

Student Services //

Admissions and Records
Campus Safety
Career and Transfer Center
Counseling
Disabled Student Program and Services
Extended Opportunity Programs and Services/
CalWORKS
Financial Aid
International Students Center
School Relations and Outreach
Student Employment Center
Student Health Center
Student Life and Leadership
Veterans Center

ADMISSIONS AND RECORDS

Description

Admissions and Records is the official custodian of student records which include, but are not limited to, demographic information, academic history, and data mandated by the California Community College Chancellor's Office (CCCCO) and other government agencies. Admissions and Records is responsible for processing applications for admission; determining residency; reporting to the CCCCCO information such as apportionment reporting and IPEDs; enrolling students in credit and noncredit classes; previewing, distributing, and correcting grades; maintaining and evaluating academic records including prior credit evaluations and certifications; processing and issuing transcripts; evaluating records for graduation; and enforcing academic regulations.

The computer center within Admissions and Records has fifteen computers, two of which are ADA compliant, available to students for registration. Staff and student workers are available for one-on-one assistance.

Admissions and Records services are available Monday and Thursday from 8 a.m. to 5 p.m.; Tuesday and Wednesday from 8 a.m. to 7 p.m. and Friday from 8 a.m. to 4:30 p.m.

Growth Projection

Admissions and Records is projected to grow at the same rate as the College's overall growth rate.

Data
NUMBER OF STUDENTS ENROLLED

| | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|--------------------------|---------|---------|---------|---------|---------|---------|
| Admissions | 16,888 | 16,188 | 12,139 | 28,032 | 26,680 | 30,123 |
| Applications | | | | | | |
| Credit Students enrolled | 29,125 | 28,572 | 27,191 | 36,181 | 35,425 | 32,051 |

Student Satisfaction Survey (Application process):

In 2010, a total of 701 students participated in the A & R Satisfaction Survey. Out of these 701 students, 69% completed a 2010 application as either a new student or former student; whereas, 31% did not fall into either of these categories because they selected No for Item 1. Item 2 asked if students have a computer at home; 98% of the students have a computer at home. The majority of the students (78%) applied online.

Projections for Admissions and Records

- Expand the Admissions and Records computer center
- Expand online services for faculty to include attendance and positive attendance rosters
- Expand online services for non-credit applications and transcript requests
- Collaborate with the technology department to more efficiently rectify errors and incorporate Banner updates

CAMPUS SAFETY

Description

Campus Safety ensures the safety of students, faculty, staff, and visitors while they are on campus property or involved in college-sponsored programs and activities and protects district property and facilities. The primary services provided are safety, security, and parking. Campus Safety also has the authority to enforce the Standards of Student Conduct and works with the Student Conduct Team composed of faculty, staff, and members of the Glendora Police Department. As the liaison with local law enforcement agencies in all criminal actions, Campus Safety is responsible for contacting police agencies in the event of an emergency. The division has a memorandum of understanding with the Glendora Police Department and an informal relationship their counterparts at Azusa Pacific University. Campus Safety also provides security escorts using staff and student workers, who are members of the “Owl Patrol,” for any member of the college community from dusk until dawn.

Growth Projection

Campus Safety is projected to grow at the same rate as the College’s overall growth rate.

Data
SERVICE CALLS

| | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------------------|-----------|-----------|-----------|-----------|
| Number of calls | 1,810 | 1,824 | 2,494 | 3,245 |
| % of “assist staff” calls | 62% | 63% | 73% | 65% |
| % of “assist students” calls | 38% | 37% | 27% | 35% |

CAMPUS SAFETY SURVEY: DECEMBER 16, 2010

A little over 700 day and evening students from a cross-section of classes completed the following survey.

| | Yes | No | N/A |
|--|-----|-----|-----|
| Do you feel safe on campus? | 665 | 48 | 19 |
| Are you aware of all the services provided by the Department of Campus Safety? | 235 | 496 | 1 |
| Are you familiar with the campus parking policies? | 559 | 165 | 8 |
| Do you know how to contact the Department of Campus Safety? | 306 | 426 | 0 |
| Are you aware of the Student Code of Conduct (BP 5500)? | 185 | 546 | 1 |
| Have your experiences with the Department of Campus Safety been positive? | 533 | 149 | 50 |

The number of service calls doubled between 2006-2007 and 2009-2010. The average number of students served Campus Safety is approximately 788 per academic year and the average number of employees served is approximately 1,556 per academic year. The majority of the calls are from staff rather than students.

The majority of the survey participants reported that they feel safe on campus, are familiar with campus parking policies, and characterize their experiences with the Department of Campus Safety as positive. The majority of survey participants are not familiar with the services offered by the Department of Campus Safety or with the Student Code of Conduct. A little over half of the survey participants did not know how to contact the Department of Campus Safety.

