



**COUNSELING AND ADVISEMENT / TRANSFER CENTER  
STUDENT SERVICES ANNUAL  
PROGRAM REVIEW 2014-2015  
AND PLAN 2015-2016**

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**1. Program Mission/Description:**

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

The Counseling and Advisement/Transfer Center (The Center) supports Citrus College's mission by helping students realize their full academic 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 also dedicated to cultivating future leaders by providing students encouragement and support towards achieving their goals.

**Program Description:**

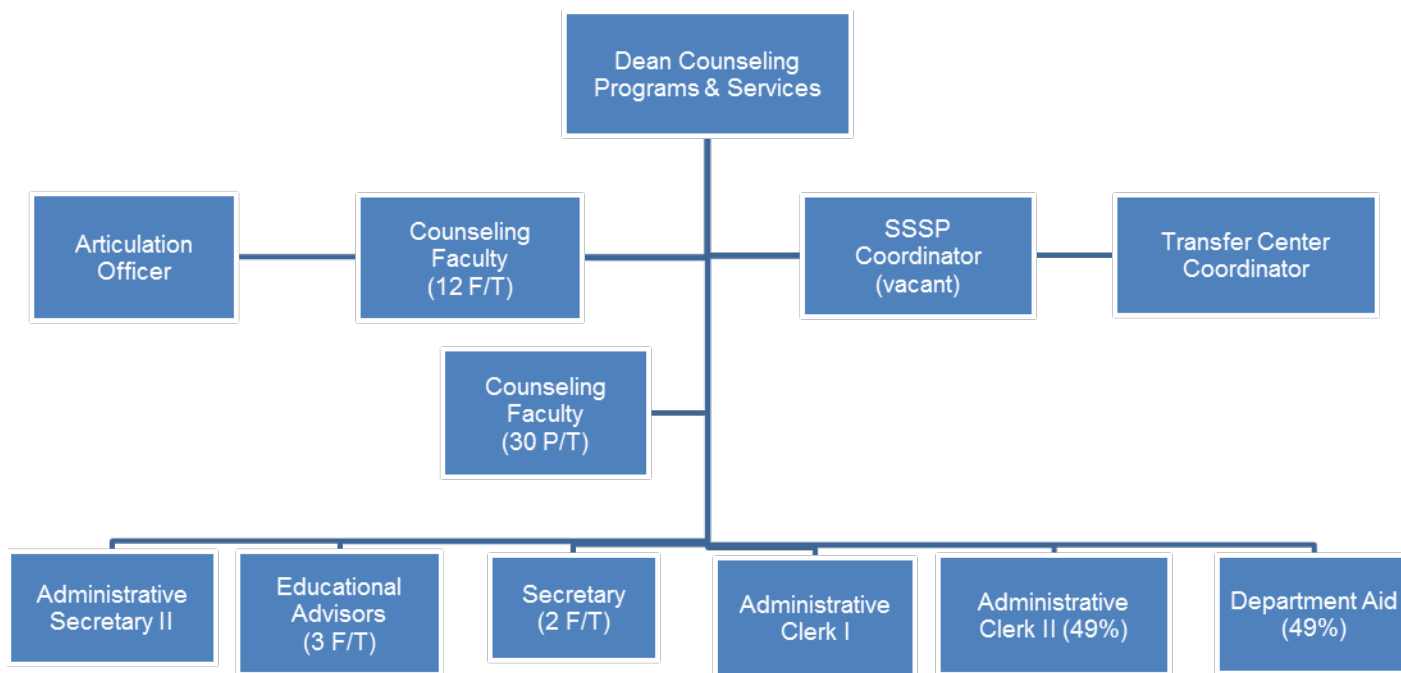
Counseling and Advisement/Transfer Center services include the following:

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

## 2. Key Functions/Goals:

- Academic counseling
- Transfer counseling
- Career counseling
- Personal counseling
- Coordination with the counseling aspects of other services.
- Counseling activities (i.e. In person orientation, class visits, student success courses, High School Counselor Breakfast)
- Follow-Up/Retention (Early Alert, academic standing, probation, and dismissal)
- Serves as the liaison office for baccalaureate level colleges and universities in regard to student admission policies and transfer requirements
- Informs the College community of new and changing transfer information and requirements
- Identifies college policies and procedures that are barriers to transfer
- Assists students with their transfer/transition plans, including timely completion and submission of university applications, acquisition of financial aid, housing and child care, and the identification of other available university support services, programs and personnel to ensure a smooth transition to four-year campuses
- Works closely with the articulation officer to improve transfer rates by building and maintaining pathways to four year colleges through program and course by course articulation

## 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 and/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	Survey Monkey posttest.	Students were surveyed from March 23, 2015 to July 31 of 2015. Surveys	The counseling faculty agreed that the benchmark for this outcome was 80%.

	of registration, how to read their assessment and placement results, and learn about campus resources that can help them succeed.	<p>Q1. I understand my English placement scores.</p> <p>Q2. I know the English class that I am qualified to take this semester.</p> <p>Q3. I understand my math placement scores.</p> <p>Q4. I know the math class that I am qualified to take this semester.</p>	<p>yielded 319 responses.</p> <p>Q1. 95% of students surveyed understand the English placement scores.</p> <p>Q2. 96% of students know the English class they are qualified to take.</p> <p>Q3. 92% of students understand their math placement scores.</p> <p>Q4. 93% of students know that math class that they are qualified to take.</p>	<p>On August 25, 2015 the department met and agreed that since the results of the outcome exceeded the benchmark this SLO will no longer be assessed.</p>
2	Students will understand how to use their student educational plan to earn an associate degree or transfer.	<p>Survey Monkey posttest.</p> <p>Q5. I understand the courses I need to register for the upcoming term.</p> <p>Q6. The information presented at the new student orientation was helpful.</p>	<p>Q5. 86% of students understand their student educational plan.</p> <p>Q6. 95% of students indicated that the information presented at the new student orientation was helpful.</p>	<p>On August 25, 2015 the department determined that we would rewrite Q.5. To read as follows: I understand the courses that I will register for the upcoming term.</p> <p>Although the results were positive the department will continue to assess this SLO statement focusing on revised Q.5. The department determined that the focus for the 2015-2016 orientation will be on the students understanding of course selection for the Abbreviated Student Educational Plan.</p>
3	Students will understand the transfer requirements and academic advantages of pursuing a specific transfer path to a four-year institution.	<p>A survey asking students to respond to questions using a Likert-scale was administered in the CSU 101-Associate Degree for Transfer (ADT) workshops to measure student mastery of the information (Appendix A).</p> <p>The goal is to increase awareness of the requirements and benefits of earning an Associate Degree for Transfer. With added emphasis to differentiate the ADT degree from the traditional associate</p>	<p>Forty (40) students were surveyed in the California State University (CSU) 101-ADT workshops in the spring 2015 and their responses yielded the following results:</p> <p>Q1. 95% understand that 60 CSU transferable units are required to obtain the ADT.</p> <p>Q2. 75% accurately responded that the traditional Associate Degree will not guarantee their admission to a CSU campus.</p> <p>Q3. 83% stated that it is true that completion of the CSUGE or IGETC</p>	<p>The department's goal was for students to achieve a 75% mastery level of the Associate Degree for Transfer (ADT) as a result of the information presented at the CSU 101-ADT workshops.</p> <p>Upon analyzing the data for the 2014-2015 academic year, the threshold of at least 75% in all responses was met and/or exceeded.</p> <p>In the 2013-2014 academic year the same survey was administered and the 75% threshold was met in all responses with the exception to question number 2, as only 60% of respondents were able to differentiate between the traditional Associate</p>

