

## 2026 Counseling Instructional Comprehensive Program Review

### Section 1: Program Information

#### A. Catalog Description

No changes will be made to the Counseling Instruction Discipline Citrus College Catalog Description as follows:

The Counseling Program offers specially designed curriculum to meet the broad psychosocial needs of our diverse student population. Counseling courses provide a gateway to understanding the programs and services offered at Citrus College. Course curriculum addresses the issues of transition to college, educational planning, college success, transfer, career exploration and decision making, student responsibility, and educational goal setting.

Educational assistance courses (EAC) are non-degree applicable credit courses providing academic support to students with disabilities. Educational assistance courses are designed to teach strategies that help students compensate for their disability related educational limitations. They are offered in lecture mode and are graded as pass/no pass.

#### B. Faculty/Staff

Counseling Faculty (full and part time)	Division Administrative Assistant
Shellyn Aguirre*	Jennifer Blackburn
Norman Anderson	
Lelaine Arredondo*	
Michelle Ashley	
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Teresa Cuara	
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Jesse Villarreal	
Stephanie Yee*	

## Section 2: Mission

The Counseling Instructional Program directly supports the Citrus College mission by providing high-quality, student-centered educational experiences that help students achieve their academic, professional, and personal goals. Through counseling and career-focused courses, students develop skills in educational planning, career exploration, decision-making, personal growth, resilience, cultural awareness, and academic success.

The program supports student achievement by offering courses that contribute to degree completion, transfer preparation, career readiness, and lifelong learning. Counseling courses help students navigate higher education, strengthen persistence and retention, explore career pathways, and develop the skills necessary for success in college, the workforce, and their communities.

The Counseling Instructional Program also promotes equity and inclusion through a diverse curriculum designed to support historically underrepresented and underserved student populations. Courses such as COUN 105: Success Strategies for Student Parents, COUN 115: Academic Success and Leadership for Black Scholars in Higher Education, COUN 123: Latina/o Empowerment and Success in Higher Education, COUN 161: Higher Education Transitional Skills for Student Veterans/Families, COUN 212: Valuing Cultural Diversity and Identity, and COUN 220: Cross-Cultural Perspectives on Prejudice and Discrimination provide students with opportunities to explore identity, culture, belonging, and social awareness while fostering an inclusive learning environment.

Through its commitment to student success, equity, career development, transfer readiness, and holistic student support, the Counseling Instructional Program plays a vital role in advancing the mission of Citrus College.

However, potential reductions in counseling instructional opportunities may impact the college's ability to fully support its mission of providing student-centered educational experiences that promote academic success, career development, equity, persistence, and upward social and economic mobility. Counseling instructional courses play a critical role in helping students achieve their academic, professional, and personal goals while fostering belonging, engagement, and long-term success.

### **Section 3: Course Curriculum**

The Counseling Instructional Program maintains a dynamic and responsive curriculum designed to support the academic, career, personal, and transfer needs of Citrus College students. What's more, none of our counseling courses have pre-requisites or entrance course requirements. This helps promote access and equality. Additionally, counseling faculty regularly review and update Course Outlines of Record (CORs) through the curriculum review process to ensure courses remain current, relevant, and aligned with institutional priorities, student success initiatives, and evolving higher education trends. For example, COUN 110, 203, 207, 208, and 210 went through a six-year curriculum review in 2025. All courses were reviewed for new GE patterns and Cal-GETC requirements. COUN 103 increased by one unit (from two to three) starting in fall 2025 to include using Artificial Intelligence in job and internship search. COUN 105: Success Strategies for Student Parents was developed over five years ago to support parenting students. This course is offered every fall and spring as an Asynchronous class. There have been attempts to offer this class hybrid and/or in-person and unfortunately that modality didn't work for this population of students. Asynchronous has been the best option for consistent enrollment. This course is a UC transferable class. The course was designed to offer student parents an opportunity to learn about resources on and off campus, discuss real issues that student parents face, and create a support network for this student population. This class is offered every fall and spring as an asynchronous class. This course is a strong offering to the Counseling discipline to support student parents.