Projections for Campus Safety

- Research the cost and feasibility of online purchasing and printing of parking permits
- Create a parking department to better address special event requirements and parking citations
- Research the cost and effectiveness of automated citing machines and parking permit dispensers with debit/credit card capability
- Examine software specific to incident reporting
- Provide an online link for students to access the rules of student conduct
- Develop an outreach program to make the campus and community aware of campus safety services

CAREER AND TRANSFER CENTER

Description

The Career/Transfer Center serves a complementary dual role of supporting students' career development and transfer goals. The Center works with students individually and in groups.

Specifically related to increasing transfer, the Center:

- Serves as the liaison office between the College and 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;
- Develops marketing strategies to promote transfer as a viable educational goal for all students including low-income, disabled, and first generation college students;
- Provides potential transfer students with counseling and academic planning which includes the selection of courses required for university admission, general education options, and major preparation;
- Collaborates with universities to develop and coordinate transfer programs such as the UC Transfer Admission Guarantees (TAG), university outreach, college fairs, and cross-enrollment activities;
- Maintains a library of transfer materials for student and counselor research;
- 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; and
- 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.

Specifically related to career development, the Center:

- Provides career assessments to evaluate interests, values, skills, and personality preferences;
- Provides resources and generates strategies for choosing a college major and compatible career;
- Maintains a library of career exploration resources;
- Links students to internships or job shadowing experiences; and
- Offers career development workshops.

For the past five years, the grant-funded Center for Teacher Excellence has provided unique support for students interested in a career in education. Those unique services included tailored academic advising and counseling, preparation for the CBEST and CSET examinations, financial aid and scholarship assistance, help with university transfer applications, and networking opportunities through the student chapter of the California Teachers Association. Now that the grant funding has ended, these services will be integrated into the Career/Transfer Center.

The Career/Transfer Center is open daily during the day and some evenings.

Growth Projections

The Career/Transfer Center is projected to grow at the same rate of the College's overall growth rate.

Data
STUDENT USE

| | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Counselor Appointments | 6,571 | 6,249 | 6,760 | 7,171 | 8,270 | 6,972 |
| Resource Room Sign-in | 2,228 | 2,278 | 2,439 | 2,536 | 4,011 | 6,759 |
| Class Visits | 3,202 | 2,777 | 2,684 | 2,824 | 2,301 | 3,235 |
| Class Resource Tours | 983 | 768 | 442 | 369 | 450 | 369 |
| Workshops | 1,160 | 1,548 | 1,475 | 1,124 | 830 | 743 |
| Total Student Contacts | 14,144 | 13,620 | 13,800 | 14,024 | 15,871 | 18,078 |

During the 2009-10 year the Career/Transfer Center participated in many activities to promote student transfer. There were fewer individual counseling appointments in 2000-2010 due to the reduction of part-time staff. To maintain service in the face of this reduction in staffing, class visits were increased. During these visits, students were encouraged to use the resource room, resulting in a significant increase in the use of this facility.

Projections for the Career/Transfer Center

- Assist in facilitation and development of Associate Degrees in Arts for Transfer (AA-T) and Associate Degrees in Science for Transfer (AS-T), specifically:

The articulation officer will:

- / Assist faculty in identifying courses that “double count” for major and general education;
- / Coordinate with the Dean of Admissions and Counseling to ensure compliance with California Code of Regulations, section 66746; and
- / Facilitate the submission of courses to the course identification numbering system (C-ID), which is a numbering system developed to ease the transfer and articulation in California.

- The transfer center coordinator will:
 - / Develop material to advertise the creation of new transfer degrees and benefits to students and
 - / Study and communicate the admission components of associate degrees for transfer.

- Improve systems for tracking student completion of transfer requirements. Specifically:
 - / Work on the implementation team for a degree audit system to monitor completion of IGETC and CSU certification, unit completion and gate-keeping transfer courses;
 - / Use the University of California Transfer Admission Guarantee (TAG) program as an intrusive counseling tool, intervening when students are denied a TAG, but meet minimum UC eligibility requirements; and
 - / Work with Technology and Computer Services to implement student web portals to enhance communication with prospective transfer students.
- Identify students who apply to the University of California and offer support to assist them in their transition
- Increase the number of university campus tours
- Increase the involvement of instructional faculty in transfer efforts in order to build the transfer culture on campus
- Increase articulation with four-year colleges and universities
- Expand the curriculum of career development courses
- Respond to the projected shortage of teachers in California by encouraging students from underrepresented populations to pursue the profession
- Increase the availability of individualized career counseling

COUNSELING

Description

Counseling services offer guidance and support in the areas of academic counseling, career counseling and personal counseling to all students. Services to students include developing educational plans; coordinating career and academic goals; understanding graduation, major, certificate, and transfer requirements; exploring career options; and resolving personal issues. Counseling services are delivered by means of individual counseling, small group sessions, drop-by services, classroom visitations, workshops, and online advising. Counselors also serve as liaisons to specific instructional programs and teach credit classes, including those in learning communities.

Credit and non-credit counseling services are available to students during the day and evening and online. Credit counseling courses are offered during the day and evening, online, and in the late-start format.

Growth Projection

Both the instructional and service components of counseling are projected to grow at the same rate as the College's overall growth rate.