		degree, students will need to demonstrate a high competence level (75% mastery) on all survey responses as a result of the information presented at the workshop(s).	<p>general education transfer patterns is required to obtain the ADT.</p> <p>Q4. 93% understand that they are not guaranteed admission into the specific CSU campus they apply to if they complete the ADT.</p> <p>Q5. 80% were able to identify the word "similar" to mean that a transfer student arrives with the ADT and the CSU can deliver the baccalaureate degree in 60 semester units.</p>	<p>Degree (AA/AS) versus the Transfer Degree (ADT).</p> <p>As a result, the department once again facilitated CSU 101-ADT workshops for 2014-2015 which included a more in depth review of the ADT, specifically the distinction between the traditional Associate Degree versus Associates Degrees in Transfer.</p> <p>The Transfer Center will continue to assess this SLO for 2015-2016 but the delivery method will change to include additional focus on the distinction between the traditional Associate Degree vs. Associate Degrees in Transfer.</p>
4	As a result of participating in career development resources class visit, the students will demonstrate the ability to identify and utilize career resources.	<p>Assessment of SLO</p> <p>Q1. Do you have a declared course of study/major?</p> <p>Q2. Do you think these resources will assist you in declaring or solidifying your course of study/major?</p> <p>Q3. Do you plan to use the career resources presented today?</p> <p>Q4. Which of these resources do you find most helpful?</p> <ul style="list-style-type: none"> <li>• FOCUS 2</li> <li>• Citrus "What Can I do with a Major" pages</li> <li>• Candid Career</li> </ul>	Career Counselors will provide visits to English 101 classes in spring 2016 to promote career services and Course of Study Workshops.	Surveys will be distributed and assessed in spring 2016.

#### 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	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	The Counseling and Advisement/Transfer Center hired one	April 2015

			full-time SSSP counselor and 25 new adjunct counselors.	
2	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	Career counselors adjusted the project to enhancing web pages with information about choosing a course of study and related careers. The project is in progress.	June 2015
3	Identify a counselor to take the lead with training for adjunct counselors.	Career Counselor	A career counselor was identified and completed training for 25 new counselors and 5 continuing counselors.	March 2015
4	<p>The Transfer Center's staff currently consists of the coordinator, educational advisor, and secretary; Career counselors moved to the Counseling and Advisement/Transfer Center to assist with implementation of SSSP. Due to the Center's limited staff, we require assistance from counseling faculty and staff from other departments to help facilitate transfer workshops and disseminate transfer information.</p> <p>Citrus College's mission to support successful completion of transfer, coupled with the recommendation for the Center to offer a more robust range of group information workshops for transfer bound students will come to fruition with the hiring of a Degree Works Adjunct Counselor. See New Recommendation/Goal #1 below.  <a href="#">Other: Counselor Faculty Workgroup recommendation; Transfer Center Plan pg. 3</a></p>	Transfer Center Coordinator	Counseling faculty and Classified Staff assisted with transfer workshops and postponed the hiring of Transfer/Articulation Specialist.	June 2015
5	Identify students who apply to the University of California and offer support to assist them in their transition. <a href="#">EFMP pg. 335</a> <a href="#">Other: Transfer Center Plan pg. 5</a>	Transfer Center Coordinator	UC Data Sharing Project	June 15
6	Work on the implementation team for a degree audit system to monitor completion of the Intersegmental General Education Transfer Curriculum (IGETC) and California State University General Education (CSUGE) transfer patterns, unit completion, and gateway transfer courses. <a href="#">EFMP pg. 335</a>	Articulation Officer/ Transfer Center Coordinator		June 15

