

Student Services – 2021-2024 Career/Transfer Center Comprehensive Program Review

Section 1: Program Information

A. Members: List all staff in your department or program.

- Debbie Boudreau – Adjunct Faculty, Counselor
- Natalie Desimone – Faculty, Counselor
- Ashley Garcia – Secretary, Career/Transfer Center
- Rafael Herrera – Faculty, Counselor
- Jessica Lopez Jimenez – Director, Student Support Services
- Michelle Plug – Faculty, Articulation Officer
- Justina Rivadeneyra – Faculty, Counselor
- Maria Rodriguez – Adjunct Faculty, Counselor
- Maria Rodriguez Vargas – Adjunct Faculty, Counselor
- Stephanie Yee – Faculty, Counselor
- Vacant – Coordinator, Career/Transfer

B. Organization Chart

- Director, Student Support Services (1 – 100%)
 - Faculty, Articulation Officer (1 – 100%)
 - Faculty, Counselors (4 – 100%)
 - Adjunct Faculty, Counselors (3 – Part Time)
 - Secretary (1 – 100%)
 - Coordinator (1 – 100%)
 - Student Aide (4 – 1-19 hours)

C. Briefly describe your program, including program components and function.

The Career/Transfer Center (CTC) serves a complimentary dual role of supporting students' career development needs and transfer goals through a variety of services, resources, events, and activities. The CTC performs the following key functions:

- Assist students with their transfer and transition needs, including timely completion and submission of university applications and the identification of university support services, such as financial aid and housing as well as personnel available to ensure a smooth transition to the four-year institution
- Collaborate with universities to develop and coordinate transfer programs such as the University of California Transfer Admission Guarantee (TAG), Associate Degrees for Transfer (ADT), university outreach, transfer fairs, and university visits
- Develop marketing strategies to promote transfer as a viable educational goal for all students
- Help students develop interviewing, resume and cover letter skills
- Identify and recommend college policies and procedures to assist students in the acquisition of their academic and transfer goals
- Inform the Citrus College community of new transfer information and requirements
- Maintain a resource library with up-to-date transfer materials, information on career research and development as well as labor market research and career trends

- Offer academic, career, transfer, and personal counseling
- Offer career development and transfer awareness workshops
- Provide access to technology-based career research programs and related websites to learn about different occupations
- Provide and interpret career assessments for a comprehensive evaluation of interests, values, skills, and personality type
- Provide resources and generate strategies for choosing a major and compatible careers
- Provide assistance with internship and job search strategies
- Serve as the liaison office for baccalaureate level colleges and universities in regard to student admission policies and transfer requirements
- Work closely with the articulation officer to improve transfer rates by building and maintaining pathways to four-year universities through program and course by course articulation

D. Describe how your program interacts or collaborates with other on- and off-campus programs.

The Career/Transfer Center (CTC) has developed strong partnerships with faculty, staff, administrators, and the community. CTC faculty are involved in shared governance committees, such as Institutional Research and Planning, Curriculum and Academic Senate. The CTC participates in various outreach events during the academic year, including Welcome Day and College Information Night. The CTC partners with various departments and student clubs on campus including the Veterans Success Center, Dream Resource Center, CTE Employment Services, Hayden Memorial Library, and Citrus Business Association to host events such as the Veterans Career Panel, Business Seminar, Financial Literacy Seminar, Hootie's Closet, and Career Express. Information about CTC services is shared with attendees at all events. Furthermore, the CTC collaborates with instructional faculty to facilitate presentations in their classes.

The CTC hosts a Transfer Advisory Committee meeting, which is comprised of Citrus College employees as well as K-12 and university partners. At these meetings, new information and initiatives impacting Citrus College transfer students are shared and advisory committee members provide feedback and updates. Additionally, the director of student support services represents the Career/Transfer Center at various advisory committees. Every semester, the CTC invites university partners to schedule one-on-one appointments, tabling opportunities, and presentations for prospective transfer students.

Furthermore, every fall semester, the CTC solicits volunteers to read UC Personal Insight Questions in order to assist students who are applying to the UC system. Citrus College employees from different areas of the college volunteer their time to this important activity. The CTC partners with Counseling and Advisement and EOPS to conduct Associate Degree for Transfer (ADT) graduation checks to ensure students who are applying for transfer to the CSU system are on track to complete their ADT in a timely manner.

E. How is your program funded?

The Career/Transfer Center (CTC) is partially funded by the General Fund. The CTC receives funding support from the Student Equity and Achievement Program (SEAP) to cover adjunct counseling salaries. Additionally, the CTC receives funding support from the Counseling and Advisement Center to help with the rising costs of supplies and materials to host events throughout the academic year.

