLOs?

SLO 1.2, A pre and post test to assess our effectiveness. We contacted counseling instructors and asked them to host a "Choosing a College" workshop during their class session. We informed them of a pre-post test that would be administered to their students. Presenters were briefed about the points they needed to cover to ensure the information delivered was consistent among systems of higher education and all questions on the pre-post test were addressed during the presentation.

SLO 2.1, Questions were listed on a yearly graduation survey our general counseling department administers. Students were asked to state if they had visited and received services from the Career/Transfer Center. Special attention was paid to transfer student's affirmative comments ...?

## 2. How are you assessing the outcomes?

SLO 1.2, the SLO is assessed by the administration of a pre and post test to every student attending a "Choosing a College Workshop."

SLO 2.1, an annual assessment of the SLO is accomplished by administering a survey to the entire graduating class during graduation rehearsal.

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

SLO 1.2, after the first year we changed the method of assessment and offered clear instructions to presenters before the presentation. We also allowed them to see a copy of the pre-post test to ensure consistency of information delivered. Overall, the results of the pre/post test were outstanding. It showed students understood the information and benefited from the workshop. During the post test, students were able to

answer 91% of the questions correctly, as opposed to 43.5% for the pre-test.

SLO 2.1, after surveying the students for the first time in spring 2008, we uncovered some interesting facts about prospective transfer student's familiarity with important transfer related web links. After looking at the results, we were prompted with more questions about their transfer going behavior. We have modified the questions and included them in the upcoming graduation survey that will be administered spring 2009.

#### E. Compliance (if applicable).

1. Provide an overview of how this program meets applicable minimum requirements of law.

The District has a Transfer Center Plan that is updated every five years and complies with the requirements of Title 5. The Plan identifies appropriate target student populations and is designed to increase the transfer applications of underrepresented students among transfer students. Plan components include services provided to students, facilities, staffing, advisory committee, and evaluation and reporting.

Board Policy and Administrative Procedure 5120

We recently added a board policy and an administrative procedure related to transfer (BP 5120 and AP 5120). Both policies should be adopted by the college by July 2009. This document will be updated when the procedures are adopted by the college. The Career/Transfer Center was directly involved in the development of these policies.

#### F. Student Eligibility (if applicable).

1. Describe eligibility requirements for participation in your program.

There are no eligibility requirements to participate or receive services from the Career/Transfer Center. These services are available to the community, employees, and students. A student identification number is required to see a counselor or educational advisor. To make an appointment with a counselor the students must possess a college identification number. An identification number may be obtained by submitting an application to the Office of Admissions and Records.

#### G. Program Services/Activities:

1. List and describe the services/components offered by your program.
  - a. Include numbers of students participating in each component, if available.

<b>Services / Components Offered by the Career/Transfer Center 2007 - 2008</b>	
Transfer Planning Guide to assist in college/university preparation:	<b>10,000 - 12,000</b> are distributed each year to prospective and enrolled students.
Resource Room Services Include: Transfer College Library/Resources; Video and Career Book Library; Career/Scholarship Internet Research Service (EUREKA);	<b>2,536</b> visiting students.
UC (TAG) Transfer Admission Guarantee Contracts:	<b>113</b> appointments between 2007 - 2008
Tours to four-year colleges and universities:	<b>105</b> students participated in various tours
Transfer information for CSU, UC, out of state, and in state private universities:	<b>3802</b> student appointments
Increased Articulation agreements between Citrus College and the local colleges and universities:	<b>8</b> Agreements with Private and Out of State Schools
Individual counseling appointments with university representatives:	<b>885</b>
Hyperlinks to important related transfer and articulation web sites. Citruscollege.edu, Career related links and Transfer related Web Resources. <b>(CTC-11)</b>	<b>71</b>
Career assessments: A comprehensive evaluation of career interests, personal and work values, skills and personal preferences.	<b>276</b>