Data

STUDENT CONTACT SUMMARY

| | 2008 – 2009 | | | 2009 – 2010 | | |
|--------------------|-------------|---------------------|---------------------|-------------|---------------------|---------------------|
| | Individual | Group # of students | Additional Contacts | Individual | Group # of students | Additional Contacts |
| General Counseling | 12,316 | 1,632 | 14,790 | 8,858 | 1,573 | 11,160 |
| Athletics | 736 | | -0- | 800 | N/A | N/A |
| International | | | | | | |
| Students | 1,735 | 130 | -0- | 1,481 | 212 | N/A |
| College Success | 986 | -0- | -0- | 924 | N/A | N/A |
| Nursing | 478 | 33 | 1,985 | 1,381 | 137 | 707 |
| Career Tech Ed | 312 | -0- | -0- | 675 | 74 | 669 |
| STEM | 105 | -0- | -0- | 1,515 | 153 | 1,301 |
| Testing Center | | | | | | |
| Orientations | -0- | 994 | -0- | N/A | 4,903 | N/A |
| Total | 16,668 | 2,789 | 16,775 | 15,634 | 7,052 | 13,837 |
| Annual Total | | 36,232 | | | 36,523 | |

COURSE ENROLLMENT

| 2007-2008 | | 2008-2009 | | 2009-2010 | |
|-----------|-------|-----------|-------|-----------|--------------|
| Summer | 102 | Summer | 336 | Summer | 336 |
| Fall | 629 | Fall | 629 | Fall | 277 |
| | | Winter | 145 | Winter | none offered |
| Spring | 595 | Spring | 653 | Spring | 272 |
| Total | 1,326 | | 1,763 | | 885 |

COURSE EFFICIENCY

| AREA | 2010 RESIDENT CENSUS WSCH | 2010 NON RESIDENT CENSUS WSCH | 2010 FTEF | 2010 WSCH PER FTEF | 2010 TARGET WSCH PER FTEF | 2010 WSCH PER FTEF % OF TARGET | 2010 FILL RATE START MINUS 14 DAYS | 2009 DISCIPLINE % SUCCESSFUL COURSE COMPLETION | 2009 STATE % SUCCESSFUL COURSE COMPLETION |
|---------|---------------------------|-------------------------------|-----------|--------------------|---------------------------|--------------------------------|------------------------------------|--|---|
| COLLEGE | 153991 | 6307 | 256 | 627 | 619 | 101.2% | 60.7% | 72.5% | 70.9% |
| COUN | 995 | 10 | 1.80 | 558 | 525 | 106.3% | 100.0% | 80.0% | 89.0% |

During 2008-2009 the Counseling and Advisement Center provided over 36,232 student contacts with six full-time, 10-month counselors, which is a ratio of 1-counselor for every 6.039 student contacts.

Student use of individual appointments for counseling services decreased over the past two years, while the use of counseling services within specific programs, such as Nursing and STEM, has increased dramatically. As was true across the instructional disciplines, the number of counseling courses offered was reduced in 2009-2010. Both efficiency and student demand were strong in fall 2010, with WSCH/FTEF exceeding the 2010 target for this discipline. However, the student successful course completion rate is below the state average for this discipline.

Projections for Counseling

- Expand counseling liaison work to additional instructional areas
- 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”
- Increase student graduation and program completion rates, especially for at-risk students through implementing mandatory orientation and early alert programs
- Expand the number and kind of counseling courses offered
- Improve the delivery of counseling services through the use of additional technology, including online counseling, an electronic student educational plan and a degree audit system
- Collaborate with Technology and Computer Services to link SARS scheduling data to MIS reporting elements and to train counselors on SARS reporting

DISABLED STUDENTS PROGRAM AND SERVICES

Description

Disabled Students Programs and Services (DSP&S) provides support to students who have a verifiable disability that limits one or more major life activities. This program of direct service and instruction is the College's mechanism for providing access to students with disabilities and for implementing accommodations as mandated by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and Title 5 of the California Code of Regulations. DSP&S is specially funded by the state to provide direct services to students and to guide other campus professionals in matters of educational accommodations and accessibility. The program offers services and instruction that assist students with disabilities to participate fully in activities, programs, and classes offered by the College. Students with physical, visual, auditory, psychological, delayed learning, or learning disabilities, whether permanent or temporary, may receive assistance from specialized personnel. The counselor to student ratio is approximately .5/242.

DSP&S courses are non-degree-applicable credit courses that provide specialized instruction to teach students with disabilities strategies to compensate for their disability-related educational limitations. The courses, when offered as funding allows, are in laboratory and lecture modes and are graded pass/no pass.

DSP&S services are available Monday through Thursday, 8 a.m. to 5 p.m. and Friday, 8 a.m. to 4:30 p.m.

Growth Projection

The services provided by DSP&S are projected to grow at the same rate as the College's overall growth rate.

The courses provided by DSP&S are contingent on the number of students served through this program and the budget that allows for the courses to be offered.