Section 2: Mission

A. Citrus College Mission Statement

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

B. Provide your program's mission statement and purpose.

The Career/Transfer Center (CTC) serves a complementary dual role of supporting students' career development needs and transfer goals through a variety of services, resources, and activities. The CTC provides career counseling services and transfer guidance to assist students in achieving their academic, transfer, career, and personal goals.

C. How does your mission statement and purpose align with Citrus College's mission?

The Career/Transfer Center is committed to providing quality career and transfer services that align and support the College's mission of enhancing student success and guiding students toward completion of their degrees and transfer to a four-year institution.

Section 3: Student Experience

A. Summarize the survey results from the SSPR Survey (see Appendix A). Please focus on trends and address student feedback/comments.

The Career/Transfer Center (CTC) distributed a survey to 1,435 students between August 27 to September 24, 2024. The survey was sent to students who had utilized services provided in the CTC from July 3, 2023 to June 27, 2024. A total of 43 students participated in the survey, resulting in a response rate of 3%. Of the 43 students who responded to the survey, 13 students indicated that they had not utilized the services in the CTC; therefore, no responses past Question 2 on the survey were collected from them. Appendix A provides a summary of the survey results.

Overall, the average satisfaction percentage rate across all eight questions is 90%. Questions 6, 7, and 8 obtained the highest satisfaction percentage rates, 93%, 93%, and 97% respectively. These results indicate that students found the staff in the CTC to be helpful and knowledgeable and were satisfied with the services they received from the CTC. Question 5 has the lowest satisfaction percentage rate (85%); therefore, suggesting the need for more information regarding the processes and procedures of the CTC.

The survey also included two open-ended questions. The first question asked students to share what services provided by the CTC have been most helpful to them. A total of 14 students provided a response. The following themes emerged:

- **Counseling services:** Students frequently mentioned that counselors in the CTC were knowledgeable and helpful and described receiving guidance on major and career exploration, mock interviews, and their educational goals.
- **Workshops and events:** Several students found transfer workshops and events, such as the Transfer Fair, to be helpful.

- University representatives: Students also found meeting with university representatives helpful as part of their educational journey.

The second open-ended question asked students to share what the CTC can do to help them be more successful. Eight students provided a response and the following themes emerged:

- Transfer guidance and career planning: Several students highlighted the need for assistance with the transfer process, including identifying universities for their major, understanding how credits transfer, assistance applying for scholarships, and finding a clear career path for their future.
- Information dissemination: Students mentioned the importance of conducting proactive outreach efforts and having transfer information available through the use of handouts. Other responses described the current information available through the CTC as helpful and accessible to the public.

The last question on the survey asked students to select how they like to receive information about services and events. Twenty-three students (77%) indicated that their preferred method to receive information is email. Three students (10%) selected the “Other” category, but provided no specific responses, and two students (7%) indicated that they prefer to receive information via Instagram.

B. Compare these survey results with results from previous program review.

Not applicable. This is the first survey distributed to students as part of the new three-year comprehensive program review cycle.

Section 4: Program Analysis and Planning

A. Describe the population you serve and analyze the trends in enrollment, success, retention, etc.

Citrus College Transfer Students to Four-Year Colleges and Universities

Prior to the 2021-2022 academic year, the number of students transferring from Citrus College to a four-year institution was steadily increasing. However, during the 2021-2022 and 2022-2023 academic years, Citrus College experienced a decline in the number of students who transferred to a university. The decrease in transfer numbers may be attributed to the impact of the COVID-19 pandemic as many students faced challenges during these unprecedented times. Students who started at the university in fall 2021, were applying for transfer during the fall 2020 semester. The declining enrollment at the college may be another contributing factor to the total number of students who are transferring to a four-year institution.

