

Student Services Comprehensive Program Review

Counseling and Advisement

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General Information (Student Services Comprehensive Program Review)

Standing Requirements

EXECUTIVE SUMMARY (BRIEF SUMMARY, COMMENDATIONS, CHALLENGES, AND RECOMMENDATIONS)

The Counseling and Advisement Center provides a variety of specialized services to promote student success at Citrus College which includes student educational planning, university transfer counseling, student skill assessment, and personal/academic barrier counseling. The Counseling and Advisement Center also provides new student orientation, placement, and follow-up services. Strategies were implemented to enhance student contact by modifying services such as drop-in counseling, group counseling, and individual contact with a counselor or advisor. Additionally, due to an increase in funding from Student Success and Support Program (SSSP) mandates, new adjunct counselors were hired. Career counseling and transfer services are provided through the Career and Transfer Center (CTC), which was organized within the Counseling and Advisement Center until 2017 when it was re-established as a separate center.

Commendations

The Counseling and Advisement Center has incorporated and improved the use of technology to enhance the counseling services experience for students. The new student orientation and online probation workshops were updated and moved to a new software platform, Comevo. Counselors were instrumental during the development and implementation phase of Degree Works. Degree Works has become a useful tool for both counselors and students to review progress toward degree requirements at any time and features a student educational planner component. For increased student support, an online appointment scheduler was included on the counseling webpage and a check-in kiosk for appointments was established in the department's reception area. A chat robot (Chatbot) which utilizes artificial intelligence to assist students in locating information 24 hours a day was installed on the counseling webpage. And as a result of the COVID-19 pandemic, counseling appointments were offered fully online with minimal disruption to services.

The counseling team made a commitment to improve its service offerings, alongside of adjusting services to meet the changing needs of the educational landscape. With the implementation of AB 705 and Multiple Measures Assessment Project (MMAP), simplified placement procedures, and the effort to assist students with timely completion, the new student orientation process was refined and revamped. The process now includes Choosing a Major and Math and Your Major videos in the updated online orientation, and Student Education Plan (SEP) Workshops with students creating SEPs using the Degree Works tool. During the 2019-2020 SLO assessment cycle, 96% of students indicated that they were aware of the A-E requirements needed to earn an associate degree at Citrus College and the IGETC requirements needed to transfer.

To increase faculty usage of the Early Alert system, demonstrations were provided at seven division meetings, a link was added to Canvas, and tasks were added to the college portal for both faculty and students. In 2019-2020, a total of 56 Early Alert workshops were facilitated in co-requisite math courses. The workshops included interactive activities to engage students and students were given a take-home workbook. A PDF of the workbook was also made available on the Early Alert website for students to access at any time. They have been uploaded to Comevo as well so students can take part in the workshops through interactive means via surveys throughout the module. In addition, counselors made the Owl Success Hub hosted on the college's homepage which features many success tips for students and includes the Early Alert Workshops and information.

Challenges

To provide much needed support to the counseling team, the department submitted classified position requests throughout the past several years including a full-time office manager and operations coordinator, secretary, and counseling and advisement supervisor. Depending on the position, the support need includes coordinating counselor, advisor, and intern schedules, overseeing classified and student workers, providing customer service training to classified staff and student workers, and assisting with materials needed for workshops, events, and activities. None of the positions were approved.

As the college campus abruptly shut down due to the pandemic in March 2020, the department quickly shifted to remote counseling services on Zoom. Invaluable in-person Early Alert Workshops were not offered at the end of spring 2020; however, workshops were offered remotely along with the expansion of other services in an online format.

Recommendations

The overarching priorities for the next five years for the Counseling and Advisement Center are to provide targeted services and resources for specific student populations to enhance student success. Focus will be placed on at-risk students to receive follow-up services, onboarding new students, and closing equity gaps for disproportionately impacted student groups as required by the Student Equity and Achievement Program guidelines, in which the dean of counseling has oversight. Aligning services with Guided Pathways is another priority. The achievement of these goals will necessitate additional counselors and staff.

