

Counseling & Advisement Center



Non-Instructional Program Review

FALL 2009



Counseling & Advisement Center Non-Instructional Program Review

Term: Fall 2009

Prepared by

Lucinda Over and full-time counselors listed below

Counseling & Advisement Center Review Committee Members

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Marilyn Eng	Counselor, College Success Program
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Alicia Longyear	Counselor, Athletic Program
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NON-INSTRUCTIONAL PROGRAM REVIEW

Counseling & Advisement Center

The final summary of the program review process for the Counseling & Advisement Center is attached to this page.

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

Dr. Lucinda L. Over, Dean of Counseling Programs and Services

date

Dr. Jeanne Hamilton, Vice President of Student Services

date

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

NON INSTRUCTIONAL PROGRAM REVIEW

I. Introduction

- A. Provide a brief overview of the program, including:
The Counseling and Advisement Center supports Citrus College's mission to help students 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.

1. Relationship to college mission.

The Counseling and Advisement Center aids the college mission by providing quality instruction and counseling to help students understand the educational process and empower students to compete globally. The program is dedicated to fostering a diverse educational community and supporting students to develop educational plans that support student success.

2. Program description, purpose, goals and objectives.

The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information, personal support, and college study skills so that each student can achieve their stated goal(s). Section 51018 of Title #5 of the California Code of Regulations requires that each community college offer a comprehensive counseling program that includes:

- Academic counseling and advisement to assist students in assessing, planning and implementing his or her immediate long range academic goals;
- Transfer counseling to ensure accurate information for successful transition for transfer to four-year institutions;
- Career counseling, assisting students in assessing his or her aptitudes abilities, and interests, and is advised concerning the current and future employment trends;
- Personal counseling, where the student is assisted with personal, family or other social concerns;
- 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 services.

In addition, statewide matriculation program standards require the college to provide:

- Admissions;
- Assessment;
- Orientation and pre-orientation services;
- Counseling which provides a Student Educational Plan for all non-exempt students;
- Counseling for students who are enrolled in basic skills/college success courses;
- Counseling for students who are undecided about a major or educational goal;
- Early Alert retention program;
- Probation counseling for individuals and groups;
- Appropriate referrals;
- Services for at risk students;
- Services for students with disabilities;

3. Number, type of staff.

#	Credit Matriculation Positions (Counseling/Advisement)	Hours Week	Funding Source	
			Credit Matric	Other
1	Dean – Over	40	25%	75%
9	Full-Time Faculty – Castillo, ****Eng, Lanphear, Longyear, McBurney, *Plug, Villa, and Villegas	30		100%
13	Part-time Adjunct Faculty – Avila, Burch, Gropp, Iott, Loaiza, and Opulencia *****9-adjuncts laid off Aug 2009	17.5		100%
3	Full-Time Educational Advisors – Chappie, Miyabe, and **Pinedo	40		100%
2	Full-Time Educational Advisors – Jacquet and Tinoco	40	100%	
1	Full-Time Educational Advisors – ***Sanchez	40	50%	50%
1	Part-Time Educational Advisors – Ho	19.5	49%	
2	Part-Time Department Aide – Leale and 1-vacancy (Mendez)	19.5		49%
2	Student Aide – Alvarez and Williams	20		100%
1	Admin Clerk I – Mullin	40		100%
1	Admin Clerk II – Cross (vacancy)	19.5		49%
1	Admin Clerk II – Erbe	19.5		49%
1	Admin Secretary II – Ryan	40		100%
1	Secretary – Gonzales	40		100%

*Plug housed in Career/Transfer Center

**Pinedo 20% Counseling and 80% EOP&S

***Sanchez 50%Credit Matriculation and 50% Career/Transfer; housed in Career/Transfer Center

****Eng housed in ED219

*****Due to budget cuts 9-adjunct counselors were laid off in August 2009

(Bregman, Briones, Gordon, Jacquet, Lee, Miyabe, Nassar, Ortiz, Ponciano, Rose)

a) Staff preparation and training.

Several levels of staff work in the Counseling & Advisement Center and each requires a different level of training. Clerical staff meet at least two times each semester to discuss updates for the office and training needs. They are invited to take part in Flex Day activities.

Counselors and advisors attend several conferences each year to stay up-to-date on transfer requirements, personal counseling, shared governance, teaching strategies, and many other topics.

Educational Advisors possess bachelor's degrees and participate in training offered each year by counselors. They attend conferences and have on the job training to stay up-to-date on changes to advisement and outreach activities. Additionally, they attend monthly counseling program and department meetings where they receive policy/procedure updates for students.

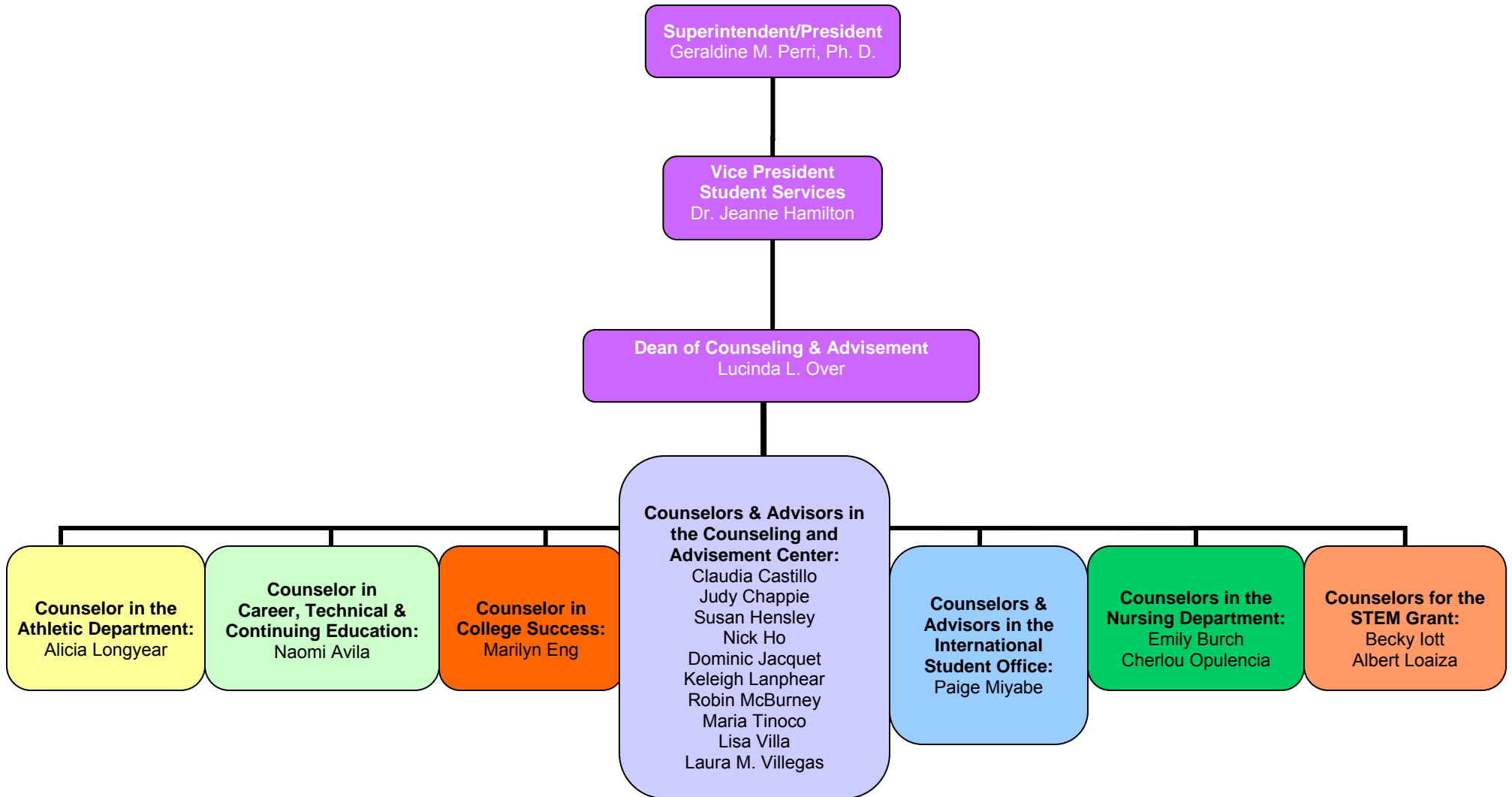
Counseling faculty must meet minimum qualifications for counselors. To stay current they attend conferences, training, and weekly meetings.