## 5. New Recommendations/Goals:

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**

	<b>New Recommendation/ Goals 2015-2016</b>	<b>Person(s) Responsible</b>	<b>Estimated Completion</b>	<b>Budget Priority</b>
1 <sup>st</sup>	Hire and train new SSSP Coordinators, four Counselors, Completion Advisor, Office Manager, and Degree Works Adjunct Counselors. EFMP pg. 339 Other: SSSP Plan	Dean of Counseling and Counseling Faculty	December 2015	1 & 2
2 <sup>nd</sup>	Career counselors will enhance webpages with information about a course of study and careers. EFMP pg. 333	Career counselors	June 2016	2
3 <sup>rd</sup>	Consider counselor request for 45 minutes appointments.	VP SS, Dean, Counselors	December 2015	2
4 <sup>th</sup>	Provide more opportunities for students to visit four-year colleges through campus tours and to participate in joint programs with four-year colleges. CCSP 2.3.6 EFMP pg. 335	Transfer Center Coordinator	June 2016	3
5 <sup>th</sup>	Add cubicle space for university representatives in the Counseling area of the Student Services building (2 <sup>nd</sup> floor).	Dean of Counseling	June 2016	2

<b>Program Projections contained in the Educational &amp; Facilities Master Plan 2011-2020</b>	<b>Progress toward completion: (please check one)</b>		
	<b>Completed</b>	<b>In Progress</b>	<b>Not yet begun</b>
<b>Counseling and Advisement Center</b>			
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, un-decided, 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 (above). Include the reference number in the "Discuss impact on goals / SLOs" field below. Use the Link to Planning Key found on the General Budget Guidelines page below to complete the Link to Planning column.

## Counseling and Advisement / Transfer Center

**Certificated Personnel (FNIC)**

Position	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link to Planning
Four Generalist Counselors for Student Success and Support Program (SSSP) liaison relationships in Fine and Performing Arts, veterans, STEM and nursing	<p>Goal: Hire Four (4) counselors to implement the SSSP Plan. Counseling Programs and Services is requesting two (2) tenure track counselors to provide course planning sessions, orientation workshops, triage/express services, probation interventions, to assist with the electronic degree audit, student educational plan, and individual counseling sessions.</p> <p>Impact: Counselors need to assist students with assessment, orientation, development of a student educational plan (SEP), and to provide follow-up for at-risk students.</p> <p>New recommendation #1</p>	Salary \$57,665 Benefits \$6,718 Health \$22,000 <hr/> Total: \$86,383 (x4)	2	Other: SSSP Plan; EFMP pg. 339
SSSP two (2) Coordinator/ Counselors (one for credit and one for noncredit positions)	<p>Goal: Hire and train SSSP Coordinator for credit and noncredit.</p> <p>Impact: The coordinator is needed to assist the college with goals in the SSSP Plans for credit and noncredit.</p> <p>New recommendation #1</p>	Salary \$57,665 Benefits \$6,718 Health \$22,000 <hr/> Total: \$86,383 X2	2	Other: SSSP Plan; EFMP pg. 339
Degree Works Adjunct Counselor	<p>Goal: Complete course equivalency tables. Assist students in developing student educational plans (SEP).</p> <p>Impact: Provide equivalencies for other college transcripts to enhance student educational plans.</p> <p>New recommendation #1</p>	Salary \$40,075 Benefits \$4,669 Health \$-0- <hr/> Total: \$44,744	2	EFMP pg. 339

**Classified Personnel**

Position	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link to Planning
Completion Advisor 100%	<p>Goal: Hire Completion Advisor to assist program dean/director with the implementation of the SSSP by providing holistic and comprehensive student support for personal and academic success.</p> <p>Impact: To assist program dean/director with</p>	Salary \$47,850 Benefits \$10,226 Health \$22,000 <hr/> Total: \$80,076	2	Other: SSSP Plan; EFMP pg. 339

	the development and preparation of reports and checks for accuracy of data prior to submission to TeCS as it relates to record keeping and reporting to the Chancellor's Office.  New recommendation #1			
Office Manager and Operations Coordinator 100%	Goal: Hire Office Manager and Operations Coordinator to assist with coordinating clerical staff and counselor schedules.  Impact: To assist overseeing student staff that assist with appointments for assessment, orientation and student educational plans.  New recommendation #1	Salary \$37,000 Benefits \$7,9076 Health \$22,000 <hr/> Total:\$66,907	2	EFMP Pg. 339
Administrative Clerk II 100%	Goal: Hire Administrative Clerk II to assist with scheduling adjunct counselors.  Impact: This position will assist with scheduling several adjunct counselors and assists with materials needed for SSSP workshops, events and activities.  New recommendation #1	Salary \$31,447 Benefits \$6,720 Health \$22,000 <hr/> Total \$60,167	2	EFMP Pg. 339