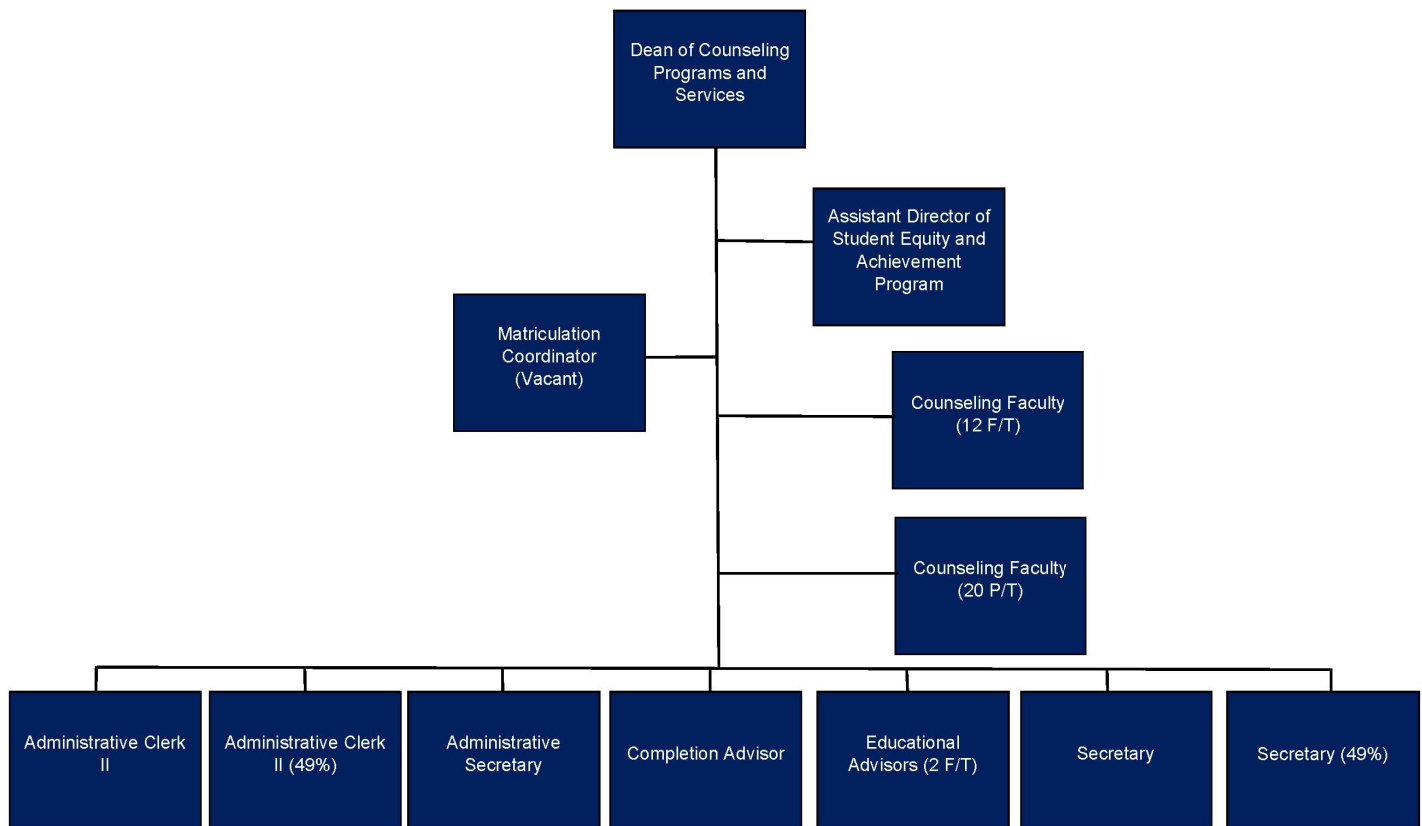
PROGRAM MISSION/DESCRIPTION (MISSION STATEMENT)

Program MissionThe Counseling and Advisement Center provides opportunities for students to clarify their educational goals so they can make informed decisions about their academic, career, transfer, and life pursuits, while also providing students encouragement and support towards achieving their goals. **The Counseling and Advisement Center provides students with support services that will lead them to the successful completion of degrees, certificates, and transfer, in alignment with the college's mission of enhancing student success and completion.** The Counseling and Advisement Center is committed to meeting the needs of students through targeted services and the use of measurable learning outcomes.**Program Description**The Counseling and Advisement Center provides academic counseling, where counselors assist students in assessing, planning, and implementing short and long-range academic goals to complete their degree/certificate and/or transfer. Counselors provide evaluation and interpretation of course placement using multiple measures. Personal counseling is another important component of the program where counselors assist students with navigating personal, family, or other social concerns that become an educational barrier. In addition, counseling provides coordination with other services for students, including but not limited to programs for students with disabilities, financial assistance programs, career advisement services, and the Student Health Center for crisis intervention services. Counselors also provide advocacy for students through liaison roles, counseling curriculum development, and an explanation of student rights and responsibilities. Liaison counselors are available for several programs including Athletics; Career Technical Education; College and Career Access Pathway (CCAP); Foster Youth; Honors Transfer Program; International Student Center; I Will Complete College (IWCC)/Promise Program; Noncredit; Nursing; Performing Arts; Science, Technology, Engineering and Math (STEM); Veterans Success Center; and Visual and Performing Arts.