b) Faculty minimum qualifications, diversity and credentials.

Counseling: Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, **OR** The equivalent (NOTE: A license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline, pursuant to Title 5 Section 53410.1.)

c) Organizational chart. See chart below.

Counseling and Advisement Organizational Chart



4. Approximate number of students served annually.

Appointment Attendance & Student Contact Summary Report

Appointments Attended	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
General Counseling	10,952	10,580	11,810	11,198	10,626	11,115	13,902
Counseling Counter Questions	N/A	N/A	6,219	3,224	3,757	5,622	2,692
** Additional Student Contacts (See detailed breakdown below)	352	350	574	992	728	**12,745	**14,790
Athletics	N/A	N/A	N/A	332	968	1,285	685
International Students Office	N/A	N/A	1,102	1,491	1,533	1,939	1,785
College Success Counselor	N/A	N/A	N/A	N/A	25	721	986
*Nursing Counselor	N/A	N/A	N/A	N/A	N/A	N/A	2072
*Career, Technical, and Continuing Ed. Counselor	N/A	N/A	N/A	N/A	N/A	N/A	312
*STEM Counselors	N/A	N/A	N/A	N/A	N/A	N/A	105
Total Student Contacts (Appointments, Additional Contacts, and Counter)	11,304	10,930	19,705	17,237	17,637	33,427	37,329

*** = NEW THIS YEAR**

** ADDITIONAL STUDENT CONTACT DETAIL	2007-08	2008-09
Drop-in	244	91
Email	78	35
Phone	207	66
Other (not specified)	227	78
High School visits & Early Decision	961	672
Parent Night	199	201
Off Campus Testing Spring 2009 (by Susan Hensley)	-0-	308
Honors class visits	117	116
Art Portfolio	135	101
College Success/		
Fall	65 (FA 07)	822 (FA 08)
Early Alert Workshop:		
Spring	835 (SP 08)	796 (SP 09)
Basic Skills visits:		
Fall	4920 (FA 07)	5485 (FA 08)
Spring	3745 (SP 08)	4705 (SP 09)
Counseling Classes:		
Fall	571 (FA 07)	630 (FA 08)
Spring	441 (SP 08)	684 (SP 09)
Total Additional Contacts:	12,745	14,790

5. Facilities/Location.
The Counseling and Advisement Center is located on the first floor in the Administration building. We are scheduled to move into the new Student Services Building in 2010.
6. Progress on prior program review recommendations 2002-03.
 - Increase articulation officer to 100% due to increase of workload. Complete.
 - Hire two generalist counselors-one with an emphasis on student athletes and one with online counseling responsibilities. The college hired an athletic counselor in 2005-06. Another counselor in the department is taking the lead in securing an online counseling platform.
 - One counselor with instruction assignments. The department continues to discuss this option. At present, 3 counselors in the Counseling and Advisement Center are teaching on load and working in learning communities. The College Success counselor is also teaching in the learning communities program as well as the athletic counselor.
 - One clerk typist for added support for counselors and educational advisors. The college did not hire a full-time clerk typist but did agree to hire two 49% positions.
 - Give full time counselors the option to teach at least 3 units of counseling classes as part of load. Implemented and ongoing discussion.
 - Increase appointments from 30 minutes to 45 minutes. This would provide time for quality counseling, particularly for at risk (undecided about major or goal, first generation, probation, returning from dismissal, test into basic skills/college success courses), veterans, returning, and new students. Although there is continual dialog about this option, appointments remain at 30 minutes.
 - The department needs two traditional classrooms dedicated to counseling classes. The instruction program is working with counseling to provide a room in the Life Long Learning Center for counseling courses. Classroom space for counseling courses continues to be a challenge.
 - Need more office space.
 - The present use of space for secretaries and clerical staff needs a more efficient configuration. The college provided new partitions for better space utilization. The college is building a new Student Services Building and this should alleviate the concern.
 - The student waiting area used to cause problems for students in wheel chairs and compromised confidentiality. The waiting area is now separate from the counseling offices and is working much better.
 - The department needs space on the intranet server for the use of the Counseling and Advisement Center. TeCS is making space available on the network to store counselor documents and student data.
 - Automate the Early Alert program. The Early Alert counselor is working with the Academic Senate and TeCS to use the SARS system for Early Alert Program. The pilot program is an email based system and began in 2008.
 - Update the college transcripts to a state of the art document. With the move to Banner, a new transcript is in the works. The dean of admissions and records is working with counselors, and TeCS to make improvements to the transcript. Although improvements have been made, counselors feel that there are many more improvements that need to be made.

II. Integration and Coordination with Other Programs

- A. How does this program coordinate with the other Instructional and/or Student Services programs on campus?
Many of the programs share students and referrals; for example, The Early Decision project was implemented in spring 2007, and works with instruction to promote learning communities, College Success courses, and to provide a preliminary schedule so that

students may develop an education plan. A second example of our work together is a summer workshop series called "POWER Math". POWER Math works with the instructional program to prepare students for math classes in the fall and retest and improve their placement level. Below you will find more examples of our collaboration with other programs:

- Referrals to Financial Aid, EOP&S, DSP&S, and student activities.
 - Veterans counseling/Boots to Books.
 - Collaboration with the College Success Program by providing a full-time counselor, teaching workshops, and coordination with the Testing Center.
 - Provide SEPS for DSP&S.
 - Works closely with the Career/Transfer Center to discuss probation/dismissal, career, transfer and other specialty services.
 - Counselors in the Counseling and Advisement Center assisted the Career/Transfer Center with the UC transcript review project (spring 2009).
 - Nursing orientations.
 - Advisor and counselor outreach to local high schools.
 - The department is working with all counseling programs to create an online counseling format.
 - Collaborating with TeC Services and instructional programs to implement online counseling.
 - The department provides college success visits and Early Alert workshops in cooperation with instructional programs.
 - The Counseling and Advisement Center invites instructional and student service programs to provide counseling staff development/training for educational advisors, full-time counselors, and adjunct counselors/instructors.
 - The Counseling and Advisement Center works with all counseling programs to offer a retreat. Recent topics include *Student Educational Plan Philosophies*, *Online Counseling Presentations*, and *Team Building Activities*.
 - The Counseling and Advisement Center supports the Honors Program by providing a dedicated Honors Counselor. The Honors Counselor provides counseling, classroom presentations, assists students with Honors application, attends Citrus Honors Council meetings, works with Admissions and Records to ensure Honors Program completion is reflected on transcripts, attends monthly Honors Transfer Council of California meetings, processes TAP certification forms every spring semester, and co-coordinates special events for Honors students. The Honors Counselor co-created the Honors Orientation.
 - Each counseling program assists with the annual High School Counselor Breakfast.
 - The Counseling and Advisement Center has several counselors taking the lead in learning communities. Counseling and instructional faculty participate in learning communities where academic (primarily basic skills) courses are paired with counseling courses.
 - Counselors are invited by the outreach office to participate in planning the Welcome Day event for new students.
 - A Counseling and Program Services meeting is scheduled once per month which includes updates, training items, and guest speakers.
 - The Counselor Work Group is scheduled twice a month and full-time counseling faculty participate. Topics for improvement of student services include; probation/dismissal, orientation, online counseling, student educational plans, and collaboration with instructional programs. Counselors work on academic and professional matters.
 - All programs in counseling collaborate with TeCS and Admissions and Records to implement our new ERP system, Banner.
- B. How does this program work with Research and TeCS?
- TeCS works with each categorical program to create reporting databases. The college recently converted to a new Enterprise Resource Project (ERP) system.

The new ERP system “Banner” provides more options for data reporting. TeCS is creating new reports based on requests from student service managers.

- Citrus College recently hired a researcher who is actively engaged in learning about the college and categorical programs. She recently provided input and data analysis for SLO development and measurement. The college is in the process of establishing research priorities for the position.
- The college recently upgraded the appointment scheduling and tracking system, which the TeCS staff will maintain.
- The Counseling and Advisement Center worked with the Matriculation and Assessment Committee, and the College Success Committee to purchase and implement an online orientation program (Cynosure).
- TeC Services is working with the Counseling and Advisement Center to implement online counseling.
- TeC Services works with Early Alert to support an online referral program using SARS.

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

- **Access:** Counseling programs participate in meeting the goals of the student equity plan. Advisors and counselors from the Counseling and Advisement Center are responsible for outreach. Educational Advisors visit our feeder high schools weekly. We also assist with the Umoja program, Citrus College Youth Conference, Welcome Day, CAHSEE grant activities, High School Counselor Breakfast, and Early Decision Program.
- **Course completion:** The Early Alert Coordinator is responsible for working with faculty and contacting students who demonstrate early academic difficulty. She regularly revises and reviews interventions to improve effectiveness. In addition, the college recently assigned a college success counselor to meet the needs of basic skills students in the credit programs. A goal for this program includes providing outreach to basic skills courses and recommending an educational plan for each student.
- **ESL and Basic Skills Completion:** Counselors participate in learning communities designed for freshmen who place into college success/basic skills courses. The college success/basic skills counselor is now responsible for meeting with ESL students to review placements and provide counseling to support their successful transition into college.
- **Degree and certificate completion:** Students learn about the certificate and degree programs at Citrus through many avenues including: online orientation, new student workshops, counseling courses, summer bridge program, non-credit orientation, DSP&S orientation and one-on-one appointments with a counselor or educational advisor.
- **Transfer:** The Counseling and Advisement Center works with Career/Transfer Center staff to increase transfer rates. All counselors and educational advisors are familiar with tools provided by CSU, UC, and private colleges needed to assist students with this goal.

III. Program Self-Evaluation

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

IIA Instructional Programs

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

IIB Student Support Services

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

IIC Library and Learning Support Services

"Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services."

A. MIS Data Reporting (if applicable).

1. Is data accurate?

The director of TeCS reviewed Matriculation data with the dean of counseling over the last two years and we believe the data is not accurate.

Prior to 2006, the dean had limited involvement in the review of MIS data. As of spring 2006, all program coordinators are included in a campus wide MIS work group, whose goal is to ensure that the dean and program coordinators understand and take ownership of their data. Reporting of credit and non-credit data is still a problem.

2. Is the program coordinator involved in review of the data before it is submitted?

The coordinators and director are trained on data collection methods and given an understanding of the MIS data structure and how the various categorical data files interact. The next step will be to ensure program directors are able to review their data before it is submitted to the Chancellor's Office. The college has held one training session with Chancellor's Office MIS staff and will continue to have additional sessions

3. If not, please explain.

N/A

B. Access.

1. How accessible is the program?

a) Compare demographic data from the college to the program, including ethnicity, gender, age, students with disabilities, if appropriate.

The data for this review was provided by the Chancellors Office in 2007. It is based on the completion of matriculation components. Additional data comes from the 2007 counseling survey.

The Chancellor's Office data may accurately describe the number of students admitted, but does not report which students take advantage of other matriculation components. Data tracked in SARS does not interface with the legacy system or the new system, so our ability to answer these questions is limited. TeC Services and Counseling will work together to identify a way to track students accurately. If we assume the information is accurate we could draw the following conclusions:

Students who do not receive financial aid may not be using counseling services to their advantage. The Matriculation and Assessment Committee will explore developing incentives for these students.

Survey Data

Data used to answer this question comes from the spring 2007 Counseling Student Survey given to 266 students at graduation practice. Most of the students (81%) attended class during the day; 44.8% were 21-24 years old. The ethnic profile of these students was Hispanic, 44.4%; white, 28.4%; Asian, 14.6%; African American, 7.0%; and other 5.6%

- b) How effective is this program in enabling success for underprepared and underrepresented students?

The Counseling and Advisement Center does not track services by ethnicity, age, or underrepresented status.

The following information is from the Chancellor's Office:

Counseling and Matriculation

A higher percentage of Hispanics and a lower number of White and Unknown students participated in the matriculation process. The remaining ethnic categories were similar to that of the overall Citrus College student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Ethnicity	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
African American	4.8%	5.8%	5.7%	6.2%	6.0%	6.1%
Asian	8.2%	9.6%	9.1%	9.5%	8.9%	9.5%
Filipino	2.8%	3.6%	3.2%	3.6%	3.1%	3.5%
Hispanic	32.0%	42.0%	34.7%	42.5%	36.6%	43.5%
Native American	0.7%	0.8%	0.7%	0.8%	0.7%	0.7%
Other Non-White	1.7%	1.8%	2.4%	2.2%	2.9%	2.3%
Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	30.9%	31.8%	34.7%	30.8%	35.1%	30.0%
Unknown	18.8%	2.1%	9.5%	2.1%	6.7%	2.2%

Students who were 40 years old and older were less likely to matriculate whereas students from ages 20-29 were more likely to matriculate.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Age	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
< 20	33.8%	30.1%	31.3%	31.5%	31.4%	31.3%
20 – 24	27.9%	39.5%	29.2%	39.6%	30.3%	40.8%
25 – 29	9.1%	11.8%	9.0%	11.4%	9.5%	11.4%
30 – 34	5.1%	6.1%	4.9%	5.5%	5.0%	5.4%
35 – 39	4.0%	4.4%	3.9%	4.1%	4.1%	4.1%
40- 49	6.6%	5.8%	7.0%	5.6%	7.1%	5.1%
50 +	9.4%	2.2%	10.7%	2.3%	10.9%	1.9%
Unknown	4.2%	0.0%	4.1%	0.0%	1.7%	0.0%