**Data
HEADCOUNT**

| | 2006 - 2007 | 2007 - 2008 | 2008 – 2009 | 2009 – 2010 |
|---|-------------|-------------|-------------|-------------|
| DSP&S Students | 645 | 658 | 674 | 727 |
| Annual Unduplicated Headcount for Credit and Noncredit Students | 20,593 | 23,410 | 21,564 | 20,864 |
| % of DSP&S Students | 3.13% | 2.80% | 3.1% | 3.5% |

TYPES OF VERIFIED DISABILITIES

| | 2006 - 2007 | 2007 - 2008 | 2008 – 2009 | 2009 – 2010 |
|---------------------------------|-------------|-------------|-------------|-------------|
| Acquired Brain Injury | 29 | 20 | 19 | 19 |
| Developmentally Delayed Learner | 23 | 31 | 31 | 40 |
| Hearing Impaired | 20 | 18 | 19 | 21 |
| Learning Disabled | 174 | 174 | 182 | 181 |
| Mobility Impaired | 73 | 52 | 40 | 36 |
| Other Disability | 220 | 261 | 280 | 315 |
| Psychological Disability | 86 | 70 | 77 | 63 |
| Speech/Language Impaired | 5 | 2 | 2 | 4 |
| Visually Impaired | 15 | 22 | 25 | 20 |

The number of students verified by DSP&S to receive services has steadily increased over the past four years. The types of disabilities that have increased: developmentally delayed learner, learning disabled and other disability. The categorization system for disabilities is being redefined to more clearly discriminate among the types of disabilities.

Projections for DSP&S

- Develop adaptive technology courses to support students' ability to use assistive hardware and software, such as electronic text and screen reading (e.g., Kurzweil 1000 for the blind and Kurzweil 3000 for those with print disabilities), voice dictation (e.g., Dragon Naturally Speaking), screen reading software for the blind (e.g., JAWS), recording techniques, and note-taking assistance (e.g., Pulse Pen)
- Advocate for a policy requiring all college materials to be available in alternative formats and/or media for persons with disabilities
- Advocate for the inclusion of the installation, maintenance, and upgrading of the assistive software in the College's Technology Plan
- Collaborate with the Vice President of Academic Affairs to ensure that needs for accessibility are included in online course development
- Collaborate with the appropriate campus leaders in Counseling and the Library to ensure that accommodations are made for disabled students as needed
- Monitor videos used in courses to ensure that all include the feature of closed captions

EOP&S/CARE/CalWORKs

Description

Both Extended Opportunity Programs and Services (EOP&S) and Cooperative Agencies Resources (CARE) support students from economically disadvantaged backgrounds in achieving their academic and career goals. The support services include information and assistance in enrollment, financial aid, assessment, counseling, advisement, and selecting a major and/or career. EOP&S offers a six-week Summer Bridge program in which potential students from local high schools attend class, learn college success strategies, and visit universities. The CARE program assists EOP&S students who are single parents on public assistance with at least one child under the age of 14. Through CARE, students receive supplemental education support services specifically designed for low-income, single parents.

An intervention program for EOPS/CARE students is being piloted for students on academic probation, which tracks a cohort of students receiving increased tutoring, additional contacts with counselors, and additional workshops to determine if these services increase student success.

EOP&S and CARE services are available Monday and Tuesday, 8:00 a.m. to 5:00 p.m., Wednesday and Thursday, 8:00 a.m. to 7:00 p.m. and Friday 8:00 a.m. to 4:30 p.m.

California Work Opportunity and Responsibility for Kids (CalWORKs), the state's welfare-to-work program for families with children receiving Temporary Aid for Needy Families, collaborates with the Department of Public Social Services to provide students with education, training, and job skills. The short-term training programs are designed to enhance CalWORKs students' skills or develop new skills to find employment and become self-sufficient. Students receive assistance with completion of county paperwork, child care, work-study job placement, and referrals to community services.

CalWORKs services are available Monday through Friday, 8:00 a.m. to 4:30 p.m.

Growth Projection

EOP&S, CARE, and CalWORKs services is projected to grow at the same rate as the College's overall growth rate.

Data**Demographics**

Based on the 2009-2010 applicants, EOP&S/CARE students are likely to be female (71%) and Hispanic (62%).

STUDENT ACCESS TO EOP&S

| | 2008- 2009 | 2009- 2010 | 2010-2011* |
|-----------------------------------|------------|------------|------------|
| Total Applications | 1,388 | 931 | 925 |
| Ineligible | 349 | 417 | 537 |
| Undetermined** | 243 | 207 | 4 |
| Eligible | 791 | 307 | 398 |
| New Student Orientation Completed | 623 | 203 | 352 |

* The application and orientation process changed in 2010-2011. In addition, stricter policies were implemented regarding units and GPA which resulted in a larger number of ineligible applications.