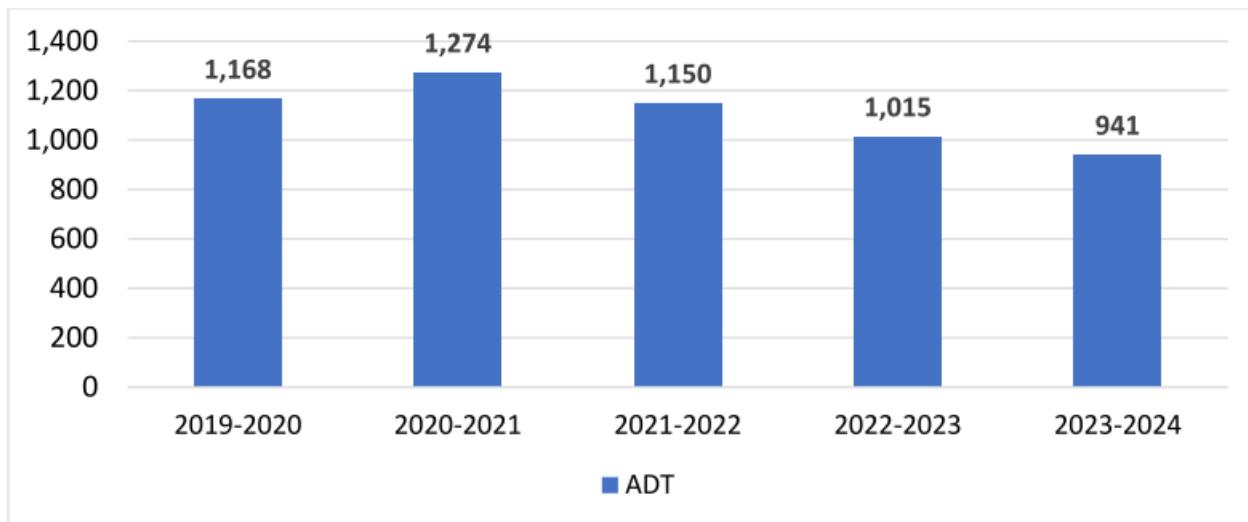
Although the total number of students who transferred to a university during the 2023-2024 academic year is not yet available due to in state private and out of state university data being released until the spring semester, the subtotal number of students who transferred to a University of California (UC) or California State University (CSU) shows a slight increase from 2022-2023. Furthermore, the data shows a 15% increase in the number of students who transferred to a UC campus in 2023-2024 from the previous academic year.

System	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
UC	160	195	192	133	153

CSU	906	1,003	853	721	713
UC/CSU subtotal	1,066	1,198	1,045	854	866
System	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
In State Private (ISP)	89	90	86	72	-
Out of State (OOS)	120	134	136	121	-
ISP/OOS subtotal	209	224	222	193	-
Total Transfer	1,275	1,422	1,267	1,047	-

Associate Degrees for Transfer (ADT) Awarded by Academic Year

Citrus College offers 34 Associate Degrees for Transfer (ADT). Due to the impact of the COVID-19 pandemic and the decline of enrollment at the college, there has been a decrease of 18% in the total number of ADTs awarded from 2021-2022 to 2023-2024. The CTC will continue to conduct ADT graduation checks and provide timely intervention strategies to CSU applicants to ensure students remain on track to complete their ADT.



The CTC worked with the Office of Institutional Research, Planning, and Effectives to obtain demographic data, including ethnicity, gender and age group for student who utilized the services in the CTC from fall 2021 to fall 2023.

Demographic data: Ethnicity

With regard to ethnicity, students who accessed services in the CTC from fall 2021 to fall 2023 closely parallel the overall student population at Citrus College as shown in the table below. Similar to the collegewide population, Hispanic/Latino students comprised the majority of students who sought CTC services over the course of the three years with an average of 66.7%.

Demographic Data: Ethnicity

Collegewide	Fall 2021		Fall 2022		Fall 2023	
	n	%	n	%	n	%
College Total	10,161	100%	9,975	100%	9,915	100%
Asian	1,074	11%	1,005	10%	1,052	11%
Black or African-American	341	3%	370	4%	350	4%
Hispanic / Latino	6,625	65%	6,433	64%	6,417	65%
American Indian or Alaska Native	22	<1%	16	<1%	19	<1%
Native Hawaiian or Other Pacific Islander	22	<1%	26	<1%	22	<1%
White	1,575	16%	1,594	16%	1,518	15%
Two or More Races	360	4%	342	3%	359	4%
Unknown	142	1%	189	2%	178	2%
Career/Transfer Center	Fall 2021		Fall 2022		Fall 2023	
	n	%	n	%	n	%
Career/Transfer Center Total	550	100%	704	100%	814	100%
Asian	65	12%	68	10%	94	12%
Black or African-American	16	3%	13	2%	20	2%
Hispanic / Latino	364	66%	482	68%	536	66%
American Indian or Alaska Native	0	0%	5	1%	1	<1%
Native Hawaiian or Other Pacific Islander	3	1%	4	1%	2	<1%
White	77	14%	97	14%	121	15%
Two or More Races	15	3%	25	4%	30	4%
Unknown	10	2%	10	1%	10	1%

Demographic Data: Gender

As seen in table below, between fall 2021 and fall 2023, more female students accessed CTC services with an average of 56%. This data closely aligns with the collegewide population as more female students have enrolled at Citrus College over the last three years.