The Counseling curriculum plays a significant role in supporting degree completion, transfer preparation, and lifelong learning. Counseling courses are integrated throughout the college curriculum, including two courses approved for the California General Education Transfer Curriculum (Cal-GETC), more than seven courses included within the Citrus College General Education pattern, and three courses embedded within the Associate in Arts in Educational Studies degree. In addition, counseling courses support more than 30 associate degree pathways across the college, due to the fact that they are found in the Citrus General Education pattern. Thus, providing students with opportunities to develop academic, career, personal, and cultural competencies that contribute to educational goal attainment. Counseling courses remain particularly important for students pursuing associate degrees who are not transfer-bound and rely on the Citrus College General Education pattern to complete their educational goals. Eight counseling courses are found with the Citrus College General Education pattern.

To ensure equitable access and meet diverse student needs, counseling courses are offered in multiple modalities, including online, hybrid, and face-to-face instruction, as well as in both traditional 16-week and accelerated 8-week formats. These scheduling and delivery options provide students with flexibility while supporting persistence, retention, and completion.

Over the past five years, the Counseling Instructional Program has demonstrated a strong commitment to curriculum development, modernization, and student equity through the creation and expansion of innovative courses designed to address the evolving needs of Citrus College

students. Examples include COUN 105: Success Strategies for Student Parents, COUN 115: Academic Success and Leadership for Black Scholars in Higher Education, COUN 123: Latina/o Empowerment and Success in Higher Education, COUN 125: Becoming a Master Student-Athlete, COUN 130: Addiction in Society, COUN 140: Trauma-Informed Teaching in K-12 Education, COUN 161: Higher Education Transitional Skills for Student Veterans/Families, COUN 203: Building Grit and Resilience for Lifelong Learning and Career Development, COUN 212: Valuing Cultural Diversity and Identity, COUN 214: Managing Relationships, and COUN 220: Cross-Cultural Perspectives on Prejudice and Discrimination. These courses expand opportunities for students to develop academic, career, leadership, personal, and intercultural competencies while supporting student success, belonging, resilience, and long-term achievement. From a Career and Technical Education (CTE) Alignment

- **COUN 205 (Healthcare Careers)** is directly aligned with workforce needs and continues to reflect current labor market trends in healthcare. It supports students pursuing careers in high-demand fields and aligns with regional employer needs.
- **COUN 120 and COUN 214**, while not CTE courses, build essential employability skills such as emotional intelligence, communication, stress management, and interpersonal effectiveness. These are consistently identified by employers as critical soft skills.

Many counseling courses directly support career readiness, workforce preparation, and employment success. Courses such as COUN 135: Nursing Career Pathways, COUN 142: Careers in Teaching, COUN 145: Career Life Planning, COUN 160: Strategies for College Success, and COUN 203: Building Grit and Resilience for Lifelong Learning and Career Development, COUN 204 Careers in Social Sciences, help students develop career exploration, educational planning, decision-making, leadership, communication, and professional success skills that are valued by employers. The program continues to evaluate workforce trends, transfer pathways, and student needs to ensure counseling curriculum remains relevant and responsive to evolving career opportunities and educational pathways.

Recent curriculum additions such as EOPS 210: EOP&S Summer Bridge and EOPS 211: First-Generation College Student Seminar further demonstrate the program's commitment to improving student transition, persistence, belonging, leadership development, and success among first-generation and historically underserved student populations. These courses help students successfully navigate the transition to college while building community, support networks, educational plans, and long-term academic goals.

The program also supports students with disabilities through courses such as EAC 088: Strategies for Stress and Anxiety Management, EAC 090: Empowerment for Students with Disabilities, and EAC 092: Study Skills for Higher Education. These courses help students develop coping strategies, self-advocacy skills, social-emotional learning competencies, and academic success techniques that support persistence, educational goal attainment, and successful participation in higher education. Together, these offerings reflect the department's

commitment to providing equitable access and holistic support for students with diverse educational needs and experiences.

A potential limitation to timely educational goal attainment is the reduction of counseling instructional opportunities and curriculum offerings. Counseling courses play an important role in supporting student persistence, retention, academic planning, career development, transfer readiness, and degree completion. Any reduction in counseling instructional capacity may limit student access to these high-impact courses, reduce scheduling flexibility, and hinder the program's ability to maintain and expand innovative curriculum that supports diverse student populations. Continued institutional support for counseling instruction is essential to ensuring students have access to the educational experiences and resources needed to successfully achieve their academic, career, and personal goals.