COMMITTEE MEMBERS (ALPHABETIZED BY LAST NAME, LEFT TO RIGHT, THREE COLUMNS)

Jorge Acosta	Marcela Aguilera	Diana Alvarado
Gretchen Anderson	Jennifer Blackburn	Audra Brown
Claudia Castillo	Jennika Celo	My Chau
LaQuirshia Fennell	Belinda Flores-Castro	Alan French
Jessica Fuller	Jackie Garner	Anthony Giammalva
Jason Green	Susan Gonzales	Raquel Gutierrez
Susan Hensley	Crystal Ibarra	Dominic Jacquet
Desiree Jones	Vanessa Juarez	Alicia Longyear
Kimberly Miller	Robin McBurney	Lucinda Over
Renee Ramos	Justina Rivadeneira	David Rodriguez
Kayla Roland	Vanessa Sanchez	Victor Sandoval
Erick Sanzon	Kristie Shimokawa	Eileen Sin
Nicole Smith	Raylene Sosa	Francisco Suarez
Lisa Villa	Laura Villegas	

ORGANIZATION CHART



STAFFING

1. Staff preparation and training

The Counseling and Advisement Center is comprised of clerical staff, educational advisors, and counselors, with each position requiring different levels of training. Clerical staff meet twice a month to discuss updates for the office and training needs and share best practices. Clerical staff are invited to participate in Flex Day activities, Human Resources training workshops, and TeCS workshops to enhance student service skills or learn new technical skills. Educational Advisors possess bachelor degrees and participate in monthly trainings with counselors. Advisors attend conferences to learn updates for advisement and outreach activities. Counselors attend several conferences each year to stay current on transfer requirements, personal counseling, shared governance, teaching strategies, and support services. Counselors also attend monthly counseling faculty division meetings. All staff, advisors, and counselors attend the monthly program team meetings as well as the bi-annual Student Services training to receive policy/procedure updates for students and strategies for supporting students.

2. Faculty minimum qualifications, diversity, and credentials

Counseling faculty must possess a master degree in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, or career development, or 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.

KEY FUNCTIONS (USING BULLET FORMAT - POPULATE WITH TEXT FROM THE PREVIOUS PROGRAM REVIEW, EFMP OR ENTER NEW TEXT.)

- Provide academic counseling, transfer counseling, and personal counseling
- Develop abbreviated, comprehensive, and follow-up SEPs with students
- Facilitate matriculation services including guided self-placement, new student orientation, in-person SEP Workshops, and Registration Assistance Forums
- Facilitate orientation services for Early Decision and CCAP programs
- Offer follow-up/retention services such as Early Alert, academic standing, probation, and dismissal
- Collaborate on outreach activities including class visits, Welcome Day, and High School Counselor Breakfast
- Assist students with transfer applications and the identification of available university support services, programs, and personnel for a smooth transition to four-year institutions
- Identify college policies and procedures that are barriers to student success and recommend strategies to improve services
- Refer students to college resources and collaborate with other student services departments to ensure students' needs are met

SERVICE DEMOGRAPHICS (POPULATE WITH DEMOGRAPHIC DATA FROM INSTITUTIONAL RESEARCH AND PLANNING OR EFMP)

The Counseling and Advisement Center served a duplicated count of 237,326 students during 2014-2020, with over 31,000 duplicated students served each year. The Counseling and Advisement Center has doubled the areas of support by providing liaison counselors in 14 areas, as identified in the table below. The data represented includes counseling appointments as well as workshop and drop-in attendance obtained from SARS reports. The majority of students were served in the Counseling and Advisement Center with a total of 177,210 students, constituting 75% of the overall students served within the past six years. The liaison area with the second most number of students served was noncredit counseling, serving 14,524 students which is 6% of the total students served. This is notable as the noncredit counseling program was initiated in 2014 with SSSP funding. Students served in the International Student Center comprise 5% of the overall students served. The liaison areas that had an increase in the number of students served include CTE (386%), Foster Youth (913%), IWCC (40%), and Veterans Success Center (45%).