Demographic Data: Gender						
Collegewide	Fall 2021		Fall 2022		Fall 2023	
	n	%	n	%	n	%
College Total	10,161	100%	9,975	100%	9,915	100%
Female	5,760	57%	5,430	54%	5,363	54%
Male	4,222	42%	4,289	43%	4,281	43%
Non-Binary	55	1%	115	1%	128	1%
Unknown	124	1%	141	1%	143	1%
Career/Transfer Center	Fall 2021		Fall 2022		Fall 2023	
	n	%	n	%	n	%

Career/Transfer Center Total	550	100%	704	100%	814	100%
Female	323	59%	375	53%	453	56%
Male	218	40%	320	45%	340	42%
Non-Binary	2	<1%	1	<1%	8	1%
Unknown	7	1%	8	1%	13	2%

Demographic data: Age Group

In comparison to the collegewide population, the CTC served fewer students in the 19 or less age group between fall 2021 and fall 2023 for an average of 22% compared to 39% collegewide. While the number of students in the 19 or less age group is less than the collegewide population, the number of students served in the CTC in this age group increased from 20% in fall 2021 to 25% in fall 2023.

Students between the ages of 20 to 24 comprised the largest group of students served in the CTC between fall 2021 and fall 2023 for an average of 43.7% this is in comparison to the collegewide average of 31.7% during this three-year period. It is important to note that, as students prepare to apply for transfer to a four-year university or graduate with their certificate or degree, they may utilize CTC services to help them in the transfer process and career goal attainment.

Demographic Data: Age Group						
Collegewide	Fall 2021		Fall 2022		Fall 2023	
	n	%	n	%	n	%
College Total	10,161	100 %	9,975	100%	9,915	100 %
19 or Less	3,702	36 %	3,966	40%	4,157	42 %
20 to 24	3,370	33 %	3,184	32%	3,009	30 %
25 to 29	1,459	14 %	1,264	13%	1,184	12 %
30 to 49	1,420	14 %	1,362	14%	1,343	14%
50 +	210	2 %	199	2%	222	2%
Unknown	0	0 %	0	0%	0	0 %
Career/Transfer Center	Fall 2021		Fall 2022		Fall 2023	
	n	%	n	%	n	%
Career/Transfer Center Total	550	100%	704	100%	814	100%
19 or Less	108	20%	148	21%	207	25%
20 to 24	244	44%	318	45%	341	42%
25 to 29	87	16%	114	16%	123	15%
30 to 49	100	18%	104	15%	131	16%
50 +	11	2%	16	2%	11	1%
Unknown	0	0%	4	1%	1	<1%

B. Based on your analysis, what is the future plan for your program?

The CTC will continue to monitor the number of students who transfer to a four-year institution as well as the number of ADTs awarded. By conducting ADT graduation checks, the CTC will be able to continue to provide timely intervention strategies to ensure students remain on track to complete their ADT and transfer.

Between fall 2021 and fall 2023, more female students sought CTC services. Although this parallels the overall student population, it is important to develop outreach strategies to increase male student participation in the CTC. Similarly, fewer students in the 19 or less age group utilize CTC services compared to the collegewide population. Currently, the CTC team is working closely with Counseling and Advisement to incorporate a career counseling component to Early Decision, which primarily serves students in this age group. Upon implementing this new component to Early Decision, it will be important to monitor if more students in the 19 or less age group utilize CTC services.

C. PLO/SLO Assessment: Describe how your program has assessed program learning outcomes and student learning outcomes over the last three years and what you found from these assessments. Attach any relevant reports or other evidence to substantiate your narrative analysis. Include reflections and recommendations based on your analysis of the findings.

The Career/Transfer Center (CTC) assessed two program learning outcomes from 2021 to 2024. The first program learning outcome has a focus on career services while the second program learning outcome focuses on transfer services.

PLO 1: Students will identify career options and resources within their field of interest to be better prepared to make a career decision, select a major, or prepare for a job or internship in their desired field of study.

The CTC assessed student participation in career-related workshops and events by asking students to complete a post survey. Students were asked if, as a result of attending the workshop or event, they had an increased understanding about career options within their field of interest or had an increased understanding of how to better prepare their resume or use their LinkedIn profile for their job or internship search. Examples of workshops and events that were assessed over the past three years include, but are not limited to, Resume 101, Careers in Social & Behavioral Science Fields, Art Portfolio Workshop event and Veterans Career Panel event.

Survey results were positive with an average of 97% of students agreeing or strongly agreeing that after attending the workshop or event, they had a better understanding about their career options within their field of interest and had information to make a more informed decision about their major or career path. Similarly, an average of 99.5% of survey respondents agreed or strongly agreed that they had a better understanding of how to better prepare their resume, use their LinkedIn profile or military experience to market their skills as of their job or internship search.