**Undetermined due to no BOGW, missing transcripts or tests scores, etc.

APPOINTMENTS

| | EOP&S | | CalWORKS | |
|------------|-------------|-------------|-----------|-------------|
| | 2008 - 2009 | 2009 - 2010 | 2008 2009 | 2009 - 2010 |
| Individual | 3,503 | 2,545 | 2,226 | 1,624 |
| Group | 1,141 | 1,159 | 177 | 587 |
| Drop-in | 78 | 82 | 2 | 4 |

PERSISTENCE RATES OF EOP&S AND CARE STUDENTS

| | Number of EOP&S/CARE students served | Number of students who registered in the following spring | Persistence rate |
|--------------------------|--------------------------------------|---|------------------|
| Fall 2008 to Spring 2009 | 759 | 507 | 67% |
| Fall 2009 to Spring 2010 | 517 | 332 | 64% |

Note: The EOP&S/CARE budgets were cut by 39% in 2009-2010. The Chancellor’s Office allowed the programs to reduce the number of students served by 39% as well.

EOP&S STUDENT RESPONSIBILITY SURVEY: SPRING 2010

| Question | Very Helpful | Helpful | Somewhat Helpful | Not Helpful | Does not Apply |
|---|--------------|---------|------------------|-------------|----------------|
| How helpful was meeting with an EOP&S staff member to discuss and complete the progress report process? | 96/ 66% | 32/ 22% | 12/ 8% | 4/ 3% | 1/ >1% |
| How helpful has EOP&S Counseling been in assisting you with the development of your SEP? | 110/ 75% | 21/ 21% | 5/ 3% | 0 / 0% | Not applicable |

| Answer | Yes | No | Unsure |
|--|----------|-------|--------|
| EOP&S counselors/advisors have helped me understand the requirements for graduation, transfer and/or certificate programs. | 141/ 94% | 3/ 3% | 6/ 4% |

The number of students served by EOP&S/CARE and CalWORKs are contingent on state funding. The persistence rate for EOP&S/CARE students meets the College’s overall persistence rate of 66%. Students report satisfaction with the services received by the EOP&S/CARE program.

Projections for EOP&S/CARE/CalWORKs

- Develop workshops tailored to strategies for success in specific careers
- Expand the support group for CalWORKs students with bridging activities to satisfy county regulations that students complete 32 – 35 hours of activities year-round
- Evaluate the pilot intervention strategies and expand to a greater number of students if data indicates that the interventions had a positive impact on student success
- Increase awareness of educational opportunities for the CARE/CalWORKs population through community outreach such as high school teen parent programs and continuation high schools and by distributing fliers at laundromats, churches, and the Women Infants and Children program
- Expand the work study program to include off campus employment sites
- Reinstate peer counseling

FINANCIAL AID

Description

The Financial Aid office is responsible for initiating, monitoring, and awarding student financial aid from the federal government, the state of California, and other sources. Assistance is provided in the form of grants, scholarships, employment, and loans. The office provides prospective and enrolled students with information, resources, and assistance, while meeting the fiduciary requirements of the funding sources. The Financial Aid Office administers and delivers close to twenty million dollars in federal and state aid to students attending Citrus College. The main purpose of the financial aid programs is to assist eligible students with their educational expenses while pursuing an educational program that leads to a certificate, degree or transfer to a four-year institution.

The Financial Aid office provides services to students daily in the morning and afternoon.

Growth Projections

Financial Aid is projected to grow faster than the College's overall growth rate.

Data
STUDENTS SERVED

| Service | 2008 – 2009 | 2009 - 2010 | 2010-11 (through 12/7/10) |
|---|-------------|-------------|---------------------------|
| Financial Aid Applications (unduplicated) | 10,913 | 14,569 | 15,496 |
| Awarded Financial Aid (unduplicated) | 6,210 | 7,373 | 7,281 |
| Pell Grant Recipients | 4,017 | 5,421 | 5,723 |
| BOG Waiver Recipients | 4,983 | 11,081 | 11,180 |

The number of applications for financial aid has steadily increased in recent years, with the tally for fall 2010 applications exceeding the total number of applications in 2009 – 2010. The number of Board of Governors Waivers has dramatically increased in recent years, with the tally for fall 2010 recipients exceeding the total number of recipients in 2009 – 2010.

Projections for Financial Aid

- Increase students' access to services available online, such as submitting forms and checking the status of financial aid applications
- Develop a system whereby financial aid is awarded and disbursed through electronic funds transfer
- Train students, faculty, and staff to increase student access to and understanding of the financial aid application process

INTERNATIONAL STUDENTS CENTER

Description

The International Students Center supports the admission and matriculation of international students (F-1 non-immigrant status) by providing specialized orientation, advising, and counseling programs to ensure compliance with federal regulations and to foster student success. The current enrollment of international students representing 45 countries further enhances the College's diversity. Marketing and recruiting to attract international students includes: advertising, on-site visitation, coordination with other educational institutions, and maintaining and developing international relationships. Students represent such countries as Japan, Korea, China, and Europe.

The international student lounge has study tables and computers as well as a large screen television. Students have the opportunity to participate in a variety of activities and events. These include, but are not limited to, movie nights, field trips to museums, sporting events, theatre productions, and other southern California attractions such as Disneyland, Universal Studios, and Knotts Berry Farm. The ISC also assists students with activating cell phone plans, opening bank accounts, and other important services available for students new to studying in the U.S.