The Counseling Instructional Program believes there is continued opportunity for curriculum growth and innovation. Future areas for exploration may include additional Learning Communities, certificates, career-focused counseling courses, and equity-centered curriculum designed to address emerging student needs, workforce trends, transfer pathways, and holistic student success initiatives.

Looking forward, the program will continue to evaluate opportunities to modernize curriculum, expand Learning Community partnerships, strengthen connections to degree and general education pathways, and develop innovative courses that respond to evolving student, workforce, and higher education needs. Through continuous curriculum improvement and expansion, the Counseling Instructional Program remains committed to supporting student success, equity, completion, transfer readiness, career development, and lifelong learning.

#### **Section 4: Student Success Data**

The Counseling Instructional Program's strong enrollment, retention, and success outcomes not only support student persistence and educational goal attainment but also contribute positively to the college's enrollment stability and FTES generation. During the Fall 2020 through Spring 2025 review period (winter and summer sessions included) the program served 10,772 enrollments and maintained an outstanding overall retention rate of 93.4%. By helping students remain enrolled, engaged, and successful in their courses, Counseling instruction contributes to the college's broader mission while supporting institutional enrollment goals, student completion efforts, and long-term financial sustainability.

From Fall 2020 through Spring 2025 (winter and summer sessions included), the Counseling Instructional Program demonstrated strong student outcomes that reflect its important role in supporting student persistence, academic achievement, equity, and completion. During this five-year review period, the program served a total of 10,772 enrollments and achieved an overall retention rate of 93.4%, representing approximately 10,059 retained enrollments. This strong retention outcome suggests that students remain engaged and connected in counseling courses,

which may contribute positively to persistence, completion, transfer readiness, and long-term academic success.

The program also achieved a strong overall success rate of 78.8% during the Fall 2020 through Spring 2025 review period. This outcome highlights the effectiveness of counseling instruction in helping students develop academic, personal, career, and educational planning skills that support achievement and progress toward their goals. Term-level data further demonstrate consistent performance, including 92.4% Fall retention, 92.6% Spring retention, 93.6% Winter retention, and 95.0% Summer retention. Success rates also remained strong across terms, with 74.8% Fall success, 77.0% Spring success, 79.2% Winter success, and 84.0% Summer success.

Equity data further highlights the significance of Counseling instruction in serving diverse student populations. Of the 10,772 total enrollments during the review period, 7,571 identified as Hispanic/Latino, representing approximately 70.3% of enrollments. This demonstrates that Counseling instructional courses play a vital role in supporting one of the college's largest student populations and advancing equity-centered student success. The program's curriculum includes courses intentionally designed to support diverse students, including student parents, Black scholars, Latino/a students, student-athletes, veterans and military families, and students exploring identity, resilience, relationships, addiction, culture, diversity, and career pathways.

When compared to collegewide goals related to student engagement, persistence, completion, and upward social and economic mobility, the Counseling Instructional Program's strong retention and success outcomes demonstrate that counseling courses are making a meaningful contribution to student success. The program's ability to maintain consistently high retention and positive success outcomes across multiple academic terms reflects the value of counseling instruction as a high-impact educational experience.

Potential barriers students may face include financial challenges, academic uncertainty, mental health concerns, family and work responsibilities, accessibility of technology, limited awareness of career and transfer pathways, and difficulty navigating college systems. Counseling courses directly address many of these barriers by helping students develop educational plans, explore career options, strengthen resilience, develop self-advocacy skills, connect with campus resources, and increase their sense of belonging.

To help reduce financial barriers, the Counseling Instructional Program has intentionally adopted Open Educational Resources (OER) across the majority of its courses, significantly reducing or eliminating textbook costs for students.

Opportunities for continued improvement include expanding Learning Community models, strengthening collaboration between Counseling instruction and student services, increasing student awareness of counseling instructional courses, and continuing to evaluate and address equity gaps to ensure all students have the opportunity to achieve their academic, career, and personal goals.

Overall, the Counseling Instructional Program demonstrates strong evidence of student success, retention, and equity impact. Continued institutional support for counseling instruction remains essential to sustaining access to high-impact courses that promote persistence, academic achievement, career readiness, transfer preparation, completion, and holistic student success.

COUN 105: Success Strategies for Student Parents, the retention and success rates have continued to be high for the past five years. Students who complete this course enjoy the material and are successful in completing the course with a passing grade of a C or higher. The population of this class is mostly student parents, but occasionally non-parents enroll and they too have expressed their enthusiasm for the class and learn about many resources that help all students.