PLO 2: Students will identify transfer requirements and a specific transfer path to a four-year institution.

Over the past three years, the CTC assessed student participation in transfer-related workshops and events by asking students to complete a post survey. Students were asked if, as a result of attending the workshop or event, their knowledge about transfer had increased. Additionally, students were asked if, as a result of their participation in the workshop or event, they gained knowledge to help them make a better transfer choice. Examples of workshops and events that were assessed as part of this PLO include,

but are not limited to, the Transfer Conference, Northern California University Tour and various live and recorded workshops addressing a variety of transfer topics.

Of the students who completed the survey, an average of 98% agreed or strongly agreed that their knowledge about transfer had increased as a result of attending the workshop or event. Additionally, 100% of students agreed or strongly agreed that the information they learned during the workshop or event would help them make a better transfer choice.

D. Document accomplishments and/or improvements since your last program review.

Since the last program review, the Career/Transfer Center (CTC) has expanded its online resources to support students in their educational and career goal attainment. The CTC developed and launched a Canvas shell, which consists of various modules containing career and transfer information. Through the CTC Canvas shell, students have access to information on career assessments, job and internship search strategies, major and career exploration, and transferring to a four-year institution among other topics. As of September 2024, over 9,480 students have access to the CTC Canvas shell.

Moreover, the CTC launched an online workshop series covering various transfer topics; these workshops are available on the CTC website for students to view at any time. To support students in their transfer journey, the CTC also developed a series of UC and CSU transfer application video tutorials. Additionally, the CTC launched an online appointment scheduler system, giving students greater access to book their counseling appointments.

Career counselors developed new career guides for undocumented students and justice impacted students to support them in their career development and job search process. Furthermore, career counselors launched a Career Chats podcast featuring different career topics, such as micro-internships, in demand jobs, artificial intelligence and the future of work, and being undecided among other topics. Through the podcast, career counselors sought to disseminate career information that is relevant to students in a format that is easily accessible.

The articulation officer worked closely with faculty to develop and update maps for degrees and certificates to help students remain on track to complete their course of study in a timely manner. In addition, the articulation officer and director of Student Support Services worked closely to ensure the map templates were entered in DegreeWorks and imported to the Citrus College catalog; therefore, making them accessible to students, faculty, staff and the public. In partnership with Admissions and Records (A&R), the CTC has continued to build the Transfer Evaluation System (TES) database, which, as of September 2024, contains over 26,440 evaluated courses. In addition, the CTC continuously updates the articulation tables for summer and winter registration terms; therefore, providing university students who are seeking to take a summer or winter class at Citrus College with information on how courses articulate with their university. This past year, a new articulation table for University of La Verne was developed.

During the 2020-2021 academic year, the CTC launched its first Transfer Conference. The conference is designed to provide an overview of the transfer process and expose students to the multiple facets of transfer. During the 2023-2024 academic year, the CTC developed the 2024-2029 Transfer Center Plan, which consists of 26 transfer-related activities and outcomes.

E. Document program challenges/obstacles since your last program review.

Since the last program review, the Career/Transfer Center (CTC) has experienced several challenges.

The CTC serves a complimentary dual role of supporting students' career development needs and transfer goals. Transfer initiatives take place throughout the academic year and have ongoing deadlines which require year-long commitment and support, often taking precedence over career services. To carry out transfer efforts, the CTC relies heavily on the support from career counselors, adjunct faculty members in the CTC as well as faculty volunteers in General Counseling. There is a need for dedicated and consistent counseling support in the CTC to help perform transfer functions and, in doing so, elevate career services.

The CTC is co-located with the Counseling and Advisement Center. Due to the shared physical space, it is difficult to separate the identity of the two departments, and for the CTC to establish a strong and more visible presence on campus. Moreover, the CTC faces budgetary challenges, making it difficult to financially support career and transfer-related initiatives. As the CTC continues to expand its services, the need to provide adequate budgetary support is imperative.

The CTC serves a critical role in helping students prepare for the process of searching for jobs and internships. Currently, employment services are available to students pursuing a Career Technical Education (CTE) program of study. However, the availability of these services is not at scale for all students. To support these efforts, the CTC recently partnered with CTE to gain access to Handshake, a newly acquired platform designed to help students find jobs and internships. It is imperative to scale up these efforts and implement employment and internship services that seek to develop connections with employers in the community and help connect students with job and internship opportunities to gain valuable experience that complements the knowledge they learn in the classroom.