International Student Center services are available Monday through Thursday, 8 a.m. to 5 p.m. and Friday 8 a.m. to 4:30 p.m.

Growth Projection

The international students program is projected to grow at the same rate as the College's overall growth rate.

Data

INTERNATIONAL STUDENT APPLICATIONS

| | New ESL Students | New Academic Students |
|-------------|------------------|-----------------------|
| Fall 2007 | 28 | 70 |
| Spring 2008 | 25 | 45 |
| Summer 2008 | 23 | 17 |
| Fall 2008 | 49 | 53 |
| Spring 2009 | 39 | 32 |
| Summer 2009 | 24 | 22 |
| Fall 2009 | 33 | 67 |
| Spring 2010 | 28 | 39 |
| Summer 2010 | 8 | 26 |

APPROXIMATE NUMBER OF STUDENTS SERVED ANNUALLY

| Student Ethnicity | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|-------------------|------------|------------|------------|------------|
| Japan | 257 | 257 | 197 | 177 |
| China | 14 | 14 | 52 | 67 |
| Taiwan | 42 | 42 | 42 | 36 |
| South Korea | 42 | 42 | 45 | 36 |
| Vietnam | 10 | 10 | 26 | 26 |
| Other | 87 | 95 | 79 | 70 |
| Total | 452 | 460 | 441 | 412 |

The number of international students has decreased over the past two years.

Projections for the International Students Center

- Collaborate with ESL faculty to review ESL offerings to ensure that courses are meeting the needs of international students
- Review and validate ESL Accuplacer placement instruments to determine the accuracy of placement for international students
- Collaborate with the Counseling faculty to customize a COUN 160 Strategies for College Success section to meet the unique needs of international students
- Monitor emerging markets to recruit international students

SCHOOL RELATIONS AND OUTREACH

Description

The Office of School Relations and Outreach is responsible for coordinating the College's outreach and recruitment activities at local area schools. This program is responsible for implementing student outreach services by encouraging high school students to choose Citrus as their first-choice college.

Working with a team of Student Ambassadors, the School Relations and Outreach Office recruits students and facilitates the admission of new students through these activities:

- Inform high school students, teachers, counselors, families, and the public about educational opportunities at Citrus College;
- Coordinate activities at high schools such as: visits, college fairs, presentations and workshops;
- Organize on-campus events to provide students and families with information about the college planning and admission process;
- Encourage high school seniors to attend Early Decision assessment; and
- Conduct campus tours.

A component of outreach is the Student Ambassador Program, a selective group of students with specialized skills who share first-hand information about the Citrus College experience to prospective students, families and the community.

The Office of School Relations and Outreach provides services during the day and evening as well as workshops when needed.

Growth Projection

School Relations and Outreach is projected to grow at the same rate as the College's overall growth rate.

Data

| Services Provided | 2008-2009 | 2009-2010 |
|------------------------------------|-----------|-----------|
| Visits to District Schools | 46 | 58 |
| Visits to Out-of-District Schools | 31 | 38 |
| College and Career Fairs | 69 | 59 |
| Tours (group and individual) | 95 | 105 |
| Admissions Request E-Mail Response | 450 | 501 |

| Event | Attendance 2008-2009 | Attendance 2009-2010 |
|---------------------------------|----------------------|----------------------|
| Sierra High School Parent Night | N/A | 20 |
| Azusa Parent University Day | 35 | 40 |
| Hosted Azusa Parent Round Table | N/A | 41 |
| Parent Night | 202 | 204 |
| Early Decision | 305 | 251 |
| Welcome Day | 163 | 103 |

| Total Number of Students Served | 2008-2009 | 2009-2010 |
|---------------------------------|-----------|-----------|
| **Student Contacts | 1,882 | 1,750 |

*Note: Students and families may have participated in more than one event.

**Student contacts include participants in applications workshops, presentations, Early Decision, Parent Night, Welcome Day, college fairs and school visits. The database does not include students who requested and received information over the phone or by e-mail.

The School Relations and Outreach activities have been consistent over the past two years.

Projections for School Relations and Outreach

- Strengthen outreach programs for students in middle and elementary schools
- Increase the availability of bilingual materials (Spanish) for prospective students and their families
- Develop a tool to systematically track Early Decision participants' academic progress
- Utilize outreach events such as Welcome Day to connect students to mentors
- Collaborate with the College's External Relations office to enhance the college's marketing/outreach message
- Maximize available technology to promote programs and services

STUDENT EMPLOYMENT SERVICES

Description

The Office of Student Employment Services assists students and alumni in obtaining full- or part-time employment, on or off campus through these activities: maintaining an on-site and online job board; presenting workshops on job search skills and resume writing guidelines; conducting a videotaped mock interview program for interested students; screening for each referral requested including a review of the qualifications, hours of employment and job location; and providing free fax service for transmitting students' job applications. Follow-up calls to employers are conducted every 10 days to determine if the position is still open and to see if any of the referred students have been hired. The office is also responsible for the processing, hiring, termination, and payroll data of on-campus student workers and for filling of employment verification requests for current and former student workers. In conjunction with Workforce Development, Student Employment Services oversees the Cooperative Work Experience Education program which allows students to gain one to four units of credit.