Student success and retention across Counseling 120 (Managing Stress and Anxiety), Counseling 214 (Managing Relationships), and Counseling 205 (Healthcare Careers) remain strong and generally align with or exceed collegewide averages in key areas such as course completion and persistence. These courses are designed to be highly relevant and immediately applicable, which supports student engagement. Students often report that course content directly impacts their academic performance, personal well-being, and clarity around career goals. This relevance contributes to consistent retention and success rates.

### **Section 5: Program-Level Student Learning Outcome Assessment**

The Counseling Instructional Program regularly reviews program-level and course-level Student Learning Outcomes (SLOs) to ensure alignment with the department's mission of promoting student success, educational planning, career development, transfer readiness, personal growth, and lifelong learning. Program-level SLOs continue to reflect the core competencies students are expected to develop through counseling instruction, including educational goal setting, career exploration, decision-making, self-awareness, resource utilization, critical thinking, and effective navigation of higher education systems.

Over the past five years, the Counseling Instructional Program has expanded and modernized its curriculum to better address evolving student needs while maintaining strong alignment between course-level and program-level learning outcomes. Courses such as COUN 105, COUN 115, COUN 123, COUN 125, COUN 130, COUN 140, COUN 161, COUN 203, COUN 212, COUN 214, COUN 220, EOPS 210, EOPS 211, EAC 088, EAC 090, and EAC 092 support program-level outcomes by helping students identify and utilize campus resources, develop educational and career plans, strengthen self-advocacy and decision-making skills, build resilience, increase cultural awareness, and successfully navigate academic and personal challenges. COUN 105: Success Strategies for Student Parents, The SLO for this class is to encourage student parents to seek resources that support their academic goals, help student parents examine their student parent experience, and develop positive decision-making skills that align with their personal and academic goals

Course-level SLOs demonstrate strong alignment with broader program-level outcomes. For example, EOPS 210 and EOPS 211 emphasize college transition, educational planning, leadership development, first-generation student success, and resource utilization, while EAC 088, EAC 090, and EAC 092 focus on self-advocacy, stress management, academic success strategies, and student empowerment. Similarly, counseling courses focused on identity, diversity, resilience, career development, and student success contribute directly to the program's overarching goals of promoting student achievement, persistence, transfer readiness, and lifelong learning. The SLOs for COUN 103 focus on job/internship search and professional communication/networking align with program SLOs related to technology proficiency, career development, and communication. These outcomes expand students' digital literacy and career readiness by emphasizing responsible use of social media and professional networking strategies in online environments. The SLOs for COUN 203 focus on growth mindset, grit, and resilience align with the program SLOs that emphasize self-awareness, student success, goal attainment, and career development. These outcomes extend current learning objectives by strengthening students' persistence, confidence, and adaptive learning behaviors necessary for academic and career success.

Based on current curriculum review and assessment efforts, program-level and course-level SLOs appear well aligned and continue to support the educational needs of Citrus College students. As the curriculum continues to evolve, the department will periodically review SLOs to ensure they remain current, meaningful, measurable, and reflective of emerging student needs, institutional priorities, workforce trends, and equity-focused student success initiatives.

### **Section 6: Reflection on Past Goals**

Over the past five years, the Counseling Instructional Program has made significant progress in expanding, modernizing, and strengthening its curriculum to better support student success, equity, transfer readiness, career development, and educational goal attainment. One of the program's primary accomplishments (past goals) has been the development and implementation of numerous new counseling courses designed to address the evolving needs of Citrus College students. Examples include COUN 105: Success Strategies for Student Parents, COUN 115: Academic Success and Leadership for Black Scholars in Higher Education, COUN 123: Latina/o Empowerment and Success in Higher Education, COUN 125: Becoming a Master Student-Athlete, COUN 130: Addiction in Society, COUN 140: Trauma-Informed Teaching in K-12 Education, COUN 161: Higher Education Transitional Skills for Student Veterans/Families, COUN 203: Building Grit and Resilience for Lifelong Learning and Career Development, COUN 212: Valuing Cultural Diversity and Identity, COUN 214: Managing Relationships, COUN 220: Cross-Cultural Perspectives on Prejudice and Discrimination, EOPS 210: EOP&S Summer Bridge, and EOPS 211: First-Generation College Student Seminar.

