



## COUNSELING AND ADVISEMENT NON-INSTRUCTIONAL ANNUAL PROGRAM REVIEW and PLAN 2013-2014

<b>Committee Members:</b>		
Claudia Castillo	Maria LeDuc	Cynthia Patino
Susan Gonzales	Alicia Longyear	Kristie Shimokawa
Susan Hensley	Robin McBurney	Lisa Villa
Nick Ho	Andrea Mullin	Laura Villegas
Dominic Jacquet	Lucinda Over	

### 1. Program Mission/Description:

#### **Program Mission:**

The Counseling and Advisement Center supports Citrus College's mission to help student realize their full potential. Our primary objective is to provide opportunities for students to clarify their values and goals so they can make informed decisions about their educational, career/transfer, and life pursuits. We are 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 including learning disabilities assessment, career assessments, 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.

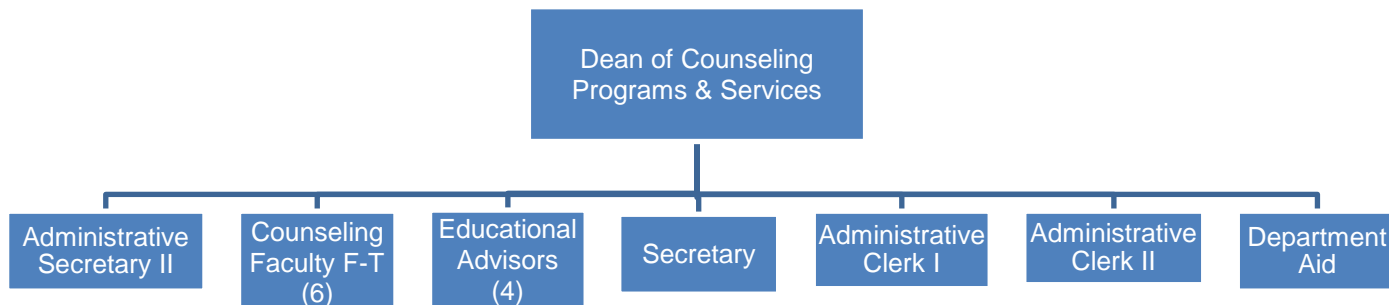
### 2. **Key functions/goals of this Department/Program:**

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)

## Organizational 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?*

Populate with the existing Unit Outcomes			
<u>Outcome</u>	<u>Assessment</u>	<u>Result</u>	<u>Change</u>
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 post test <ul style="list-style-type: none"> <li>• Student will understand the process for registering for classes.</li> </ul>	<p>In September 2012 the survey yielded 361 usable results.</p> <ul style="list-style-type: none"> <li>• Pre-test 40.1%</li> <li>• Post-test 85.3%</li> </ul> <p>On July 30, 2013 the group met again with 306 usable results for the year.</p> <ul style="list-style-type: none"> <li>• Pre-test 67% of students indicated a confidence level of 80% or more.</li> <li>• Post-test 92% of students indicated a confidence level of 80% or more.</li> </ul> <p>The group agreed that our goal is to increase the post-test results from 85.3% to 90% for question 1.</p>	<p>During the 2012-13 year counseling faculty determined that they would be satisfied with a post test of 92%. Results for July 2013.</p> <p>The group chooses to measure the registration process one more year to prove sustainability.</p>
2. Students will understand the general education requirements to earn an associate degree	Pre and post test <ul style="list-style-type: none"> <li>• I feel prepared to make course selections for fall.</li> </ul>	On March 24, 2014 the group met with 445 usable results (compiled July 16 – September 23, 2013) for the year.	The group chooses to measure the general education requirements

and/or to transfer.	<ul style="list-style-type: none"> <li>I understand Option I (associate degree) and III (transfer) of the general education pattern at Citrus College.</li> </ul>	<p>Question one results are:</p> <ul style="list-style-type: none"> <li>Pre-test 38% of students indicated a confidence level of 80% or more.</li> <li>Post-test 87% of students indicated a confidence level of 80% or more.</li> </ul> <p>Question two results are:</p> <ul style="list-style-type: none"> <li>Pre-test 24% of students indicated a confidence level of 80% or more.</li> <li>Post-test 87% of students indicated a confidence level of 80% or more.</li> </ul>	understanding one more year to prove sustainability.
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#### 4. Recommendations/Next Steps:

	<b>Previous Recommendation and/or Goals</b>	<b>Progress / Persons Responsible</b>	<b>Status</b>	<b>Est. completion</b>
1	Improve the delivery of counseling services through the use of additional technology; including online counseling, an electronic SEP and a degree audit system. <b>CCSP 2.3.3</b>	Chief Information Officer, Dean of Counseling Programs and Services, Instructional Deans, Articulation Officer, and Counseling Faculty.	<p>The Chief Information Officer, Dean of Counseling Programs and Services, and Dean of CTCE to discuss first steps to implementing a degree audit system in April 2012.</p> <p>The Degree works Team has been meeting once a week since fall 2012 and continues to meet.</p>	We began the implementation of Degree Works during the 2012-2013 year. All certificates and associate degrees are in the system and counselors from CTCE and CFTE are piloting the system. The electronic SEP will be launched during the 2013-2014 year. The college moved to a new online counseling format during the 2012-13 year. Discussions are taking place about whether this meets student needs.
2	Counseling programs will offer a workshop on the Student Success Task Force Recommendations. <b>CCSP 2.3</b>	Counseling faculty and Articulation officer.	Participants at the Flex Day workshop will gain knowledge about the Student Success Task Force recommendations.	Feb 2013 Flex Day was about the Student Success Task Force Recommendations. A total of 15 faculty members attended the workshop.

	<b>New Recommendation</b>	<b>Persons Responsible</b>	<b>Est. completion</b>	<b>Priority</b>
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> <p>a. <b>Course Planning Sessions</b> from July 16 to August 1 (18 sessions with 25 in each session). We've developed a Student Learning Outcome for the sessions.</p> <p>b. <b>Registration Assistance Sessions</b> on July 23, 31, August 1, 2, and 5 (5 sessions with a capacity of 40 students each).</p> <p>c. <b>Advisor question and answer sessions</b> – A pilot program for student, who have attended orientation, course planning, and registration sessions and still, have questions. July 16 to 30 (17 sessions with a capacity of 10 students each).</p> <p>d. <b>Course Family Open Forums</b> – A pilot program designed for continuing students to help them understand the limitations on course families. July 18 to August 1 (18 sessions with a capacity of 20 students each).</p> <p>e. <b>Learning Communities paired with counseling courses</b> – During fall 2013 Counseling 159 was paired with English 099 (2 sections for learning communities).</p> <p>CCSP 2.2.4</p>	Counseling Faculty and Dean of Counseling.	<p>a. December 2013</p> <p>b. December 2013</p> <p>c. Ongoing</p> <p>d. Ongoing</p> <p>e. June 2014</p>	2
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 us with the expanded liaison relationships for Fine and Performing Arts. Trainings will take place July 23, 2013 and March 4, 2014.</p> <p>CCSP 2.2.4 EMP pg. 339</p>	Counseling Faculty and Dean of Counseling	March 2014	2
3	<p>The college introduced a new platform for online counseling (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 EMP pg. 339</p>	Counseling Faculty and Dean of Counseling	Pilot programs for all will be launched by spring 2014.	1

4	<p>The Counseling and Advisement Center is developing two strategies to encourage student to complete English and Mathematics courses at the associate degree level at the earliest stages in their matriculation:</p> <ol style="list-style-type: none"> <li>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.</li> <li>In addition the Degree Works implementation team (includes several counselors) will develop an electronic student educational plan in fall 2013 and pilot the SEP in the spring of 2014.</li> </ol> <p>CCSP 1.1.3 EMP pg. 339</p>	Counseling Faculty and Dean of Counseling	The electronic SEP will be developed in fall 2013 and piloted in spring 2014.	3
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### 5. Resources requested:

## Counseling and Advisement

### Certificated Personnel (FNIC)

Position	Discuss impact on goals / SLOs	Cost	Priority
Two counseling faculty	Needed to implement directives in Student Success initiatives.	\$143,676 for both	2

### Classified Personnel

Position	Discuss impact on goals / SLOs	Cost	Priority
Operations Coordinator	This position is needed to oversee staff and student appointments.	\$44,434	2

### Staff Development (Division)

Item	Discuss impact on goals / SLOs	Cost	Priority
Counseling retreat on campus May 2013.	The retreat allows counseling faculty to connect on recommendations and next steps 1-15.	\$2,000	2
Attendance at UC, CSU, and Ensuring Transfer Success Conferences.	The trainings allow counselors to provide the most up-to-date and accurate information to students.	\$4,915	2

### Facilities (Facilities)

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

**Computers / Software (TeCS)**

<b>Item</b>	<b>Discuss impact on goals / SLOs</b>	<b>Cost</b>	<b>Priority</b>
N/A			

**Equipment**

<b>Item</b>	<b>Discuss impact on goals / SLOs</b>	<b>Cost</b>	<b>Priority</b>
Color Printer		\$2,000	2

**Supplies (Division)**

<b>Item</b>	<b>Discuss impact on goals / SLOs</b>	<b>Cost</b>	<b>Priority</b>
N/A			

**Appendix – A (pg.1)**

New Student Orientation Survey Results  
Office of Institutional Research  
July 15, 2013

Between June 5 and June 24, 2013, several New Orientation workshops were held. The purpose of the New Orientation workshop was to familiarize new students to Citrus College and the registration processes. All students who attended the workshop were asked to complete a pre-survey before the start of the workshop and a post-survey at the conclusion of the workshop. The purpose of the survey was to assess students’ knowledge of the registration process and their ability to navigate the online Class Schedule. Students responded to a total of four items (2 at pre-survey and 2 at post-survey) using a 6-point scale ranging from (0 = 0% confident to 5 = 100% confident). A total of 306 students completed both pre and post surveys.

**306 Usable Surveys**

**Table 1. Percentage Distribution Comparisons of Pre and Post Test for Q1**

**Question 1** asked participants to rate the percentage of confidence they had with regard to the process of registering for classes. At pre-survey 41% of students said that they were 80% confident with the registration process and only 26% said they were 100% confident (see Figure 1). However, at post-survey the percentage of students who were 100% confident with the registration process rose to 58% (See figure 2).

Figure 1. Confidence ratings with the registration process prior to orientation workshop

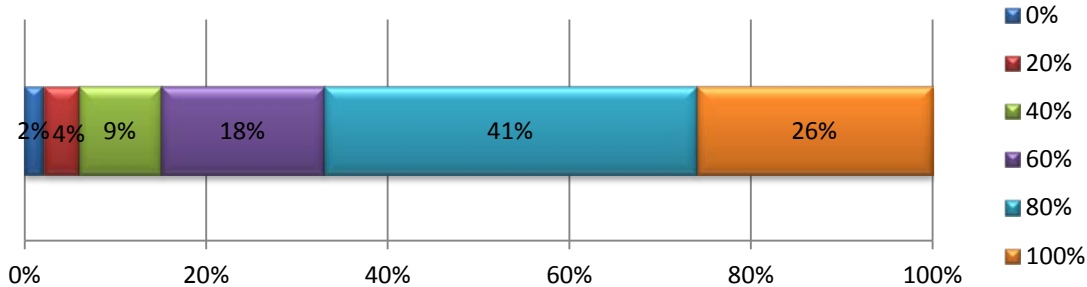
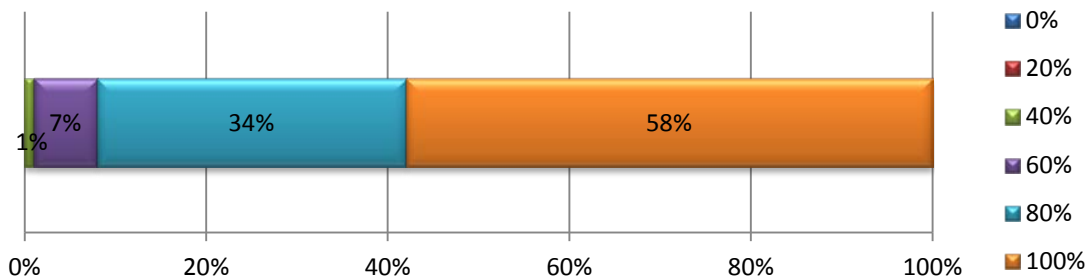