Career/Transfer Center Activities 2007-2008

<b>DATE</b>	<b>ACTIVITY / WORKSHOP</b>	<b># of participants</b>
7/11/07	Summer Transfer College Fair	200+
7/18/07	Adjunct Counselor Training	21
7/24/07	In Service Training	29
8/6/07	Summer Bridge CTC Workshop	76
8/23/07	Ambassador Workshop	14
Two (2)	Financial Aid Workshops: 10/2, 10/26/07	4
Three (3)	Scholarship Workshops: 10/2, 10/7, 10/17/07	99
10/11/07	Choosing College Workshop	27
Two (2)	Personal Statement Workshops: 11/8, 11/14/07	51
10/26/07	Faculty Training UC Personal Statement	16
10/30/07	Fall Transfer College Fair	400+
11/07	UC Reader Project Personal Statement	10
11/13/07	TAP conference UCLA	18
Two (2)	Cal Poly Next Steps Workshops: 11/14/07, 2/13/08	43
2/15/08	Eagle Fest - UCLA	8
2/28/08	Assisting with Financial Planning	3
3/4/08	"What's Next" Workshop CSULA	0
3/5/08	Eureka/Scholarship Workshop	1
3/19/08	Careers in Health Professions	4
Two (2)	SITE Orientations: 4/24, 5/8/08	14
4/25/08	STOMP	23
4/29/08	Next Steps, CSU Fullerton	4
4/29/08	Careers in Law Enforcement	10
5/21/08	Careers in Engineering	13

Below you will find statistics extracted from our appointment tracking system (SARS). Reason codes associated with the activities/services provided are listed here:

NOTE: Number of student served has increased slightly year to year. Reasons codes were used less frequently prior to 2007-2008, thus the extreme increase from prior years. In an effort to ensure an accurate record of services rendered, all counselors and advisors are now mandated to populate appointment reason codes for matriculation purposes. This resulted in a significant increase from 2006 to 2007 academic year. The numbers below are duplicated; a student may be seen for multiple reasons in one counseling appointment.

**Individual Student Appointment: [ACADEMIC](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	764	895	881	1401	3215
<b>Prior Year Comparison</b>		17.15%	-1.59%	64.92%	129.48%

**Individual Student Appointment: [CAREER](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	73	83	43	100	403
<b>Prior Year Comparison</b>		13.70%	-48.18%	132.56%	303.00%

**Individual Student Appointment: [CAREER INTAKE](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	237	163	164	174	125
<b>Prior Year Comparison</b>		-31.22%	0.61%	6.10%	-28.16%

**Individual Student Appointment: [GRADUATION APPLICATION \(GRAD APP\)](#)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	7	112	132	99	200
<b>Prior Year Comparison</b>		1500.00%	17.86%	-25.00%	102.02%

Individual Student Appointment: **FOLLOW-UP**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	N/A	N/A	N/A	N/A	351
Prior Year Comparison					

Individual Student Appointment: **MAJOR**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	5	66	36	42	1470
Prior Year Comparison		1220.00%	-45.00%	17.00%	3400.00%

Individual Student Appointment: **RESUME**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	23	19	21	28	15
Prior Year Comparison		-17.00%	11.00%	33.00%	-46.00%

Individual Student Appointment: **STUDENT EDUCATION PLAN (SEP 1)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	N/A	N/A	N/A	86	354
Prior Year Comparison					312.00%

Individual Student Appointment: **STUDENT EDUCATION PLAN UPDATE (SEP UPDATE)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
Student Appointments	N/A	N/A	N/A	12	959
Prior Year Comparison					7892.00%



Individual Student Appointment: **TRANSFER ADMISSION GUARANTEE (TAG)**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	N/A	N/A	N/A	N/A	113
<b>Prior Year Comparison</b>					

Individual Student Appointment: **TRANSFER**

	2003 - 04	2004 - 05	2005 - 06	2006 - 07	2007 - 08
<b>Student Appointments</b>	2732	2356	2240	2483	3802
<b>Prior Year Comparison</b>		-14.00%	-5.00%	11.00%	53.00%

2. Describe how it compares to similar programs at other community colleges in service area (if applicable).

Not Applicable

H. Funding, Expenditure & Accountability (if applicable)

1. How does this program work with the business office to monitor expenditures and fiscal reporting?

Discussions about the budget begin before the governor sends the revised May budget and continues until the budget is adopted. On occasion the Vice President of Student Services will attend our division meeting to offer a budget overview. Each year, every department is encouraged to submit budget augmentation requests for the fiscal year. These are one time funds to purchase items needed for the program or to fund a transfer activity. For example, we requested \$10,000 recently to fund a Northern University Field Trip for 50 students. We also requested \$12,000 to cover the cost of our Transfer Planning Guides. One year we requested \$2,000 to fund giant banners announcing priority application filing periods at the four year schools. Each year, the Dean of Counseling compiles a list and forwards a memo to the Vice President for consideration. We are notified within a few weeks if the request was granted.

