



COUNSELING AND ADVISEMENT STUDENT SERVICES ANNUAL PROGRAM REVIEW 2013-2014 AND PLAN 2014-2015

Committee Members: (Alphabetized by last name)

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1. Program Mission/Description:

Program Mission:

The Counseling and Advisement Center supports Citrus College's mission to help student realize their full potential. The 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 Center is dedicated to cultivating future leaders by providing encouragement and support towards our students achieving their goals.

Program Description:

Counseling and Advisement Center services include the following:

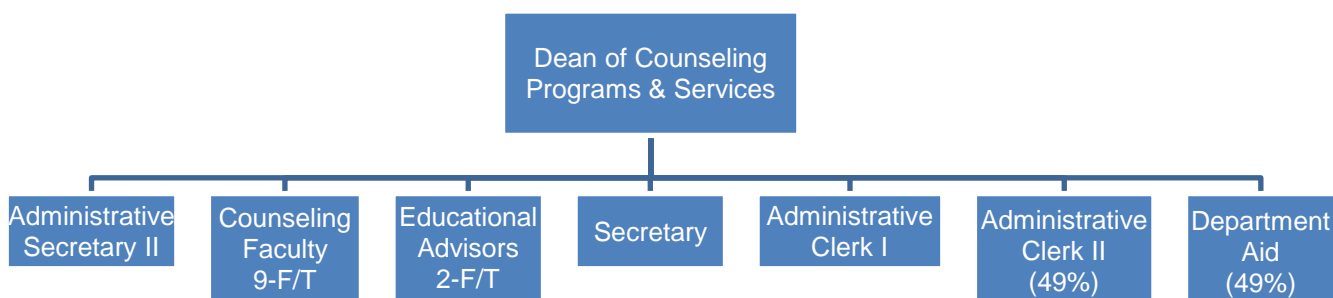
- Academic counseling, in which the student is assisted in assessing, planning, and implementing his or her immediate and long range academic goals.
- Career counseling, in which the student is assisted in assessing his/her aptitudes, abilities, interests, and is advised concerning the current and future employment trends.
- Personal counseling, in which the student is assisted with personal, family, or other social concerns, when that assistance is related to the student's education.
- 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.
- Evaluating and interpreting test data, assessment/placement testing, and other forms of informal assessment.
- Crisis intervention services to support students in immediate emotional distress.
- Counselors also have a role in consultation and advocacy on behalf of students, including such activities as participation in liaison roles, articulation, counseling curriculum development, and explanation of student rights and responsibilities.

2. Key Functions/Goals:

Key Functions/Goals include:

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

Organization Chart



3. 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?*

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

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/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	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	August 2014

	understand Option I (associate degree) and III (transfer) of the general education pattern at Citrus College.	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.	
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4. Previous Recommendations/Goals:

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 Recommendation/Goals 2014-2015	Person(s) Responsible	Status/Progress	Completed
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"> a. Course Planning Sessions (18 sessions with 25 in each session). The Center developed a student learning outcome for the sessions. b. Registration Assistance Sessions (five sessions with a capacity of 40 students each). 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). 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). e. Learning Communities paired with counseling courses – During fall 2013, two sections of Counseling 159 were paired with English 099. <p>CCSP 2.2.4</p>	Counseling Faculty and Dean of Counseling	<ul style="list-style-type: none"> a. 50 Course Planning sessions with 521 students attending. b. 22 Registration Assistance sessions with 93 students attending. c. Advisor Questions and Answer Sessions were poorly attended and discontinued. 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 Center discontinued the open forums. 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. 	June 2014

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	<p>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.</p>	July 2013
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 Teachers 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
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> <ol style="list-style-type: none"> 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. 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>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

5. 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 Recommendation/Goals 2015-2016	Person(s) Responsible	Estimated Completion	Budget Priority
1 st	Hire and train additional full time and adjunct counselors to assist with the implementation of Student Success and Support Program (SSSP) goals.	Dean of Counseling and Counseling Faculty.	June 2015	2
2 nd	Career counselors will create an online workshop that describes courses of study offered at Citrus. The workshop will assist students in meeting SSSP goals and maintaining priority registration.	Career Counselors and SSSP Coordinator.	June 2015	2
3 rd	Identify a full time counselor to take the lead with training for adjunct counselors.	Career Counselor	September 2014	3

Program Projections contained in the Educational & Facilities Master Plan 2011-2020	Progress toward completion: (please check one)		
Counseling and Advisement	Completed	In Progress	Not yet begun
EFMP – 1 Expand counseling liaison work to additional instructional areas.		X	
EFMP – 2 Increase individualized general services, especially for at risk students, such as those on probation, dismissal, undecided, enrolled in Basic Skills/College Success courses, or identified through “Early Alert.”			X
EFMP – 3 Increase student graduation and program completion rates, especially for at risk students through implementing mandatory orientation and Early Alert programs.	X		
EFMP – 4 Expand the number and kind of counseling courses offered.	X		
EFMP – 5 Improve the delivery of counseling services through the use of additional technology, including online counseling, an electronic SEP and a degree audit system.		X	
EFMP – 6 Collaborate with Technology and Computer Services to link SARS scheduling data to MIS reporting elements and to train counselors on SARS reporting.	X		

6. Resources Requested:

Prompt: All requests should be linked to new recommendations in section 5 (above).

Counseling and Advisement

Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority
Two Generalist Counselors to assist with Student Success and Support Program (SSSP) activities.	Assist students with assessment, orientation, and the development of a SEP. Assist with follow up such as Early Alert and probation interventions.	Salary \$57,665 Benefits \$6,718 Health \$21,909 <hr/> Total: \$86,292 x 2 =\$172,584	2

Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
Student Success and Support Program Specialist	Assist with compiling data needed for MIS reports. Present information in orientations, Early Decision, College Success workshops. The classified salary range for this position is 29.	Salary \$37,000 Benefits \$7,786 Health \$21,909 <hr/> Total: \$66,695	2
Office Manager and Operations Coordinator	Oversees student staff that assist with appointments for assessment, orientation, and SEPs. The classified salary range for this position is 29.	Salary \$37,000 Benefits \$7,786 Health \$21,909 <hr/> Total: \$66,695	2

Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
California State University, University of California and Ensuring Transfer Success Conferences	These trainings allow counselors to provide the most up to date and accurate information to students. This helps with the development of the SEPs.	\$5,000	2

Facilities (Facilities)

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

Computers / Software (TeCS)

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

Equipment

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

Supplies (Division)

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