Our male to female ratio has been similar to that of the overall campus.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Gender	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Female	56.5%	58.2%	56.6%	56.8%	56.8%	56.3%
Male	42.2%	41.8%	41.7%	43.2%	42.7%	43.7%
Unknown	1.3%	0.0%	1.6%	0.0%	0.5%	0.0%

A significantly higher amount of students who matriculated received financial aid, BOG Waivers, PELL Grants, and/or other types of financial aid when compared to that of the overall institution.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Financial Aid	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Not Received	80.2%	67.2%	76.3%	61.6%	74.6%	59.8%
Received	19.8%	32.8%	23.7%	38.4%	25.4%	40.2%
*BOG Waiver	19.7%	32.3%	23.5%	38.0%	25.1%	39.7%
*PELL Grant	9.8%	17.5%	9.6%	16.7%	10.4%	17.9%
*Other	5.0%	9.1%	6.4%	11.1%	7.0%	11.7%

The percentage of ELL students that matriculated has been slightly higher than that of the general college population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
ELL	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Attempted ELL Course	0.0%	0.0%	1.3%	1.6%	1.6%	2.0%

The percentage of students with disabilities who have matriculated has been slightly higher than that of the general Citrus College student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Disability	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Non-Disabled	97.5%	96.1%	97.7%	96.6%	97.6%	96.6%
Disabled	2.5%	3.9%	2.3%	3.4%	2.4%	3.4%

Students who matriculated had a similar success rate in degree applicable and all basic skill type courses when compared to that of the general student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Course Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree Applicable	62.3%	62.3%	64.0%	64.2%	63.4%	63.7%
Basic Skill ESL	N/A	N/A	63.0%	61.6%	68.9%	71.3%
Basic Skills English	60.9%	60.2%	59.8%	60.4%	60.4%	60.2%
Basic Skills Math	47.2%	46.9%	56.1%	56.1%	50.1%	50.6%

Students who have matriculated have consistently had a significantly higher persistence rate from fall to spring semester than the general Citrus student population.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Persistence Rate	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Persisted fall to spring	58.6%	74.5%	65.6%	72.9%	59.7%	73.7%

C. Success.

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

According to the spring 2007 and 2008, Citrus College Counseling Student Surveys, graduating students met with a counselor frequently (4-6 times), indicating that counseling services are essential for most students to attain their goal.

Students who matriculated have consistently earned significantly more degrees, certificates, and transferred at a higher rate when compared to the campus as a whole. Additionally, students who matriculated are significantly more transfer prepared than the general Citrus College population.

2. Include (where applicable)
 - a) Number of degrees and certificates awarded.
 - b) Number of transfer-prepared students.
 - c) Number of transfers.
 - d) Achievement of non-credit educational goals.

	Campus	Matriculation	Campus	Matriculation	Campus	Matriculation
Academic Success	2003-04	2003-04	2004-05	2004-05	2005-06	2005-06
Degree	2.9%	5.4%	2.7%	5.3%	2.8%	5.5%
Certificate	1.5%	2.0%	1.7%	2.3%	1.8%	2.3%
Transferred to 4-Year	4.5%	6.7%	4.5%	6.0%	0.2%	0.3%
Transfer Prepared	5.4%	8.9%	6.0%	9.8%	6.2%	10.2%

D. Student Learning Outcomes.

1. Describe your progress in the development and implementation of Program Student Learning Outcomes.

a) List the program SLOs. Charts included below.

- What process was used to develop the SLOs? Counselors and Advisors attended a two-day training session (fall 2006) to develop SLOs. In addition, the Academic Senate sponsored an SLO Extravaganza in May 2008 where two counseling faculty members were in attendance. As a result, SLOs for the Counseling and Advisement Center were updated and presented at the Counseling Programs and Services Meeting June 10, 2008. A counselor Work Group meets every two weeks, and SLOs are also discussed in this group.
- What activities are used to achieve the SLOs? See **IV** on the following pages

2. How are you assessing the outcomes?

See **IV** on the following pages

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

- The counseling department has written SLOs for all counseling courses, Early Alert workshops, online orientation, and probation workshops.

See **VI** on the following pages



Student Learning Outcomes 2008-09

Counseling & Advisement SLO 1.1 Degree Requirements

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement will understand the requirements for one of the following: certificate programs, associate degree, or transfer to a four year college.</p>	<p>Graduating students who have participated in counseling services will be given a survey at graduation practice to determine if they understand the requirements for the associate degree, certificate or transfer to a four-year college.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009:</p> <p>Of the 153 respondents surveyed in June 2008, <u>82%</u> of the respondents understood certificate requirements; <u>95%</u> understood associate degree requirements; <u>82%</u> understood transfer requirements; <u>98.1%</u> of the respondents saw a counselor/advisor more than once. Given the positive nature of the results, we do not need to make changes to the program at this time.</p> <p>Addendum June 2009 results: Of the students surveyed in June 2009, <u>76.9%</u> of understand or completely understand certificate requirements. <u>95.2%</u> understand associate degree requirements. <u>84.1%</u> understand four-year university requirements.</p>



Student Learning Outcomes 2008-09

Counseling and Advisement SLO 1.2 Orientation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p>	<p>Students participating in commencement and who have completed an orientation appointment or workshop will understand the meaning of placement scores.</p>	<p>Graduating students who have participated in orientation (as new students) will be given a survey at graduation practice to determine if they understood their assessment/placement scores in math, English, and reading</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009:</p> <p>Citrus has not held regular in-person orientation workshops for student throughout the year. New Student Orientation workshops are offered close to registration and many students receive their orientation in an appointment.</p> <p>Of the 170 students surveyed in June 2008,</p> <ul style="list-style-type: none"> • <u>45.9%</u> received an orientation in a counseling appointment. • <u>5.3%</u> attended an orientation workshop. • <u>5.9%</u> completed the online orientation. • Of the students who participated in orientation, <u>30.6%</u> understood their assessment scores thoroughly. <p>The Matriculation Assessment Committee will explore options for mandatory orientation and consult with the Counselor Workgroup and College Success Committee (2008-09).</p> <p>Addendum June 2009 results:</p> <ul style="list-style-type: none"> • In summer 2008, only <u>30.6%</u> of students surveyed, understood their assessment scores. • We piloted a mandatory orientation

					<p>project (during winter and summer 2009) and received support to implement the full program.</p> <ul style="list-style-type: none">• The winter 2009, the orientation pilot program ran from January 5 to February 12, 2009, and served 690 new students.• The summer 2009, the orientation pilot program ran from June 15 to August 14, 2009, and served over 3000 new students.• Students who complete the online orientation will complete a pre and post test evaluation to see if they understood their test scores.
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Student Learning Outcomes 2008-09

Counseling & Advisement SLO 1.3 Online Orientation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Computation</p>	<p>Students participating in commencement and who have completed on line orientation will understand information on course selection.</p>	<p>Graduating students who have participated in on-line orientation (as new students) will be given a survey at graduation practice to determine if they understood course selection.</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009: Of the 170 students who completed the survey in June 2008, almost half did not use the Online orientation with another quarter not responding to the question. Of the 24.2% that did use Online orientation, half of them understood the information on course selection.</p> <p>The Matriculation /Assessment Committee will explore options to update Online orientation products and consult with the Counselor Workgroup and College Success Committee (2008-09). The groups will discuss the possibility of including an SLO assessment to measure student comprehension immediately after completing the online orientation.</p> <p>Addendum June 2009 results: In March 2009, we purchased an online orientation product. The new orientation will provide a pre and post test for our SLOs. This will give us more information about if students understand the course selection information.</p>