Counselors and students utilize DegreeWorks to review and track their progress toward completion of degree requirements for their course of study. After external college coursework is evaluated, it is entered in Banner in order for approved courses to appear in a student's degree audit in DegreeWorks. This helps students and counselors to see how external coursework will fulfill degree requirements. Currently, there are delays in the process of entering evaluated coursework in Banner; therefore, impacting how soon this information becomes available to students and counselors. Consequently, this creates delays in providing timely and sensitive information to students regarding their progress toward fulfilling their academic and transfer goals.

F. Summary of Past Recommendations and Goals: Describe the progress made on your recommendations and goals from the last comprehensive program review.

CTC Recommendation/Goal 1: Provide continued training and professional development opportunities for counselors and advisors regarding new transfer information and career counseling practices to ensure accurate information is conveyed to students and assist them in clarifying and selecting a major/career path.

Status: Completed – Every year, the Career/Transfer Center team has facilitated several trainings to address changes in transfer requirements and career counseling practices. Examples of past training topics include how to best support students who are undecided, considering a major or career path, or are certain about their career goals; Dual Admission Programs at the UC and CSU systems; UC Transfer Admission Guarantee (TAG) program; UC Personal Insight Questions (PIQs); Area F: Ethnic Studies; Common Course Numbering System and CalGETC.

CTC Recommendation/Goal 2: Develop curriculum for new career counseling courses to align with the recently established Career Academic Pathways (CAPs).

Status: Completed – Counselors developed several new counseling courses to align with Citrus College's Career Academic Pathways (CAPs). These new courses include:

- Counseling 204: Careers in the Social and Behavioral Sciences
- Counseling 205: Healthcare Careers
- Counseling 206: Careers in STEM
- Counseling 207: Careers in Business and IT
- Counseling 208: Career and Technical Education
- Counseling 209: Pathways to Careers in Communication, Literature and Languages

CTC Recommendation/Goal 3: Identify and develop transfer activities that highlight UC transfer as an attainable goal in order to increase the number of students who apply to the UC system.

Status: Completed – Every semester, the CTC offered workshops with a focus on UC transfer, including, but not limited to TAP into UC: Transfer Admission Planner, Plan Ahead: UC Personal Insight Questions (PIQ), Transfer Admission Guarantee (TAG) program, Am I Ready to Transfer to UC? The CTC has continued to partner with UC representatives to schedule one-on-one appointments and workshops for prospective transfer students. The CTC has also collaborated with the Writing Center to assist students with their UC PIQs. Additionally, the CTC team developed new resources to increase students' exposure to UC as an attainable transfer goal. A new workshop titled UC Application Overview was designed to address key sections of the UC application. Video tutorials were also created to walk students through sections of the application.

CTC Recommendation/Goal 4: Expand collaborations with instructional faculty to build a stronger transfer culture on campus and provide information pertaining to industry and employment trends to help students understand their academic and career options.

Status: Completed – The CTC has partnered with instructional faculty to facilitate presentations in their classes. Career counselors have conducted resume workshops tailored to specific disciplines including Automotive, Photography and Biotechnology. Additionally, career counselors partnered with faculty in architecture and communication studies to produce a Career Chats episode and discuss career options within these disciplines. Career counselors have conducted Pathways in Teaching presentations to students interested in becoming teachers. The CTC has also collaborated with faculty to facilitate Transfer 101 workshops and CTC Overview presentations in their courses.

CTC Recommendation/Goal 5: Work on the implementation of a tracking system that can be used to provide early interventions, intrusive counseling, and targeted outreach.

Status: Abandoned – The Counseling and Advisement Center researched the Starfish Platform; however, due to the high annual cost to maintain, efforts to acquire the student success platform were abandoned by the institution.

CTC Recommendation/Goal 6: Develop clear maps for degrees and certificates to help students stay on track and complete their programs of study in a timely manner.

Status: Completed – The articulation officer worked closely with faculty to develop and update maps for degrees and certificates to help students stay on track to complete their course of study in a timely manner. The map templates were imported to the Citrus College catalog to ensure they were accessible to students, faculty, staff and the public.

Section 5: Ensuring Equity and a Commitment to DEIA+ in Student Services

A. Describe how your program addresses the needs of underrepresented student populations and delivers equitable student services.