### Staff Development (Division)

Item	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link to Planning
California State University (CSU), University of California (UC) and Ensuring Transfer Success (ETS)	Goal: Counselors and educational advisors will be able to attend valuable conferences presented by CSU, UC and the Chancellor's Office.  Impact: These trainings allow counselors to provide the most up-to-date and accurate information to students. This helps with the development of student educational plans.  New recommendation #N/A	CSU \$2,590 UC \$1,850 ETS \$3,915 Total \$8,355	2	EFMP pg. 335
Attend the California Intersegmental Articulation Counsel (CIAC) training annually.	Goal: Have the articulation officer attend the CIAC training every year.  Impact: The Articulation Officer attends training each year to stay up to date with constant changes in articulation. Lodging/travel varies with location.  New recommendation #N/A	\$500 (\$225 reg. fees; approximately \$275 for other travel expenses)	2	EFMP pg. 335
Attend the annual Western Association for College Admission Counseling (WACAC) Conference	Goal: Have the Transfer Center Coordinator attend the WACAC conference.  Impact: The Transfer Center Coordinator attends this annual conference to stay up to date with current transfer issues student transfer rates. Annual venue is not consistent. Sometimes a lodging expense is	\$700 (lodging/travel expense varies annually)	2	EFMP pg. 335



	incurred for longer distances.			
	New recommendation #N/A			

### Facilities (Facilities)

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

### Computers / Software (TeCS)

Item	Discuss impact on goals/SLOs	Cost	Priority 1, 2 or 3	Link to Planning
31 Computers with towers and dual monitors	<p>Goal: To replace 31 computers with new towers and install dual monitors to each tower. The plan is to order 16 towers and dual monitors during the 2015-2016 year and 15 during the 2016-2017 year.</p> <p>Impact: In order to assist students with the degree audit, Assist.org, College Source, CSUMentor and UCPathways counselors request new towers with dual monitors for 31 computers. The dean of counseling will work with the director of TeCS to order and equipment.</p> <p>New recommendation #1 &amp; 2</p>	\$48,529	2	EFMP Pg. 339; Other: SSSP Plan
Laptops (x 2)	<p>Goal: Needed to conduct remote presentations that include audio/visual equipment for transfer awareness events and workshops.</p> <p>Impact: Under-represented students will be able to learn more about transfer</p> <p>New recommendation #1 &amp; 2</p>	\$2,000 (\$1,000 each)	2	Other: SSSP Plan

### Equipment

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

### Supplies (Division)

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

## Appendix A

### Associate Degree for Transfer (ADT) Questionnaire

1. How many CSU Transferable semester units are required to complete an Associate Degree for Transfer (ADT)?
  - a. 30
  - b. 60
  - c. 90
  - d. None of the above
  
2. The CSU system will guarantee my admission into one of the 23 CSU campuses if I complete Citrus College's traditional Associate Degree (AA/AS)?
  - a. True
  - b. False
  
3. One requirement for the Associate Degree for Transfer (ADT) is to complete either the IGETC or CSU General Education pattern?
  - a. True
  - b. False
  
4. The CSU will guarantee my admission into the CSU campus I apply to?
  - a. True
  - b. False
  
5. "\_\_\_\_\_" means a transfer student arrives with the Associate Degree for Transfer and the CSU campus can deliver the baccalaureate degree in 60 semester units.
  - a. Identical
  - b. Same
  - c. Different
  - d. Similar
  
6. As a result of participating in this workshop is there anything that you are still unclear about and/or have any questions?

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