Student Learning Outcomes 2008-09

Counseling & Advisement SLO 1.5 Probation

Program: _____

I	II	III	IV	V	VI
Program Purpose	Core Competency	Program Student Learning Outcomes	Assessment Method and Criteria for Success	Assessment Results 2008-09	Use of Results 2008-09
<p>The Counseling and Advisement Center supports Citrus College's mission to help students realize their potential.</p> <p>The goal of the Counseling and Advisement Center is to provide all Citrus College students with current information; personal support and college study skills so that each student can achieve their stated goals (s). See Section 51018 in Title 5.</p>	<p>Communication and information competency</p> <p>Creative, critical and analytical thinking</p> <p>Community/global consciousness and responsibility</p>	<p>Students participating in commencement who were on probation while attending Citrus, and participated in a probation intervention (appointment or workshop) understood how to "get back on track".</p>	<p>Graduating students who have participated in a probation intervention will be given a survey at graduation practice to determine if they understood how to "get back on track".</p>	<p>Results will be collected and the Office of Research will compile the results.</p>	<p>Discussed at the Counseling and Advisement Center meeting January 27, 2009: Of the 170 respondents surveyed in June 2008, 44 students responded that they were placed on probation. 30 found the probation intervention very helpful and 10 found the invention helpful.</p> <p>The Counselor Workgroup will continue to review the probation contract and content for the probation workshops and make adjustments to improve the intervention (spring 2009).</p> <p>Addendum June 2009 results: Of the 251 respondents surveyed in June 2009, 48 students (19.1%) responded that they were placed on probation. 19 of the 48 students (39.3%) found the probation intervention very helpful, and 15 of the 48 students (30.4%) found the invention helpful. 37 of the 48 students (77.59%), met with a counselor. 11 of the 48 students (22.5%) attended a workshop.</p> <p>In 2009-10, the Counseling & Advisement Center plans to test this SLO immediately following the probation workshops.</p>

Citrus College Core Competencies

The General Education Competencies (as set forth in the Academic Senate minutes dated August 25th, 2004) are as follows:

General education competencies serve as a common set of core curricular components identified and defined by faculty. Student learning outcomes are behaviors based on these competencies. Any student transferring, completing a degree or certificates from Citrus College, must demonstrate effectively assessed awareness, understanding, knowledge, skills, and abilities in the selected competencies.

1. Communication (personal expression and information acquisition) information competency

Reading analytically and critically	Speaking articulately
Writing with clarity and fluency	Listening actively

2. Computation

Technology	Computer proficiency
Math proficiency	Decision analysis
Analyzing and using numerical data	(Synthesis and evaluation)
Application of mathematical concepts and reasoning	

3. Creative, Critical, and Analytical Thinking

Curiosity	Research
Analysis	Learning Strategies
Synthesis	Problem Solving
Evaluation	Decision making
Creativity	Aesthetic awareness

4. Community/Global Consciousness and Responsibility

Respect for other beings	Citizenship
Cultural awareness	Interpersonal skills
Ethics	Lifelong learning
Community service	Self esteem
Integrity	Empathy

5. Technology/information competency

Basic computing and word processing

6. Discipline/subject Area Specific Content Material (Student Services)

Adulthood Independence

E. Compliance (if applicable)

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

The following information describes how the Counseling and Advisement Center works with the components of matriculation to encourage student achievement.

The following information is adapted from the Categorical Site Visit, May 2008

Orientation

A. What modes of orientation are available to students?

Citrus College offers online orientation as well as in-person orientation called New Student Orientation. Students from feeder high schools receive assessment and orientation through the college's Early Decision program. In addition, the college developed a DVD to describe student services. The DVD and the student orientation handbook are available online. Counselors also teach several orientation courses each fall.

In spring 2009, the college purchased an online orientation product that includes a new interactive system. The Matriculation and Assessment Committee conducted a focus group with ASCC students to determine which modes of orientation they prefer. Implementation scheduled for fall 2009. The New Student Orientation Subcommittee will continue to monitor the effectiveness of the college orientation programs and work toward implementation of mandatory orientation.

B. What topics are covered in orientation? Is there a script, PowerPoint presentation or outline available? If yes, please provide a copy (a copy of our script will be included as an attachment at the end of the report).

During orientation, students learn about student services, how the assessment qualifies them for specific courses, and the sexual assault policy. The sexual assault policy is also available in the Citrus College Planning Guide in compliance with Assembly Bill 1088. A script is available for use at New Student Orientation (NSO) and Early Decision. The recently purchased orientation product will include a Power Point orientation to be used with in-person orientation. The New Student Orientation is available on our web site at:

www.citruscollege.edu

C. Are modified modes of orientation available for ethnic or language minority groups? Online orientation is available in Spanish. The new Cynosure interactive orientation includes an accessible and Spanish version as well as sign language for the hearing impaired.

Assessment

A. Are all validation studies for the college's assessment instruments up to date? Validation studies for credit programs were completed fall 2007. The prior study was completed in 2004. We recently discovered the chemistry department is using a homegrown chemistry diagnostic exam that was never submitted to the Chancellor's Office for approval. We began the process of seeking approval in fall 2007 and a new exam is now in place.

B. Describe the multiple measures and how they are regularly used for placement. Multiple measures include high school transcripts or other evidence of a student's preparation for college level work. During the 2006-07 year the Matriculation and Assessment Committee worked with math, English, ESL, and reading faculty to revise the multiple measure questions students' answer before taking the assessment. The answers are weighted and allow for an increase in half a placement level.

C. Identify the test instruments used for placement. We use Accuplacer for English, math and reading. We recently adopted Accuplacer for ESL. We use a chemistry diagnostic exam for placement into advanced chemistry.

Counseling and Advisement

A. How do we address the counseling needs of? :

- **Students who speak languages other than English?** Several counselors speak Spanish. We also have counselors that speak Dutch, Greek, and Vietnamese.
- **Evening and weekend students?** All counseling offices have evening hours; the Counseling and Advisement Center is open Monday – Thursday until 7 p.m.
- **Students attending summer or inter-sessions?** Counselors are available any time classes are in session.
- **Students who are only distance education students?** We schedule phone appointments if a student can not get to campus. We also return email. The college recently purchased HEAT, a

product that can be adapted for online counseling. A counseling faculty member is taking the lead to implement the program.

- **Other students who seek online counseling support?** In spring 2009, we purchased HEAT software to assist with the online counseling component.
- A. Describe how paraprofessionals are used in the provision of counseling/advisement?** Educational Advisors provide pre-enrollment services and are assigned to our feeder high schools one day a week. In addition, they provide classroom visits to basic skills/college success courses, encouraging students to make a counseling appointment and to develop a SEP. Educational Advisors see students seeking information about transfer, a degree or certificate and explain these processes during appointments as well as at New Student Orientation (NSO) and Early Decision orientations for high school seniors.
- B. Describe the activities associated with developing Student Educational Plans (SEPs).**
 - **At what point in the counseling/advisement process is the SEP initiated?** Once a student completes an application for admissions and assessment, students go to an orientation workshop (New Student Orientation or Early Decision). These orientations include a one semester course plan (not a formal SEP). Students are referred from orientation to make an appointment with a counselor to complete a full SEP. An SEP is a requirement in counseling courses, learning communities, some basic skills/college success classes, and some vocational courses.
 - **How many SEPs are written by counselors or advisors each term?** We do not have exact numbers. We use SARS data to track our services and 4,030 SEPs are recorded for 2005-06, 2,690 SEPs are recorded for 2006-07, and 3,692 SEPs are recorded for 2007-08.
 - **How often are SEPs updated?** We encourage students to update the SEP each term or whenever their plans change.
 - **Are SEPs available in an electronic format?** No.