Over the last three academic years, the Career/Transfer Center (CTC) has served an average of 69% of traditionally underrepresented students, with 2.3% of students identifying as Black/African-American and 66.7% identifying as Hispanic/Latino. The CTC collaborates with programs and departments on campus that serve traditionally underrepresented students, including Black Scholars, Extended Opportunity Programs and Services (EOP&S)/Cooperative Agencies Resources for Education (CARE), California Work Opportunities and Responsibility to Kids (CalWORKs), Disabled Student Programs and Services (DSPS) Dream Resource Center (DRC), Financial Aid, Promise Program, STEM TRiO, and Veterans Success Center. Through these partnerships, programs have participated in the Fall and Spring Transfer Fairs or facilitated workshops at CTC events. Similarly, the CTC has been invited to participate and present at their events. Additionally, the director of student support services actively participates in various program advisory committees including EOP&S, DSPS and Foster Kinship Care Education.

B. How do you serve students regardless of service location or delivery method?

Since Citrus College returned to in person operations in fall 2021, the CTC has continued to offer resources and services in a variety of modalities to accommodate student needs and increase student access and participation. In spring 2020, the CTC implemented its online appointment scheduler, which allows students the opportunity to schedule their own counseling appointments. Students can choose their counseling appointment to take place in person, over the telephone or via Zoom. Similarly, one-on-one in person appointments with university representatives have resumed. Additionally, some university representatives have continued to schedule online appointments with prospective transfer students.

The CTC offers its workshops in a hybrid format, which allows students the opportunity to attend in person or online. Moreover, during transfer season, the CTC hosts a combination of in person and online Transfer Application Assistance Drop-In sessions to help students who are in the process of applying to the university.

The CTC has developed various online resources including transfer application video tutorials, a series of online transfer workshops, various career guides and a podcast. These resources are available on the CTC website for students to access at any time.

Section 6: New Program Goals

A. List 2-4 program goals you wish to accomplish during the next three years. Please connect each goal to at least one campus initiative/plan (Strategic Plan, EFMP, SEAP 2.0, Guided Pathways, Technology Plan, Sustainability Plan, Transfer Plan, Other: _____).

Goal 1: The articulation officer will facilitate the implementation of Common Course Numbering. This initiative aligns with Strategy 3.1 of the 2021-2026 Strategic Plan, which seeks to develop and organize

high-quality curricular and instructional pathways that respond to student needs, address equity gaps and promote program completion.

Goal 2: The CTC will develop strategies to increase the number of students who participate in the California State University (CSU) Transfer Success Pathway Program. This goal aligns with Objectives 9 and 12 of the 2021-2026 Strategic Plan, which focus on increasing the number of students who transfer to four-year colleges and universities from disproportionately impacted groups as well as the overall number of students by 10% and 5% respectively.

Goal 3 – Develop and implement strategies to increase visibility and promote career services to help undecided students choose a major. This goal aligns with Strategies 5.2 and 5.3 of the 2021-2026 Strategic Plan. These strategies focus on promoting access and awareness of student support services that lead to increased student participation as well as identify barriers to student success and implementing strategies to help overcome these challenges.

Section 7: Budget Planning

Describe the resources (staffing, facilities, technology and equipment, and professional development) you anticipate needing over the next three years in order to accomplish the goals for your department. Ideally, this will inform your resource requests in the annual updates for each of the next three years.

Staffing:

To help incorporate an employment and internship component to the Career/Transfer Center (CTC), there is a need to hire an employment and internship specialist, who would liaison with employers and faculty. This individual would play a critical role in connecting with employers who are interested in recruiting Citrus College students for jobs, internships, and volunteer opportunities available at their organizations.

Furthermore, there is a need for additional counseling support in the CTC to help perform transfer functions. Having dedicated and consistent counseling support to carry out transfer efforts will allow the CTC to expand services for students and assist them in achieving their educational and career goals.

Facilities:

To help the CTC to establish a more visible presence on campus, it is important to identify space for a stand-alone Career/Transfer Center. Additionally, it is imperative to develop a branding and marketing campaign that can be used throughout campus. Funding support will be necessary to fund these initiatives.

Professional Development:

It is imperative to provide faculty and staff in the CTC with opportunities to attend professional development opportunities to stay informed about career trends and practices as well as updates related to articulation and transfer to ensure that students receive accurate and the most up to date information. Conferences of interest may include those organized by the California Career Development Association (CCDA), California Intersegmental Articulation Council (CIAC), California Placement Association, CSU

Counselor Conference, Ensuring Transfer Success (ETS), National Association of Colleges and Employers (NACE), and National Career Development Association (NCDA).

Section 8: Program Review Involvement

List the names of faculty and staff who participated in the review process.