The department has also worked diligently to increase the transfer and general education value of counseling courses. Through sustained curriculum review, revision, and articulation efforts, Counseling faculty successfully secured Cal-GETC and transfer-related approvals for counseling courses, a process that required several years of collaboration, curriculum refinement, and advocacy. These efforts have expanded opportunities for students to use counseling coursework toward degree completion, transfer preparation, and educational planning goals.

### Overall, Strengths

The Counseling Instructional Program's greatest strengths include its student-centered curriculum, strong enrollment demand, commitment to equity, and outstanding student outcomes. Between Fall 2020 and Spring 2025, the program served 10,772 enrollments, achieved a 93.4% overall retention rate, and maintained a 78.8% overall success rate. These outcomes demonstrate the important role counseling instruction plays in supporting persistence, engagement, academic achievement, transfer readiness, and educational goal attainment.

Additional strengths include:

- A diverse and innovative curriculum that supports a wide range of student populations.
- Strong equity-focused course offerings designed to support historically underrepresented and underserved students.
- Multiple course delivery formats, including online, hybrid, face-to-face, 8-week, and 16-week offerings.
- Broad integration within the college curriculum through Cal-GETC, Citrus College General Education, associate degree pathways, and transfer preparation.
- Extensive use of Open Educational Resources (OER) to reduce financial barriers for students.
- Strong collaboration with programs such as EOPS

### Areas for Growth

The Counseling Instructional Program remains committed to continuous improvement and innovation. Opportunities for future growth include expanding Learning Community partnerships that connect counseling instruction with academic disciplines and student services to further strengthen persistence, belonging, and holistic student support. Additional opportunities include exploring how Artificial Intelligence (AI) can be integrated into counseling instruction to enhance student learning, engagement, career exploration, educational planning, and access to academic support resources.

The program will also continue evaluating opportunities for curriculum modernization, additional transfer and general education approvals, new certificates or instructional pathways, and innovative course development that responds to evolving student, workforce, and higher education needs.

## **Section 7: New Goals and Planning**

### **Goal 1: Sustain and Strengthen Counseling Instruction**

Continue advocating for institutional support that preserves and strengthens counseling instructional offerings, ensuring students maintain access to high-impact courses that support persistence, retention, transfer readiness, career development, equity, and educational goal attainment.

### **Goal 2: Expand access to high-demand courses**

Support and even consider increasing onload teaching opportunities for Counseling faculty to meet student demand. These courses consistently fill and demonstrate strong success rates, indicating a need for sustained and potentially expanded offerings.

### **Goal 3: Explore and Develop Learning Communities**

Collaborate with instructional divisions and student services to explore Learning Community opportunities that strengthen student engagement, belonging, persistence, academic success, and holistic student support.

### **Goal 4: Strengthen Faculty Capacity in Artificial Intelligence (AI) and Emerging Technologies**

Continue professional development to strengthen faculty capacity to effectively integrate Artificial Intelligence (AI) and other emerging technologies into counseling instruction. Faculty participation in conferences, workshops, and training opportunities, such as the Online Teaching Conference, will help ensure students are educated on the ethical, responsible, and effective use of AI in academic, career, and personal settings.

### **Goal 5: Develop Authentic Learning Experiences and AI-Resilient Curriculum**

Continuing professional development focused on designing authentic learning experiences, assignments, and assessments that promote critical thinking, creativity, student engagement, academic integrity, and responsible AI use. The program will continue exploring instructional practices that encourage meaningful student learning while adapting to rapidly evolving technology.

### **Goal 6: Strengthen Online Teaching, RSI Compliance, and Humanized Instruction**

Continue professional development to support Regular and Substantive Interaction (RSI) compliance, effective online pedagogy, and humanized teaching practices that foster student engagement, belonging, retention, and success in online learning environments.

### **Goal 7: Develop Skill Awards and New Curriculum Pathways**

Work collaboratively with the Articulation Officer and curriculum stakeholders to explore the development of skill awards and other curriculum pathways built around common themes across Counseling courses. These efforts may provide students with additional opportunities to document competencies, support career development, and strengthen educational pathways.

### **Goal 8: Continue Curriculum Innovation and Modernization**

Evaluate opportunities for new courses, curriculum updates, certificates, and instructional innovations that respond to evolving student needs, workforce trends, transfer requirements, equity initiatives, and emerging areas of student success.