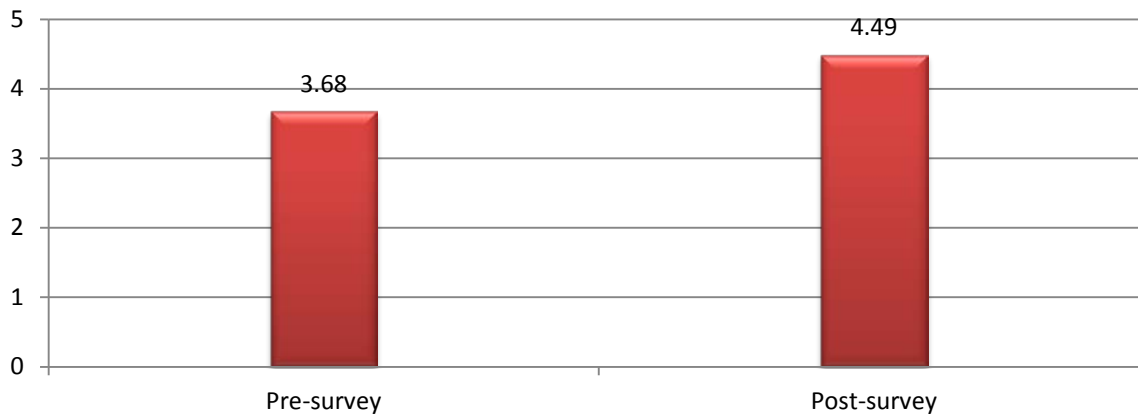
Figure 2. Confidence ratings with the registration process after the orientation workshop



## Appendix – A (pg.2)

The difference in mean scores was significant from pre-survey to post-survey for registration confidence, such that at post-survey students were more confident than at pre-survey,  $t(300) = -13.571$ ,  $p < .000$ . See Figure 3 for pre and post-survey mean scores.

Figure 3. Pre and post-survey mean scores for Question 1





**Appendix – B (pg.1)**

New Student Orientation Survey Results  
 Office of Institutional Research  
 July 15, 2013

**361 Usable Surveys**

**Table 2. Percentage Distribution Comparisons of Pre and Post Test for Q2**

**Question 2** asked participants to rate the percentage of confidence they had with their ability to navigate the online Class Schedule. At pre-survey 34% of students said that they were 80% confident with the online Class Schedule and only 21% said they were 100% confident (see Figure 4). However, at post-survey the percentage of students who were 100% confident with the online Class Schedule rose to 52% (See figure 5).