Student Services Comprehensive Program Review

Counseling and Advisement

The most number of students served were in 2015-2016 and 2016-2017 where SSSP funding was utilized to hire 26 adjunct counselors. The number of adjunct counselors has decreased the past few years because of employment opportunities outside of the college, and the decreased availability of counselors may correlate with the lower number of students served. The COVID-19 pandemic has greatly impacted the number of students served in 2019-2020.

There is no data for some of the liaison areas in 2014-2015 and 2015-2016 since these liaison areas had not been established at those times. During the 2019-2020 academic year, students were not scheduled in the Honors Transfer Program, Performing Arts, STEM Center, and Visual Arts SARS grids as there was no office space for the counselors in those locations. Students were scheduled in the Counseling and Advisement Center SARS grid instead for those areas.

Students Served Annually 2014-2020

Program	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total Appointments
ATHLETICS	910	1,071	932	885	988	642	5,428
COUNSEL	30,021	38,862	34,972	28,066	22,112	23,177	177,210
CTE	169	700	513	591	736	822	3,531
FOSTER YOUTH			8	56	36	81	181
HONORS		88	254	505	293		1,140
INTERNATIONAL	3,064	3,625	3,375	1,757	849	936	13,606
IWCC			1,433	1,806	1,565	2,011	6,815
NONCREDIT	2,034	2,694	2,283	3,323	2,375	1,815	14,524
NURSING	267	241	702	524	473	253	2,460
PERFORMING ARTS		362	281	258	21		922
STEM	839	240	932	192	1,122	812	4,137
STEM CENTER			700	706	18		1,424
VETERAN	631	706	855	896	979	915	4,982
VISUAL ARTS		313	156	272	217	8	966
Total Appointments	37,935	48,902	47,396	39,837	31,784	31,472	237,326

Source: SARS

The Counseling and Advisement Center assists students with numerous support services. The most frequent reason students meet with a counselor is for general information, accounting for 24% of appointments in 2019-2020. The general information reason code is very broad and can include discussing programs of study, advice on adding/dropping a course, quick follow-up questions, obtaining a copy of their SEP, a question regarding their transcript, course recommendations, and much more. The second most frequent reason students meet with a counselor is for a follow-up SEP where students would like to make a change to their existing SEP, which is 11% of appointments. The next most frequent reasons are transfer information (9%) and abbreviated SEPs (7%). The data includes duplicated counts. In order to enhance the services provided to students, the program team will evaluate the current reason codes and propose potential new reason codes to encompass a wider array of services. Counselors were also instructed to select as many reason codes as items were taken care of in the appointment so there are duplicated reason codes selected for individual appointments.

Frequency of the Top 15 Counseling Reason Codes 2019-2020

#	Reason Code	Frequency	Percent
1	GENERAL INFO	11,780	24%
2	SEP/FOLLOWUP	5,623	11%
3	TRANSFER/INFO	4,510	9%
4	SEP/ABBR	3,325	7%
5	STUDY / DOWN TIME	2,551	5%
6	SEP/COMP	2,292	5%
7	EARLY ALRT/WKSHP	1,897	4%
8	PREREQ CLR	1,503	3%
9	GRAD/TRANSFER CHECK	957	2%
10	PROBATION	877	2%

Student Services Comprehensive Program Review

Counseling and Advisement

11	EARLY ALERT	828	2%
12	3 PEAT	808	2%
13	NURSING	778	2%
14	PERSONAL	742	1%
15	GRAD CHECK	725	1%

Source: SARS

STUDENT ELIGIBILITY REQUIREMENTS (DESCRIBE ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN THE PROGRAM.)

The Counseling and Advisement Center offers a range of services for both prospective and current students. Prospective students may receive general information about the college and programs of study. Current students are required to have a student identification number to schedule an appointment and participate in workshops. The completion of the New Student Orientation and an abbreviated SEP via an SEP Workshop or an appointment is required for new students.

FACILITIES/LOCATION

The Counseling and Advisement Center is located on the second floor of the Student Services (SS) building. The office space is shared with the Career/Transfer Center. There are 31 offices, 10 cubicles, a computer lab with 25 computers, and a central storage room. Counseling services are provided by liaison counselors in locations such as the Veterans Success Center, Athletics, Career and Technical Education, Nursing, International Student Center, STEM, IWCC, and Noncredit.