The Dean of Counseling and the program secretary meet with the Accounting Technician to monitor allowable expenditures and reconcile fiscal reporting. The Accounting Technician e-mails monthly reports to the Dean. The Dean has quarterly budget meetings with the Career/Transfer Center Coordinator. The Fiscal Services Department completes expenditure reports for the Chancellor's Office Transfer Center Annual Report.

## 2. WSCH/FTES generated by each program.

Not applicable

## 3. Census & FTE trend.

Not applicable

### I. Environmental impact

#### 1. How has your 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, etc...)

- Staff are encouraged to utilize the two recycling receptacles (for plastic and aluminum) which are available within the common area
- All used printer toner cartridges are packaged and sent to the purchasing warehouse for recycling
- Two green paper recycling sacks are openly available and utilized by the staff
- Purged student file folders are reused for new students
- Double-sided printing is used to reduce paper consumption
- Electronic format of event flyers are posted on the website to reduce paper usage

### J. Technology needs

#### 1. What technology needs currently exist in your program (include justification)?

##### **Database**

We need to capture vital transfer information from all students who declare transfer as a goal. Currently, we only keep record of students who have come in contact with the Career/Transfer Center.

To better collaborate with other student services programs, we need a database that captures transfer information across programs, such as EOPS students.

We are currently using a database originally created for the Center for Teacher Excellence through Title V funds. The individual who created the database is no longer working at Citrus College. Therefore, we have limited support from the Tech office to change or manipulate data in our current database. We need a database that interfaces with Banner and can be used to track visitors to the Career/Transfer Center as

well as prospective transfer students who have never stepped foot in our office.

In fact, as part of a strategic planning goal, we are visiting nearly 90 classrooms per year to advertise our services and share important university application filing periods. We also developed a transfer interest card to solicit transfer information from students such as intended transfer school, major, expected transfer term, etc. We are using an excel spreadsheet to keep track of the information. We use this information to fill four year representative appointments, invite students to university events and workshops, and disseminate important transfer information.

#### **Transfer Evaluation System (TES)**

With the new IGETC standards allowing counselors/advisors more flexibility in approving course credit that transfers to the University of California, we are in need of a more robust course description database. TES is a popular tool among colleges. TES is offered through College Source, but costs substantially more to subscribe to than College Source (+\$4,000). It encompasses all the features in college source, but with added capabilities such as course finder, evaluation tracker, and equivalency manager.

#### **Marquee**

Purchase a marquee to advertise services and alert students about critical application periods.

#### **Social Networking**

Facebook, Twitter, and blogs are the latest, inexpensive necessities to recruit students to campus. We would like to learn how to best use these 'tools' to connect with students. We can share important resources and keep them abreast of transfer deadlines. We can learn about:

- Ways to remind students of vital university acceptance and deadline dates
- Advertise career services and workshops
- Learn critical tips to monitor buzz about our institution online

#### **Tech Support/Web Design**

Hire a part-time person to modify, expand, and spruce up the Career/Transfer Center website. The website is not updated on a consistent basis. Some of the web links are not active. Transfer options such as Transfer Admissions Guarantees (TAG) for the UC and Lower Division Transfer Pattern (LDTP) for the CSU need more advertisement. Especially with our growing distance education program and online counseling program, we need to be more vigilant of our website.

Obtain support from Tech office to offer students the option of making counseling appointments online

We also need to create a way for students to register for workshops or events online.

2. Given your plans for future growth and development, what technology needs do you anticipate in the future?

The Career/Transfer Center will be moving to a new location in the near future. The CTC will need to upgrade the current resource room computers. Some of the computers are outdated; they have no flash drive or CD ROM access. Students use these computers for transfer and career research. We also use them to help students submit university applications.