- Jessica Lopez Jimenez – Director, Student Support Services
- Natalie Desimone – Faculty, Counselor
- Rafael Herrera – Faculty, Counselor
- Michelle Plug – Faculty, Articulation Officer
- Justina Rivadeneyra – Faculty, Counselor
- Stephanie Yee – Faculty, Counselor
- Debbie Boudreau – Adjunct Faculty, Counselor
- Maria Rodriguez – Adjunct Faculty, Counselor
- Maria Rodriguez Vargas – Adjunct Faculty, Counselor
- Ashley Garcia – Secretary, Career/Transfer Center
- Elaine Lipiz Gonzalez – Dean, Counseling Programs and Services

Describe the involvement of faculty and staff in the program review process.

The CTC team met several times throughout the process and were provided with opportunities to offer feedback and recommendations in meetings and via email. The CTC team discussed the department's challenges and determined the goals and resource requests for the next three academic years. The director of Student Support Services drafted the Career/Transfer Center (CTC) comprehensive program review. The dean of Counseling Programs and Services reviewed the final draft and provided recommendations.

APPENDIX A

2024 Career/Transfer Center Survey: Descriptive Analysis

Office of Institutional Research, Planning and Effectiveness
October 2024

Section 1 Background

The Career/Transfer Center survey was distributed to 1,435 students. A total of 43 students participated in the survey. The collection of response data spanned from August 27 to September 24, 2024, resulting in a survey response rate of 3%.

The table below displays the number of Career/Transfer Center service users and non-users, disaggregated by student type.

Have you used any of the following services provided by the Career/Transfer Center at Citrus College within the past year?	Count	Percent
Career Services	10	23%
I'm a continuing student	9	21%
I have graduated or transferred to a university in spring/summer 2024	0	0%
Other	1	2%
Transfer Services	15	35%
I'm a continuing student	8	19%
I have graduated or transferred to a university in spring/summer 2024	7	16%
Other	0	0%
Both Career and Transfer Services	5	12%
I'm a continuing student	3	7%
I have graduated or transferred to a university in spring/summer 2024	2	5%
Other	0	0%
None	13	30%
Total	43	100%

The ensuing sections of the report present tables and graphs showcasing outcomes derived from the Career/Transfer Center survey.

Section 2 Scale Questions

This section displays results for the Strongly agree – Strongly disagree scale questions where students rated aspects of the Career/Transfer Center based on their experiences.

- The 30 Career/Transfer Center service users were eligible to answer the scale questions

	Survey Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable or I don't know
1	The hours of service/operation met my needs.	52%	34%	7%	3%	0%	3%
2	The Career/Transfer Center provided services to me in a timely manner.	57%	29%	11%	0%	0%	4%
3	I was provided with an adequate amount of resources and information about the Career/Transfer Center.	64%	25%	7%	0%	0%	4%
4	I understand the Career/Transfer Center's processes and procedures.	39%	46%	14%	0%	0%	0%
5	The staff in the Career/Transfer Center were polite and welcoming.	67%	22%	7%	0%	0%	4%
6	The staff in the Career/Transfer Center were helpful.	63%	30%	4%	0%	0%	4%
7	The staff in the Career/Transfer Center were knowledgeable.	63%	30%	4%	0%	0%	4%
8	I was satisfied with the services provided by the Career/Transfer Center.	67%	30%	4%	0%	0%	0%

Section 3 Open-Ended Questions

Q9. What services provided by the Career/Transfer Center have been most helpful to you?

The 30 Career/Transfer Center service users were eligible to answer this open-ended question. A total of 14 students shared their feedback.

Here are some themes:

- Counseling Services: Students frequently mentioned the helpfulness of career counselors for advice on career options, major selection, transfer assistance, and educational pathways.
- Workshops and Fairs: Students found transfer workshops, transfer fair and mock interviews to be helpful.

- University representatives: Meeting with university representatives and university tours were highlighted as a useful resource.

Q10. What can the Career/Transfer Center do to help you be successful?

All of the 43 students (both users and non-users of Career/Transfer Center services) were eligible to answer this open-ended question. A total of 8 students shared their feedback.

Here are some themes:

- Transfer guidance and career planning: Several students highlighted the need for assistance in identifying suitable 4-year college to transfer, understanding credit requirements, receiving more information about the transferring process, and defining a clear career path.
- Outreach and support: Some student emphasized the importance of proactive outreach from the Career/Transfer Center, including help with scholarships.

Section 4 Additional Questions

All of the 43 students (both users and non-users of Career/Transfer Center services) were eligible to answer this open-ended question.

Q11. How do you like to receive information about services and events?

Answer Choices	Responses	
Email	77%	23
Text message	3%	1
Career/Transfer Center Canvas Shell	3%	1
Instagram	7%	2
Flyer	0%	0
Other (please specify)	10%	3
	Answered	30
	Skipped	13