Figure 4. Confidence ratings with navigating the online Class Schedule prior to orientation workshop

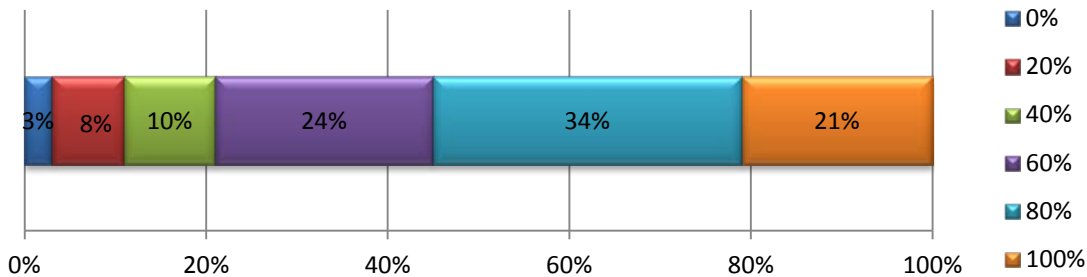
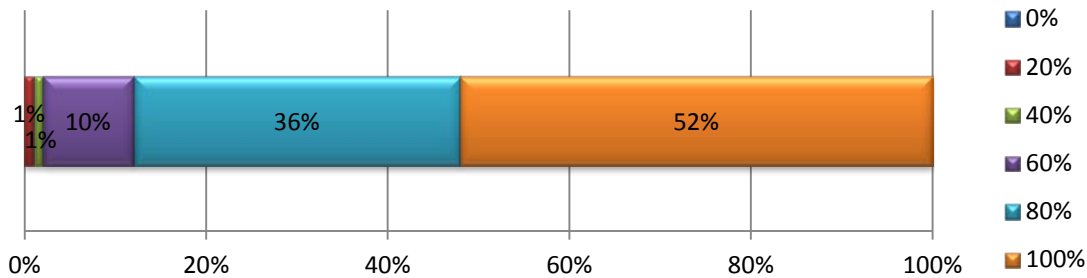


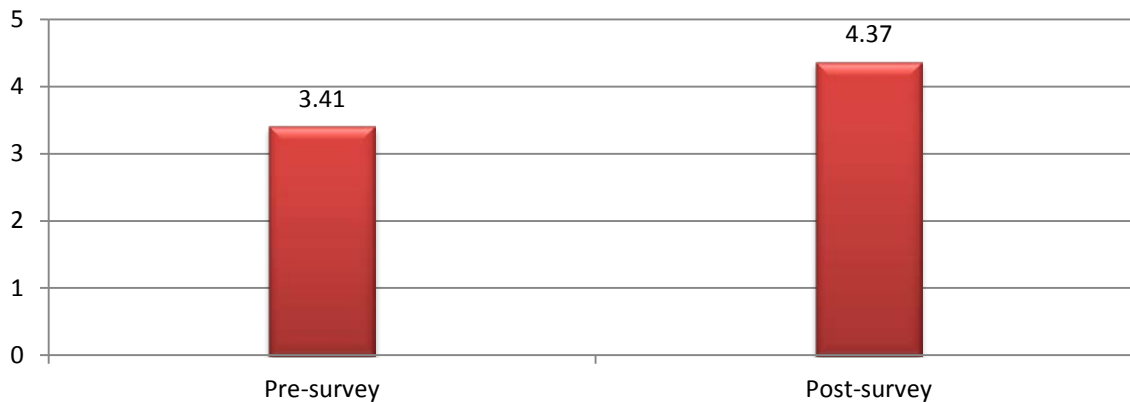
Figure 5. Confidence ratings with navigating the online Class Schedule after the orientation workshop



## Appendix – B (pg.2)

The difference in mean scores was significant from pre-survey to post-survey for confidence in ability to navigate the online Class Schedule, such that at post-survey students were more confident than at pre-survey,  $t(301) = -15.296, p < .000$ . See Figure 6 for pre and post-survey mean scores.

Figure 6. Pre and post-survey mean scores for Question 1



**Conclusion** The New Orientation workshop appears to be helpful in increasing students' confidence with the registration process and utilizing the online Class Schedule. Perhaps additional questions could be added to the survey to get an understanding of students' satisfaction with the New Orientation workshop (i.e. time, location, overall satisfaction, helpfulness, if they recommend the workshop for other new students and an open-ended item for additional information to be reviewed in the workshop). Adding these additional items could be useful in ensuring the workshop is both satisfactory and meeting the needs of the students.