Replacing the old audio visual equipment in the resource room would be beneficial too.

## IV. Effective Practices

### A. Describe what is working well

1. Include awards and special recognitions.

- ⇒ The Career/Transfer Center's primary focus is helping students transfer and assisting them with their career development needs. The educational advisor and counselors working in the center are recognized and highly regarded for their transfer specialty. The CTC handles complex transfer cases referred by administration, instructional faculty, or counseling faculty. It is considered the focal point of transfer for the entire campus.
- ⇒ As indicated by the Community College Survey on Student Engagement (CCSSE), students are satisfied with the services rendered in the Career/Transfer Center. They receive current and accurate transfer information in a friendly environment.  
**(CTC – 12)**
- ⇒ The CTC assists students in the development and achievement of educational goals, specifically those involving transfer to four year colleges and universities. The center strives to provide an innovative and supportive learning environment that facilitates the seamless transition of students from Citrus College to schools in California and across the nation. In addition to serving students directly, the CTC actively disseminates the most up to date and pertinent transfer information to counselors,

instructional faculty, staff, and other members of the campus community. The CTC diligently works toward changing campus policies and procedures that act as barriers to transfer.

- ⇒ The transfer newsletter has received two awards. In 2004 it received a gold medallion from the National Council for Marketing and Public Relations (NCMPR). Then, in 2006, it received a bronze from the Council for the Advancement and Support of Education (CASE).
- ⇒ The CTC has received praise for awarding two deserving faculty with the “Outstanding Student Transfer Award” on a yearly basis. The award is offered to faculty who have demonstrated “above and beyond” support and encouragement to transfer students.

**B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?**

UC Reader Project:

Faculty, staff, and managers volunteer to review UC personal statements and offer suggestions to prospective UC transfer students.

Transfer Picture Day after Graduation Rehearsal and Transfer Hall of Fame Wall:

A group of 20-30 students are selected for a professional picture shoot. A photographer takes pictures of students wearing their cap and gown, attire from their transfer school, and displaying their campus pennant. The photo session takes place immediately after graduation rehearsal, a day before graduation.

Counselor Breakfast transfer student pictures:

Many of the pictures we collect at the yearly Transfer Reception and from the professional photo shoot are used to create a PowerPoint shared with local high school counselors and administrators.

UC Data Sharing Project

UC Office of the President shared the names and contact information of all fall 2009 applicants. Counselors reviewed each student’s record and invited them in for a counseling appointment if an intervention was necessary. Students were also invited to attend financial aid workshops to ensure an application was submitted by the priority filing period, March 2.

### UCLA Peer Mentor

UCLA's office of Community College partnerships provide Citrus College with a peer mentor. She meets with prospective UC transfer on a monthly basis

### Transfer Newsletter:

The Career/Transfer Center works collaboratively with our Office of External Relations to produce our award winning transfer newsletter

## C. What successful pilot projects have been implemented by your program?

We participated in the UC Data Sharing Project where the UC Office of the President provided Citrus College the names of all fall 2009 applicants. All student records were reviewed and if intervention was necessary, they were called in to speak to a counselor.

Visit all college level math and English classes (90+ classrooms). Collect interest cards and store information on a excel spreadsheet. Use the information to fill college representative appointments, generate more transfer counseling appointments, advertise transfer workshops, and encourage students to participate in 4 year college events.

## D. How do faculty, administrators, staff and students participate in improving the effectiveness of this program?

Staff, faculty, students, and managers are invited to attend our bi-annual Transfer Task Force (TTF) where they are encouraged to assist in the development of transfer activities. Committee members are representative of the campus at large and four year college representatives. At these meetings, everyone has the opportunity to exercise a strong voice and influence implementation strategies to support the campus wide transfer function. In order to represent the collective wisdom of the faculty at large, a committee report is offered to Academic Senate bi-annually by the Career/Transfer Center Coordinator. The Transfer Center Plan is also discussed and updated when necessary. Committee members also offer feedback/suggestions on yearly program goals.