Student Follow-Up

A. Describe follow-up services the college provides for students who are in probation or dismissal status, in basic skills classes, or undecided?

- **How are students selected for follow-up?** Students enrolled in basic skills/college success, undecided, or on probation or dismissal status are selected for follow-up. Students receive a letter urging them to seek counseling. Educational Advisors and Counselors visit basic skills/college success courses to tell students about services. In April 2007, the college appointed a College Success counselor who implemented a pilot project consisting of an expanded orientation for 30 sections of basic skills classes. As a result the pilot project, a college success guidebook, was developed to help students better understand the college culture, improve their study skills, be aware of helpful services, and provide a sample SEP to help students understand the importance of a counseling appointment. Probationary students cannot register until they attend a workshop or see a counselor. Students returning from dismissal status must see a counselor and develop an SEP before they are reinstated.
- **How does instructional faculty participate in follow-up?** Since Citrus College updated the computer data base to Banner (Wingspan) two years ago, the Early Alert retention program was forced to revamp and update to an online student referral system in order to maintain its viability. The technology of email makes an Early Alert letter current (to the day of the specific problem) when identifying academic student concerns. Students are advised to follow-up with various counseling programs and services, workshop referrals, tutoring, lab work, or an appointment with the instructor, as the instructor deems appropriate. This spring 2009, faculty are being trained on how to access the Early Alert e-form and how to send individual and group emails.

Early Alert is also working in conjunction with the Basic Skills Grant by offering fifty minute workshops to all Basic Skills classes in order to improve student study skills. The workshops include, Goal Setting, Memory Skills, Math Anxiety and Study Skills, Note taking, Stress Management, Learning Styles, Study Skills, Test-taking, and Time Management. We are in our third semester of this project, and it has been very successful.

- **Does the college utilize an Early Alert program?** Yes, the Early Alert program is described above.

Program Requirements

Coordination and Training

A. Identify who is responsible for each matriculation component and the process used to keep staff up-to-date on matriculation requirements.

- Admissions- the dean of admissions and records, Lois Papner
- Assessment-assessment supervisor, Gerald Helm (Interim)
- Orientation- the dean of counseling programs and services, Lucinda Over
- Counseling- the dean of counseling programs and services, Lucinda Over
- Follow-up- the dean of counseling programs and services, Lucinda Over
- Coordination and Training-the dean of counseling programs and services, Lucinda Over
- Research and Evaluation- director of institutional research, Lan Hao
- Prerequisites, Co-requisites, and Advisories on Recommended Preparation-the dean of counseling programs and services, Lucinda Over.

B. What types of matriculation training are provided to faculty, staff and administrators (e.g. FLEX activities etc.)?

The dean of counseling programs and services works with the Academic Senate to co-chair a Matriculation and Assessment Committee comprised of faculty, classified staff and administrators. The committee had been, inactive but was reformed in 2005, and meets monthly. We trained the team during a January 2007 Flex Day activity and held training sessions on pre-requisites for Senate representatives.

Research and Evaluation

- A. Describe the resources available and committed for matriculation research.** The college hires a research consultant to validate cut scores for assessment. We recently adopted Accuplacer ESL and began work to get the chemistry diagnostic exam on the Chancellor's Office approved list of tests.
- B. Describe the research agenda supporting matriculation and what studies have been completed.** After a long vacancy, the college hired a researcher, who will soon organize and chair a research committee.

Prerequisites, Co-requisites and Advisories on Recommended Preparation

- A. Are there local board-adopted policies governing prerequisites?** Yes.
- B. Have all prerequisites been approved by the curriculum committee?** Yes.
- C. Does the college follow the Model District Policy?** Yes.

Funding, Expenditures and Accountability

- A. Are you familiar with the distinctions between the formulas and their elements and how these determine the college/district allocations? Would you like technical assistance in this area?** Yes! Directors recently attended training in Sacramento which provided useful funding information. Future training or workshops will be beneficial.
- B. How do you ensure Matriculation funds are only used to pay allowable expenses?** The matriculation officer is familiar with the regulations and approves expenditures. Our accounting office is also very well versed in categorical funding.
- C. Describe the process for developing and approving a Matriculation Budget and Expenditures.** The dean of counseling prepares and approves expenditures for matriculation.
- D. Identify the process for completing the Matriculation Year-End Report and relationship to the district's year-end accounting program.** The Fiscal Services office works with the dean of counseling to prepare the year-end report.

Other:

- A. **With which other departments or areas on campus do you coordinate to provide services to students?** Assessment, Admissions and Records, Athletics, Career/Transfer Center, Center for Teacher Excellence, College Success Program, DSP&S, EOP&S, CARE, CalWORKs, Financial Aid, Health Center, International Student Office, Non-credit Matriculation, and Outreach.

F. Student Eligibility (if applicable)

1. Describe eligibility requirements for participation in your program.

The Student Services Categorical and Technical Site Review team recommended that we update the matriculation exemption criteria in Board Policy. The following updated Board Policy was approved by the Board of Trustees on May 19, 2009.

Proposed Citrus Community College District Policy

CCLC No. 5050

Student Services

BP 5050 MATRICULATION

References:

- Education Code Sections 78210 et seq.;
- Title 5 Sections 55500 et seq.

It is the policy of the Citrus Community College District that Citrus College shall implement a Matriculation Plan for non-exempt students which provides for orientation programs, assessment processes, counseling and advising, and monitoring academic progress. The superintendent/president shall develop and implement procedures which are consistent with statute, Title 5 administrative procedures for this policy.

Criteria for Exemption from Matriculation Activities

A student may be exempted from matriculation activities including orientation, assessment, counseling or advisement based on one or more of the following:

1. Completed an Associate degree or higher from a regionally accredited college.
2. Is enrolled in coursework to advance in current job, or to pursue personal enrichment, or to maintain a certificate/license, **AND** is enrolled in fewer than five (5) units.
3. Completed the assessment/orientation components at another college, with placement scores on file at Citrus College.

Criteria for Exemption from Non-Credit Matriculation Activities

1. Completed an associate degree or higher from a regionally accredited college.

Date Adopted: 5/19/09

(Replaces current Citrus College Policy P-5010)

G. Program Services

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

Counseling and advisement appointment statistics for the following programs:

- Athletics Counseling
- Career, Technical and Continuing Education (CTCE)
- College Success/Basic Skills
- Counseling and Advisement Center
- International Students Office
- Nursing Counseling
- Science, Technology, Engineering, & Math (STEM)

Orientation Statistics
Online Orientation Hits

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Total webpage hits	738	1,420	1,604	816	722	335

New Student Registration & Orientation
Individual Appointments

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Athletics	*N/A	*N/A	29	66	75	265
Counseling & Advisement	797	698	474	523	1379	2635
International Students	*N/A	7	12	3	202	213

*N/A – these departments were not in operation at this time.