COORDINATION

Coordination with Instructional Programs

The Counseling and Advisement Center coordinates several events throughout the year in collaboration with several departments on campus. When implementing AB 705, the Counseling and Advisement Center collaborated with instructional faculty to establish a new protocol for math and English placement that adhered to the new legislation. Another aspect of how the counseling and instructional services coordinate and plan for students is through the college catalog and class schedule. Staff and faculty can gain a better understanding of which classes students need through the completion of student education plans. As a result, this assist instructional staff and faculty to be able to plan a course schedule that meets the needs of students. Likewise, counseling faculty liaise in other department areas in order to meet the needs of students' educational goals in several academic areas. In addition, the Counseling and Advisement Center's Early Alert Program works to provide counselors with feedback from academic faculty on how to best support students within their academic classes. Instructional faculty refer students for Early Alert services and support Early Alert workshops in their classrooms. Utilizing Argos reports that derive information from Degree Works to support scheduling in academic areas is another way that counseling collaborates with instructional programs.

Coordination with Student Services Programs

The Counseling and Advisement Center coordinates with student services in various methods of supporting students. The Counseling and Advisement Center works with outreach and IWCC and CCAP to introduce high school students to the college experience. Counseling faculty collaborate with outreach staff to provide students with an on-campus orientation program and follow-up counseling services through liaison counselors. The Counseling and Advisement Center collaborates with the Career/Transfer Center to facilitate Cal State and University of California application forums and graduation/Associate Degree for Transfer checks for students. Additionally, the Counseling and Advisement Center collaborates with the staff in admissions and records to process external transcripts and provide students with pre-requisite clearances. The Counseling and Advisement Center also coordinates with student health services to promote mental and health well-being by providing the services of mental health counselors to meet with students for personal and mental health needs within the Counseling and Advisement Center.

Coordination with Institutional Research

The Counseling and Advisement Center works closely with institutional research in creating viable student learning outcomes and surveys for the New Student Orientation, SEP Workshops, Early Alert Workshops, Degree Works, and online probation workshop. The Counseling and Advisement Center coordinates with the office of institutional research to gather data for faculty evaluations and annual program reviews. The data is analyzed to determine the effectiveness of services. In addition, the STEM counselor has presented with institutional research and math faculty on the success of AB 705 implementation at state conferences.

Coordination with TeCS

The Counseling and Advisement Center collaborated with TeCS on several technologies to enhance counseling services. The development of an electronic degree audit and student education plan through Degree Works has been an invaluable tool for students and counselors. A check-in kiosk at the reception area has expedited the check-in process. An online appointment scheduler on the Counseling and Advisement Center webpage has allowed students to schedule appointments at their own convenience. The online scheduler originally enabled students to schedule in-person appointments and was updated to allow scheduling of online Zoom appointments. A Chatbot was installed on the Counseling and Advisement Center webpage to assist in locating information for students.

BUSINESS OFFICE (DESCRIBE HOW THIS PROGRAM WORKS WITH THE BUSINESS OFFICE TO MONITOR BUDGETS AND FISCAL REPORTING?)

The dean of counseling oversees categorical funding and general funds. There were five categorical budgets that were tracked and reconciled at the end of every fiscal year through June 2018 including SSSP Credit, Match to SSSP Credit, SSSP Noncredit, Match to SSSP Noncredit, and the HSI Title V Cooperative Grant (ended in 2016). As SSSP was merged into the Student Equity and Achievement Program (SEAP) in 2018, there was no longer a separation of funds into credit and noncredit and a matching requirement.

The dean of counseling, assistant director, SEAP, and administrative secretary II work closely with the accounting technician and director of fiscal services to monitor budgets. Monthly budget reconciliations are reviewed and any discrepancies are resolved with payroll and accounts payable. Personnel Activity Reports are collected each month for time and effort reporting for categorical funding and submitted to the fiscal office. A SEAP Term-End Report and Annual Report detailing grant expenditures are submitted annually to the Chancellor's Office after accounting approval by the director of fiscal services.