## V. Opportunities for Improvement, Recommendations and Needs Identification

### A. Identify areas where you may need to make adjustments or changes in order to better serve students.

1. Use data and previous discussions as foundation for recommendations.
2. Consider needs for data, staffing, program growth and/ or restructuring.
  - a. Include plans, timelines, resources needed, and person(s) responsible for implementing the plans.
3. Technology needs
  - a. What technology needs currently exist in your program (include justification).
  - b. Given your plans for future growth and development, what technology needs do you anticipate in the future?

Our Co-Op Title V grant with University of La Verne is coming to an end next year. The Career/Transfer Center has benefited from their presence in our office. The grant funding created significantly more individual counseling appointments for students.

#### **Staffing Needs:**

The Career/Transfer Center needs to hire a permanent Administrative Clerk II. Due to campus budget constraints, we have refrained from hiring a much needed clerk typist II. We have hired temporary help intermittently. The Administrative Clerk is in charge of managing our record keeping system and student database, along with monitoring the front office operations. After a student is seen by a counselor, a file is created to keep a running log of the student's progress and counseling sessions. A signed intake form is also stored in the file that grants four year representatives permission to view the student records. Career assessments are also kept because there is a fee to print additional copies from the publisher. It is of utmost importance that we keep our permanent Administrative Clerk to ensure we have a reliable and efficient record keeping system.

Hire a full time event coordinator. With the recent addition of career development workshops, Northern University field trip, UC Data Sharing Project, SLO development and assessment, 90+ classroom visits to meet our strategic planning goal, it has become increasingly difficult for the Career/Transfer Coordinator to work with instructional programs. The following are ways the Coordinator would like to connect with instructional faculty to build a stronger transfer culture:

- Offer monthly reports at instructional division meetings.

- Create a faculty champions committee that will serve as a faculty “think tank” that meets more frequently than the Transfer Task Force Committee
- Offer a professional development workshop on a yearly basis for instructional faculty
- Investigate the possibility of creating a summer scholars program with a UC campus to give our transfer students the opportunity to participate in summer research camp.
- Offer more frequent reports to the Board of Trustees and Academic Senate related to transfer.
- Write articles for our CCFA and Academic Senate newsletters related to career and transfer.
- Plan more intense training workshops for novice and experienced counselors/advisors. Perhaps ongoing training will help.
- Increase college representatives visiting our campus.
- Create time to work more closely with counselors teaching career development courses.

### **Research Needs:**

Work with the institutional researcher to create and follow our progress as far as transfer rate is concerned. The college keeps record of transfer volume only. Using data assessment the Career/Transfer Center will continue to address issues of student access, equity, and success with regard to transfer.

Community colleges in general need to work to reduce the disparity between incoming students who indicate a preliminary interest in transfer and the actual rate of those who do transfer to baccalaureate institutions. In addition to the items listed below, the Career/Transfer Center is in need of improved assessment and tracking of students who participate in the program.

The college also should consider collecting data to:

- Determine if college’s transfer numbers are representative of the overall college population
- Determine if the college’s transfer students are representative of the community’s population at large
- Determine if students who list transfer as their goal are enrolling in transfer “gate-keeping” courses such as college-level English and math. If not, what can be done to improve participation?
- Of the students who identify transfer as their goal, how many are successful at attaining their transfer goal?
- Increase total transfers by 5%, with particular emphasis on underrepresented groups within three years
- Transfer student satisfaction survey

Create a Student Transfer Survey that will be mailed to all students who have transferred to four year colleges.



Create a Career/Transfer Center satisfaction survey to gauge the effectiveness of our program and services. It will be distributed to students who have visited our center within the past year.

**Workshop/Task:**

- Create more time for the development and assessment of SLO's.
- Citrus college transcripts must include a transferable GPA. CSU and UC designators are also important.
- Offer students the option to purchase career assessments with a credit card. Work with the bookstore to offer career assessments and Career Fitness Manual as a textbook bundle.
- There is a need for more career development workshops such as resume writing, dressing for success, finding the mystery major, career series workshops, etc.
- Create ongoing trainings tailored for new/adjunct counselors and educational advisors. More experienced transfer counselors/advisors monitor work output for 3-6 months from start of employment. Regular review of file documentation and Student Education Plans is necessary.