New Student Registration & Orientation
Workshop Appointments

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Counseling & Advisement	13	488	326	329	423	851

*Other areas not available before 2008

All Counseling Class (Orientation) Enrollment

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Summer	272	227	272	252	264	341
Fall	193	433	462	462	263	629
Winter	*N/A	*N/A	*N/A	*N/A	102	145
Spring	258	367	375	242	477	694
Total enrollment :	723	1,027	1,109	956	1,106	1,809

*N/A – Winter counseling courses were not offered during these periods.

Accuplacer Assessment Counts by Test Type & Year

July 1 - June 30	ENG	ESL	READ	MATH	TOTAL
2003 - 2004	5,342	* N/A	5,467	5,696	16,505
2004 - 2005	5,035	* N/A	5,420	5,191	15,646
2005 - 2006	4,585	* N/A	4,991	4,740	14,316
2006 - 2007	4,484	139	4,883	4,708	14,214
2007 - 2008	5,016	385	5,495	5,216	16,112
2008 - 2009	5,816	350	6,305	6,176	18,647
TOTAL	30,278	874	32,561	31,727	95,440

*N/A – ESL scores were combined with English scores for during these fiscal years.

Basic Skills Classroom Contacts

Academic Year	# of Classes	Total
2003-04	157	4067
2004-05	210	4775
2005-06	223	5825
2006-07	337	6795
2007-08	385	7602
2008-09	258	7066

Basic Skills Mailings

Academic Year	Fall Semester	Spring Semester
2003-04	*N/A	1600
2004-05	1779	608
2005-06	2016	624
2006-07	3037	1813
2007-08	385	2350
2008-09	2544	1919

*N/A – data is not available.

Major/Undecided Major Appointments

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Counseling & Advisement	342	410	283	228	353	1109
College Success	*N/A	*N/A	*N/A	2	4	8
International Students	*N/A	27	21	37	374	234

*N/A – these departments were not in operation at this time.

Undecided Major Mailings

Academic Year	Fall Semester	Spring Semester
2003-04	N/A	5369
2004-05	5493	N/A
2005-06	N/A	2529
2006-07	5097	N/A
2007-08	N/A	N/A
2008-09	4425	2840

*N/A – due to the conversion of our IRMS system, this data has been lost.

Please note: The Counseling office currently does two separate Undecided Major Mailings; New Student Undeclared Major and Undecided Major 30 unit +. At one time the office also did Undecided Major 45 units +, but because of an over-lap in contacts, restricted it to three. Records for these are incomplete in the office. Some of these numbers represent only one mailing and not the full 2 or 3 that were done that semester. Currently research is being done to secure these numbers from other sources.

Early Alert Counseling Appointments / Contacts

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Counseling & Advisement	34	146	83	25	76	116
International Students	N/A	1	7	N/A	N/A	1

*Early alert note: Appointments do not reflect the true number of students served. Students are reluctant to self-identify.

Early Alert Workshop Attendance

Academic Year	# Students attended
2003-04	210
2004-05	272
2005-06	35
2006-07	164*
2007-08	948**
2008-09	828

*Incomplete record

**Including Summer in-class workshops

Early Alert Mailings

Academic Year	# letters sent
2003-04	4361
2004-05	4472
2005-06	4680
2006-07	3785
2007-08	1970**
2008-09	1403

**Note: In spring 2008 Citrus converted to SARS ALERT. There was no Early Alert program during the transition.

**Probation Numbers
Individual Appointments and Group Workshops**

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Athletics	N/A	N/A	5	2	0	1
Counseling & Advisement	1378	1856	1688	1542	591	1932
Basic Skills/College Success	N/A	N/A	N/A	2	11	18
International Students	0	2	13	34	28	50

*N/A – these departments were not in operation during this period(s).

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

H. Funding, Expenditure & Accountability (if applicable)

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

Discussions about the budget begin before the governor sends the revised May budget and continues until a budget is adopted. One example is budget discussions held in April 2007 and 2008. All Counseling Programs and Services staff attended a meeting with the Vice President of Student Services who delivered a budget overview. Counselors and Advisors made suggestions about budget augmentations which included:

- Funds to investigate online counseling software
- Funding for a Counseling Program retreat
- Funding for an Honors Program Reception
- Banners for Career/Transfer Center promotion
- Funding for a Northern California University tour
- Funding to produce a transfer planning guide

As a result, the dean of counseling submitted a memo to the vice-president of student services and all of the programs above received funding.

Categorical funds like Matriculation have spending restrictions. The Matriculation coordinator attends trainings each fall to get updates about allowable expenses. Our accounting office is also well versed in categorical funding. The dean of counseling prepares and approves expenditures and works with the fiscal services office to prepare the year end report.

2. WSCH/FTES generated by each program.
3. Census & FTE trend.

I. Environmental impact

1. How has your program contributed to a greener campus environment (i.e. increased awareness, impact on the campus footprint, strategies to reduce consumption and energy, waste reduction, recycling, sustainability, etc.)

We recycle paper and use paperless documents whenever possible. Early Alert went from mailed letters to direct email.

J. Technology needs

1. What technology needs currently exist in your program (include justification)?
2. Given your plans for future growth and development, what technology needs do you anticipate in the future?

Counselors would like to implement ESARS, online counseling, degree audits, and an electronic SEP.

IV. Effective Practices

- A. Describe what is working well.
1. Learning communities that pair counseling courses with basic skills classes. The College Success counselor is housed near the Testing Center so students are able to make appointments immediately after assessment testing. In addition, students working in the Success Center are able to drop by with quick questions for the counselor.
 2. Locating the counselor for student athletes near coaches and adding the Scholar Baller Program to reward athletes for academic success. A new study hall for athletes in basic skills courses is being considered. The athletic counselor is in the Counseling and Advisement Center half day each week.
 3. The nursing counselor provides academic and career counseling for students who are interested in the nursing field. The counselor provides workshops and works closely with the nursing department. In addition the counselor also reviews applications for the LVN and RN program.
 4. College Success classroom visits are conducted by counselors/educational advisors and reach many students who may not seek help otherwise. College Success/Early Alert workshops are provided in ED231 and individual classes as requested by instructors.
 5. Early Alert program reaches students experiencing academic difficulty and involves both instructors and counselors in student success.
 6. The Matriculation and Assessment Committee meets monthly to discuss issues related to student success.
 7. The New Student Orientation Subcommittee is an excellent example of collaboration between Counseling, Testing Center, Admissions, and TeCS.
- B. What exemplary practices and services do you offer that could be shared with other departments or other campuses?
- C. What successful pilot projects have been implemented by your program?

The New Student Assessment and Orientation pilot program served 690 students (50 assessment and orientation workshops) between 1/05/09 and 2/12/09 (winter 2009 semester).

- 497 have taken the full assessment / orientation
- 193 additional students; comprised of walk-ins, rescheduled orientations, and those not taking a full assessment, have received orientations.
- 50 took the assessment, but were “no-shows” for orientations (6.4 %). Please note: this percentage will be decreasing over time.

Results

1. There were a number of students that elected to reschedule the assessment test because of outside influences that would negatively impact their performance.
2. Several students, usually students returning to college, have decided to take advantage of computer programs offered to brush up on their skills prior to taking the exam. Also available to students is the Power Math program, an eight day session offered each summer to students who place into math 020 or 029.
3. The more formal approach to delivering the test appears to make students more aware that this is an exam to take seriously.
4. There appears to be a larger number of students taking longer to complete their assessments.
5. There appears to be a reduction in the number of students re-testing.
6. The students seem to have adjusted well to the block assessment times and have had no registration complaints. The block times appear to work within student's life schedules.