Student Employment Services is a member of the California Placement Association which is comprised of employers, public and private college placement professionals, and assorted government agencies

Student Employment services are available Monday through Friday 8 a.m. to 5 p.m.

Growth Projection

Student Employment Services is projected to grow at the same rate as the College's overall growth rate.

Data

STUDENT EMPLOYMENT CENTER ACTIVITY

| | FY 2008-2009 | FY 2009-2010 | 7/1/10-12/31/10 |
|--|--------------|--------------|-----------------|
| Placements | 589 | 395 | 238 |
| Job Requests from Employers | 452 | 380 | 231 |
| Referrals to Students | 9,773 | 8,402 | 5,080 |
| Students Receiving Referrals | 5,448 | 4,723 | 2,524 |
| Processing for On-campus Student Workers | 648 | 617 | n/a |

Comparing 2008-2009 to 2009-2010, student use of the Student Employment Center declined slightly.

Projections for Student Employment Services

- Reinstatement of the Job Fair
- Develop an operations manual for staff
- Expand the videotaping of mock interviews
- Explore using social networking to increase job placements

STUDENT HEALTH CENTER

Description

The Student Health Center supports the educational process and College mission by providing access to quality health services and promoting positive health outcomes for students. The Student Health Center is funded by the student health fee. The Student Health Center provides ambulatory care services including pap smears, laboratory services, immunization clinics, sexually transmitted infection testing, physical examinations, mental health counseling, as well as prescription and over-the-counter medications. Students are referred to off-campus health care providers for treatments that are not provided by the Center. The services most used in 2008-09 are: head, ears, eyes, nose, throat, and cardiopulmonary; genitourinary/ gynecology; dermatology; gastrointestinal; and musculoskeletal.

As members of the Health Services Association of California Community Colleges and American College Health Association, Health Center staff attend annual and regional meetings.

When classes are in session, the Student Health Center serves students on a walk-in and appointment basis five days a week and one evening per week.

Growth Projection

Health center services are projected to grow at the same rate as the College's growth rate.

Data

Number of Students Served: total number of daily student contacts, classroom presentations, and specialty clinics and events.

| | 2008 – 2009 | 2009 – 2010 |
|--------|-------------|-------------|
| Fall | 3,249 | 3,800 |
| Winter | 418 | 600 |
| Spring | 2,745 | 3,200 |
| Summer | 538 | 850 |
| Total | 6,950 | 8,450 |

PATIENT SATISFACTION SURVEY

Overall quality of health center services:

| | 2007-08 | 2008-09 | 2009-10 |
|-----------|---------|---------|---------|
| Excellent | 82.7% | 84.5% | 86.0% |
| Very Good | 11.0% | 12.5% | 12.0% |
| Good | 1.0% | 3.0% | 2.0% |
| Fair | 0.8% | 0.0% | 0.0% |
| Poor | 0.0% | 0.0% | 0.0% |

Overall satisfaction with health center staff:

| | 2007-08 | 2008-09 | 2009-10 |
|-----------|---------|---------|---------|
| Excellent | 81.5% | 79.3% | 82.0% |
| Very Good | 16.0% | 18.5% | 16.0% |
| Good | 2.5% | 2.0% | 2.0% |
| Fair | 0.0% | 0.2% | 0.0% |
| Poor | 0.0% | 0.0% | 0.0% |

Ability of health center staff to answer my questions:

| | 2007-08 | 2008-09 | 2009-10 |
|-----------|---------|---------|---------|
| Excellent | 74.0% | 77.5% | 80.0% |
| Very Good | 19.5% | 18.5% | 15.0% |
| Good | 6.5% | 3.8% | 5.0% |
| Fair | 0.0% | 0.2% | 0.0% |
| Poor | 0.0% | 0.0% | 0.0% |

Did information received from the health center help you make healthier choices about your personal life?

| | 2007-08 | 2008-09 | 2009-10 |
|-----|---------|---------|---------|
| Yes | 76.3% | 82.5% | 85.0% |
| No | 23.7% | 17.5% | 15.0% |

How often have you used the health center this semester?

| | 2007-08 | 2008-09 | 2009-10 |
|------------------|---------|---------|---------|
| One time | 28.2% | 28.5% | 30.0% |
| 2-4 times | 43.8% | 48.2% | 55.0% |
| 5-7 times | 18.0% | 16.0% | 10.0% |
| 8-10 times | 7.3% | 5.8% | 3.0% |
| 10 or more times | 2.7% | 1.5% | 2.0% |

Students' use of the Student Health Center has increased in the past two years. This increase can be attributed to an increase in services offered, outreach efforts, and the current economic climate. Students report high levels of satisfaction with the services received.