**Technology Needs:**

- Create an all-encompassing database that interfaces with all student services programs and outreach.
- Replace all computers and audio visual equipment in Career/Transfer Center resource room when we move to the new building.
- Implement a computerized academic planning tool. The college reviewed several options. My Academic Plan (MAP) is currently being used at South Orange County Community College District. Because MAP interfaces with Banner and ASSIST, this is a preferred program. However, since it was a home grown system, the Chancellor's Office will be funding a feasibility study this year to determine its viability with other ERP programs. There is a huge need for an electronic SEP and degree audit system.
- To meet the future needs of students who will increasingly use remote technologies. The Career/Transfer Center would like to offer technology-assisted communication with the more distant four-year campuses, anticipated technology needs web conferencing equipment (e.g. web camera and phone conferencing technology) which will integrate with the existing computer resources.
- In anticipation of a shift away from paper/print resources and more toward technology-based resources (e.g. downloadable catalog, web-accessible transfer databases, online courses, online programs and orientations, etc.), faculty, staff, and student computers within the Career/Transfer Center should be

routinely upgraded to ensure sufficient processing speed, memory, and disk space to provide timely and comprehensive information to our students, faculty, and staff.

**Articulation Needs:**

- Work closely with the Articulation Officer to ensure the college creates associates degrees that incorporate transfer options
- Become more involved in CTE as it pertains to Career Pathways. Articulation plays a huge role in CTE and Career Pathways

## **VI. Technical Assistance/Training needs**

**A. Is there any training or technical assistance that you believe would improve the effectiveness of your program? Be as specific as possible.**

Citrus College must make it mandatory that all counselors attend the CSU and UC yearly counselor conferences, in addition to Ensuring Transfer Success (ETS). Budget should be allocated yearly to permit every counselor to participate.

Provide more training for our Career Counselor on career assessment interpretation.

Training related transfer advising should occur on a more frequent basis. More thorough training for new counselors and advisors, perhaps offered on a quarterly basis would be beneficial. Seasoned counselors and educational advisors should continue with annual training. Bi-annual training for four hours each day is preferred.

Graphic designer/web page developer to maintain and update our web page. **(CTC – 11)**

Assistance with creating a transfer student satisfaction survey for the recently transferred students.

Track transfer rate and monitor the college's progress on a yearly basis.

## **VII. Supplemental Information**

**A. Provide copies of materials that you provide to students in your program.**

All flyers and material created for students are posted on our website, including the transfer planning guide. **(CTC – 11)**

B. Describe any additional reports your program provides to regulatory bodies, if appropriate.

1. Chancellor's Office Transfer Center Annual Report (**CTC – 8**)
2. Transfer Center Plan (**CTC – 3**)

## **VIII. Addenda (as applicable)**

A. Catalog pages pertaining to program.

### **CLASS SCHEDULE 2009 (page 116)**

#### **Career/Transfer Center**

626-914-8639 Fax: 626-914-8544

[www.citruscollege.edu/stdntsrv/transcntr](http://www.citruscollege.edu/stdntsrv/transcntr)

[careercenter@citruscollege.edu](mailto:careercenter@citruscollege.edu)

[transfercenter@citruscollege.edu](mailto:transfercenter@citruscollege.edu)

Office Hours: Mon.-Thurs., 8 a.m.-7 p.m.  
Fri., 8 a.m.-4:30 p.m.

Location: ED 129

#### **Career Center services include:**

- Individual career counseling and testing
- Interviews with professionals in your chosen career field
- Job search strategies and workshops
- Computerized career guidance and career library
- Career development classes for unit credit

#### **Transfer Center services include:**

- Individual academic assistance
- Individual appointments with university representatives
- University campus fieldtrips
- Transfer awareness workshops
- University catalogs
- Transfer college fairs
- Computerized college information and transfer resource library
- University of California (UC) Transfer Admission Guarantees (TAG)
- UC/CSU cross-enrollment for only \$10
- Transfer planning classes for unit credit