- D. How do faculty, administrators, staff and students participate in improving the effectiveness of the Counseling and Advisement Center program?
1. College Success Committee makes recommendations for program improvement based on shared experiences and data.
 2. Counselor Work Group meetings allow faculty to identify student needs and make recommendations accordingly.
 3. Counselors give a survey each June to test SLOs and make improvements to our programs.
 4. Program improvements are also the subject of most meetings.
 5. Counselors also attend conferences and trainings to improve services we offer.
 6. Through participation in the Student Services Committee.

V. Opportunities for Improvement, Recommendations and Needs Identification

A. Staffing needs:

1. The department needs to continue to monitor and evaluate the effectiveness of "satellite services" including athletic counselor, career, technical, and continuing education counselor, college success counselor, international student counselor, nursing counselor, and STEM counselor. The department is developing much needed expertise in these areas. At the same time the knowledge needs to be disseminated to everyone in the department and specialists need to get exposure to what happens in the main office.
2. Faculty plan to begin active discussions in fall 2009 pertaining to the office function of the new Student Service building. In addition, faculty have recommended that we hold a retreat during the spring 2010 to involve all constituents in developing a model for working together in the new building.
3. The department has invested in several part-time specialist counselors but counselors in the main office feel the need for 2 full-time generalists. With the change to the new MOU and the emphasis on teaching in learning communities, the office has fewer counselors in the summer to oversee the implementation of mandatory orientation and other programs to orient students to the college (Welcome Day, Early Decision, probation workshops, Early Alert, College Success).
4. The need for an upgrade of the 49% advisor position from part-time to full-time is evident. The college is making a commitment to the Basic Skills/ College Success classroom visits, and mandatory orientation as well as outreach functions (Parent Night, Careers in Engineering, Art Portfolio Panel).
5. The need for an upgrade of the current Administrative Clerk I to Secretary is evident. With the move to Banner, and the adoption of several options for scheduling (SARS Alert, ESARS, SARS Call, and SARS Grid drop in screen) the Administrative Clerk has taken on the super user function. The Administrative Clerk is training clerical staff in satellite offices to set up SARS schedules, and in some cases, the position is responsible for the set up and scheduling. In addition, the College Success Program requires liaison relationships with several departments to schedule workshops, and establish good working relationships with instructors, counselors, directors and deans. The move from simple scheduling to complex coordination, with several departments has already occurred.

Technology needs:

1. The department needs support to implement online counseling. This will require some release time for a full-time counselor to coordinate.
2. The department needs space on the campus server to implement online orientation. The college purchased a program in spring 2009.
3. The department needs TeCS support so that Banner and SARS interface to implement all SARS functions and complete MIS reporting. ESARS was purchased in 2007 but MIS has not had the staff to help us with implementation.
4. The department will need new computers in the new building, and maintenance based on the schedule.
5. Accurate data collection for matriculation concerning exemption criteria, orientation, counseling, follow-up, and assessment.
6. The department needs to identify and purchase an electronic SEP and degree audit system.
7. New technologies should be implemented with full participation of faculty and staff.

New Plans:

1. Full-time counselors support developing a new faculty representative position at the Counseling and Advisement Center. The role of the new faculty representative is to provide leadership for the Counseling & Advisement Center, to assist in the improvement of overall departmental communication, and to assist the dean with projects that require faculty leadership.

Responsibilities include:

- Attend coordinator meetings to share ideas and coordinate efforts in the development of counseling programs and activities
- Report to faculty on pertinent topics following the coordinator meetings to assure the active participation of faculty in decision-making and departmental activities.
- Provide leadership in the program review and student learning outcome process to ensure proper faculty involvement and timeliness of reporting requirements
- Assist the Dean of Counseling with planning departmental and division meeting agendas
- Collaborate with classified staff to schedule orientation and probation workshops
- Provide input on budget expenditures and report back regarding the status of the departmental budget
- Assist the dean with a variety of organizational duties, including orientations, workshops, classroom visits, high school breakfast
- Develop priorities for training opportunities and provide updates on new degrees, certificates, skill awards and changes to Banner
- Meet weekly with the dean to review activities and progress

This is a year-to-year assignment, with up to three hours per week scheduled to attend to the above duties. Additional time may be granted by the Dean of Counseling if a project or assignment has an urgent timeline.

2. Counselors are requesting liaison relationships for the honors, College Success, Nursing, Athletics, STEM, and other instructional departments.
3. Honors would like to request a steady funding stream for the Honors Reception each year.
4. The department would like to request money for a 2-day retreat in spring 2010 to discuss the move to the new student services building. Plans are underway to put this on the agenda at department meetings each month.
5. Director of TeC Services and the dean of counseling will work together to link SARS scheduling data to MIS reporting elements. Counselors will receive training for SARS reporting.
6. Counselors would like to assign someone to review and update orientation to make sure all information is current and continues to meet student needs.

Governance:

1. Develop a formal program review process for the Counseling Division that parallels that of Academic Affairs and supports broad faculty participation as recognized by the Citrus College Academic Senate. This process should not only include the formal six-year program review, but annual reviews as well.
2. Collaborate with the Office of Institutional Research to collect available data for faculty review with the goal of using outcomes and evidence to drive decisions for program improvement in the Counseling Division. Provide faculty training to support this effort.

VI. Technical Assistance/Training needs

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

The department is supportive of making sure that everyone who sees students has the opportunity to become a well-informed advisor or counselor. Therefore, the department values sending full-time counselors, part-time counselors, and educational advisors to training appropriate for their role.

Training for teaching:

On Course to Success training, Myers/Briggs-Strong II workshops at Citrus, Learning Communities Institute (Evergreen State College), Strengths Quest training, Keys to Success training, Umoja Conference, Region 7 Career Development Training.

Training for Counseling:

UC and CSU Annual Conferences, Ensuring Transfer Success, trainings at various universities, Honor Transfer Council of California, STOMP, TAP, Ready Minds for online counseling ethics and protocol.

Technical Assistance:

MIS staff from the Chancellor's Office visited us two years ago, another visit would be welcome. The Chancellor's Office Site Visit Team visited us and provided training on November 6, 2008 but more work is needed so that all categorical programs understand reporting requirements and how this affects funding.

VII. Supplemental Information

- A. Provide copies of materials that you provide to students in your program.
- B. Describe any additional reports your program provides to regulatory bodies, if appropriate.

Please provide copies of materials that you provide to students in your program. Also describe any additional reports your program provides to regulatory bodies, if appropriate.

The college prepares and updates the matriculation plan as needed. The last update was 2005. Counselors in the Counseling and Advisement Center participate in writing the Self-Study report. We also publish an annual list of accomplishments.

- College Planning Guide
- Annual workshop calendar
- Counseling Center brochure
- Student Services Annual Planning meeting
- Grant reporting as requested
- Categorical program site review

VIII. Addenda (as applicable)

Copies of the following addenda are on file in the office of The Dean of Counseling Programs and Services and/or the Citrus College website.

- A. Program data – Include a copy of the following:
 - o [Articulation agreements](#)
 - o [Course outlines of record](#)
 - List of courses with requisites not validated
 - o Syllabi for all courses
 - o [Catalog pages pertaining to program](#) (pages 17-19)
 - o [New Student Orientation](#)

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

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