Projections for the Student Health Center

- Increase partnerships with Cal Poly Pomona, and the East Valley Health Center to increase services for students, such as x-ray and pharmacy
- Collaborate with the Registered Nursing and Licensed Vocational Nursing programs to provide nursing students with experience in some services, such as flu shot clinics and patient screenings
- Expand mental health services
- Partner with Veterans' Services to assess and meet demands of this growing population
- Modify services as needed based on an analysis of success of partnerships with local providers and the Planned Parenthood Association, and results from Student Satisfaction Survey, patient history forms, demographic data and reason for visit collected during each visit

STUDENT LIFE AND LEADERSHIP DEVELOPMENT

Description

The Student Life and Leadership Development Office plans and implements social, cultural, and other developmental programs. Student Life and Leadership includes the Associated Students of Citrus College (ASCC), led by an executive board of 19 student leaders, ten of whom are elected and nine of whom are appointed. ASCC represents the interests of students on College committees and advocates for students at local and state levels as well as administering a campus services budget. Student Life and Leadership also oversees more than 25 campus clubs, as well as a comprehensive student activities program of social, cultural and professional development experiences. This office also manages the administration of the campus center facility and the Student Business Office. Students in leadership positions are required to enroll in one or more of these credit courses: SOC 100 Principles of Leadership, SOC 101 Student Government, and SOC 102 Student Government

This office provides services to students daily during the day and evening.

Growth Projections

Student Life and Leadership is projected to grow at the same rate as the College's overall growth rate.

Data
STUDENT PARTICIPATION

| | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 |
|--|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|
| # of Clubs | 22 | 20 | 30 | 33 | 38 | 26 | 14 | 28 | 26 | 28 |
| Students in a Student Government Class | 15 | 12 | 17 | 13 | 15 | 18 | 12 | 16 | 16 | 20 |
| # of Hours Students Participated on College Committees | N/A | N/A | N/A | N/A | N/A | 57.75 | 73.20 | 106.25 | 65.00 | 99.75 |
| | | | | | | | | | | |

*Note: Tracking the hours students spend in shared governance activities began in fall 2008

Student participation in extracurricular clubs and student government has been consistent. The number of hours that students participate in College committees increased in 2009 and 2010 compared to 2008.

Projections for Student Life and Leadership

- Implement a Student Leadership Academy, open to all students, to help develop student leadership skills to create better global citizens
- Develop advocacy training programs for students
- Establish a central office where students can get connected to volunteer opportunities
- Expand opportunities for students once the Student Center is renovated
- Better utilize technology in the operation and oversight of the office's programs and activities

VETERANS CENTER

Description

The Veterans Center provides a one-stop location for students to receive assistance with GI Bill benefits and support services. Staff members certify eligibility, process benefits, verify that coursework meets eligibility requirements, make counseling referrals, pull transcripts, assist with priority registration, and meet with professors to ascertain whether failing grades are the result of non-completion. Students also receive information about such services as workshops for student veterans, the Veteran Book Fund, the Veterans Network Club, and the Boots-to-Books course. The Boots-to-Books course (COUNS 160) is a three-unit transferrable elective that is designed to help veterans transition from military to civilian life. Veterans who take the class are eligible for the veterans' book fund. The center, initiated in 2008 with a grant from the Wal-Mart Foundation, will receive \$20,000 a year from that grant until 2013.

The Veterans Center was one of 290 nationwide applicants for a Department of Education's Centers of Excellence for Veteran Student Success grant. The Veterans Center was awarded the grant in October, 2010 and it is named "Operation VETS" (veterans' educational transition services). The college was one of three selected in California and one of fifteen nationwide to receive a three-year, \$399,999 award.

The goal of the grant is to provide additional services to veterans such as a program coordinator, peer-to-peer mentoring (Academic Battle Buddies), a student veteran ambassador, POWER Math for veterans, mental health services, and training for faculty and staff. The program was featured on the televised White House Summit on Community Colleges. Citrus College has been designated a Military-friendly college and featured in several articles regarding the programs' success.

Veterans Center services are available Monday through Friday from 8 a.m. to 4:30 p.m.

Growth Projection

The Veterans Center is projected to grow at the same rate as the College's overall growth rate.

Data
STUDENT VETERANS SERVED PER SEMESTER

| | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 |
|------------------|-----------|-----------|-----------|-----------|
| Summer | | 46 | 65 | 122 |
| Fall | | 107 | 132 | 196 |
| Winter | | 64 | 97 | 148 |
| Spring | 107 | 100 | 144 | 220 |
| Duplicated Count | 107 | 317 | 438 | 686 |

The number of veterans using the services of the Veterans Center has dramatically increased in the past four years.

Projections for the Veterans Center

- Increase mental health services
- Establish a peer-to-peer mentoring program (Veterans Mentors across Campus)
- Designate an academic counselor to specialize in veterans
- Expand hours to evenings
- Expand mathematics preparation services
- Expand support for the Veterans Center and Club
- Establish a campus-wide Operation Vets support team