### **2009-2010 CATALOG (page 35)**

#### **Career/Transfer Center**

The Career/Transfer Center serves students' career development and transfer needs. Career counselors help students explore occupations and career fields using

comprehensive printed and computerized resources. These resources help students make well informed decisions regarding employment, selection of a major, and/or career choices. Career assessment may be recommended by counselors to measure interests, skills, personality and work values. Students may receive help developing resumes and improving job interviewing skills through individual appointments or during job search presentations. The center also provides helpful resources to students planning to transfer to a four-year college or university. To educate and assist Citrus College transfer students, the Career/Transfer Center provides a variety of transfer support services, resources and special events. We aim to foster a seamless transfer process using services and resources that include:

- College catalogs and college search resource books
- Individual transfer advising
- University representative appointments
- University application assistance and workshops
- Campus tours
- Transfer awareness workshops
- College fairs
- Guaranteed admission contracts to 7 of the 10 UC campuses
- Course equivalent articulation agreements with numerous 4-year institutions

## Academic Program Review Documents and Their Equivalent Location in the Student Services Program Review Draft

<b>Student Services PR Draft section</b>	<b><i>Comparable Academic Program Review Documents/ Data</i></b>
	<b><i>MISSION</i></b>
I a.	Statement of Program Description and Objectives
III d.	List of Certificates Issued for Prior Year
III d.	Sequence of Courses Required to Meet Educational Objectives
VIII	Course Outlines of Record
VIII	Catalog Pages Pertaining to Program
	<b><i>NEED</i></b>
III b.	Course Enrollment Trends
III i.	WSCH/FTES Generated for Each Program
III h.	Similar Programs at Other Community Colleges in Service Area
VIII	Articulation Agreements
III i.	Census and FTES Trend
III b.,c.,d.	Student Data
	<b><i>QUALITY</i></b>
I a.	Faculty Minimum Qualifications: Diversity and Credentials
III c.	Course/Program/College Grade Distribution
VIII	Syllabi
	<b><i>FEASIBILITY</i></b>
VI, I d.	Facility and Equipment Needs
II a.	Library Resources
III f.	<b><i>COMPLIANCE</i></b>
VIII	List of Courses with Requisites Not Validated
I e.	Progress in Prior Recommendations

## Career/Transfer Center Evidence

- CTC – 1            **Student Equity Plan**  
<http://www.citruscollege.edu/admin/research/Documents/IR%20Projects/StudentEquityTablesTogether.pdf>
- CTC – 2            **Citrus College Strategic Plan**  
<http://www.citruscollege.edu/admin/planning/Pages/default.aspx>
- CTC – 3            **Transfer Center Plan**  
<http://www.citruscollege.edu/stdntsrv/transcntr/Pages/default.aspx>
- CTC – 4            **CA College Transfer Recommended Guidelines**  
[http://www.cacctcw.org/igetc/RecommendedGuidelines\\_final.pdf](http://www.cacctcw.org/igetc/RecommendedGuidelines_final.pdf)
- CTC – 5            **Northern University Fieldtrip**  
<http://www.citruscollege.edu/admin/research/Pages/IRProjects.aspx>
- CTC – 6            **Career/Transfer Satisfaction Survey**  
<http://www.citruscollege.edu/admin/research/Pages/IRProjects.aspx>
- CTC – 7            **Counseling Survey**  
<http://www.citruscollege.edu/admin/research/Pages/CounselingSurvey.aspx>
- CTC – 8            **Transfer Center Annual Report**  
<http://www.citruscollege.edu/stdntsrv/transcntr/Pages/default.aspx>
- CTC – 9            **Accountability Reporting Community College (ARCC)**  
<http://www.citruscollege.edu/admin/research/Pages/ARCC.aspx>
- CTC – 10           **Citrus College Fact Book Spring 2009**  
<http://www.citruscollege.edu/admin/research/Documents/Fact%20Book/spring09factbook.pdf>
- CTC – 11           **Career/Transfer Center Webpage**  
<http://www.citruscollege.edu/stdntsrv/transcntr/Pages/default.aspx>

- CTC – 12      **Community College Survey of Student Engagement**  
<http://www.citruscollege.edu/admin/research/Documents/Fact%20Book/spring09factbook.pdf>
- CTC – 13      **Transfer Center Board Policy and Administrative Procedure (BP 5120, AP 5120)**  
<http://www.citruscollege.edu/admin/bot/Pages/PoliciesProcedures.aspx>