LINKS TO PLANNING (LIST HOW THIS PROGRAM IS ALIGNED WITH THE INTEGRATED PLAN AND THE STRATEGIC PLAN)

Counseling services are responsive to all metrics in the Student Equity Plan: access, retention, math and English completion, degree/certificate (Vision goal) completion, and transfer. Counseling services are also aligned with the following 2016-2021 Strategic Plan objectives: increase the percent of students who complete transfer-level English by 1% per year, increase the percent of students who complete transfer-level math by 3% per year, increase the fall-to-spring persistence rate of first-time freshmen by 1% per year, and increase degree/certificate completion and transfer of disproportionately impacted groups by 2% per year. Orientation and outreach efforts are provided to onboard and transition students to the college. Student success workshops are offered through Early Alert to assist students in persisting. Students are counseled on appropriate math and English placements to shorten time to degree completion and advised on transfer requirements. The Counseling and Advisement Center collaborates with the DSPS and Foster/Kinship offices to provide counseling services for students in these disproportionately impacted groups. A new long-term goal is to develop targeted counseling services and resources for disproportionately impacted student populations.

PROGRAM STUDENT LEARNING OUTCOMES

Counseling and Advisement SLO Set

Counseling and Advisement SLO 1

Students will understand how to use their Student Education Plan (SEP) to earn an associate degree, certificate, skill award and/or transfer.

Mapping

Strategic Plan Focus Areas: 1.2 Transition to collegiate courses, 5.3 Effective student support services,

Student Services EFMP 2011-2020: Counseling EFMP Goal 3

Counseling and Advisement SLO 2

Students will understand how to use Degree Works to earn an associate degree or certificate.

Mapping

Strategic Plan Focus Areas: 1.2 Transition to collegiate courses, 5.1 Enhance services through technology, 5.3 Effective student support services,

Student Services EFMP 2011-2020: Counseling EFMP Goal 5

PAST PROGRAM REVIEW (UPLOAD PRE-TASKSTREAM PROGRAM REVEIWS HERE.)

Previous 5-Year Assessment Cycle/Upcoming 5-Year Planning Cycle

PROGRAM SELF-EVALUATION: A: ACCESS (ACCESS – DESCRIBE HOW THIS PROGRAM IS ACCESSIBLE TO STUDENTS.)

1. Compare demographic data from the college to the program, including ethnicity, gender, age, and students with disabilities.

The Counseling and Advisement Center has served a total of 12,243 unduplicated students in the 2019-2020 academic year. The total number of students served in 2019-2020 is 62% of the collegewide population of 19,765 students. The demographics of students served by the Counseling and Advisement Center are consistent with the collegewide demographic data for all categories. The ethnicity of students served is primarily Hispanic at 63%, followed by White at 15%, and Asian at 12%. There is a higher percentage of females accessing counseling services (55%), suggesting that outreach to males to increase usage of counseling services may be possibly explored. The majority of students served is in the 19 or less age group. Students in the 20 to 24 age group were the next highest proportion, but the proportion is lower than the collegewide percentage, suggesting that perhaps students in this age group may be creating SEPs in Degree Works on their own and may not be accessing counseling services. The number of students with disabilities served was slightly lower than the collegewide proportion 4% vs. 5%. The transition to remote counseling services during Spring 2020 may have affected accessibility of services for students with disabilities who may have needed translator services.

2019-2020	Students Served by Counseling (SARS)		Collegewide (Data Mart)	
	Unduplicated Headcount		Collegewide	
Gender	Number	Percent	Number	Percent
Female	6,734	55%	10,468	53%
Male	5,308	43%	8,799	45%
Unknown	201	2%	498	3%
Total	12,243	100%	19,765	100%
Ethnicity	Number	Percent	Number	Percent
Asian	1,561	13%	2,446	12%
Black/African American	472	4%	727	4%
Hispanic/Latino	7,461	61%	12,442	63%
White	1,726	14%	2,918	15%

Other	377	3%	633	3%
Unknown	646	5%	599	3%
Total	12,243	100%	19,765	100%
Age	Number	Percent	Number	Percent
19 or Less	4,958	40%	7,130	36%
20 to 24	4,032	33%	7,131	36%
25 to 29	1,596	13%	2,635	13%
30-39	1,065	9%	1,699	9%
40-49	384	3%	695	4%
50+	207	2%	474	2%
Unknown	1	<1%	1	<1%
Total	12,243	100%	19,765	100%
Special Population	Number	Percent	Number	Percent
DSPS	430	4%	913	5%
Non-DSPS	11,813	96%	18,852	95%
Total	12,243	100%	19,765	100%

Source: SARS and California Community Colleges Chancellor's Office Data Mart

2. Describe the effectiveness of the program in enabling success for underprepared and underrepresented student.

Several support services are available for underprepared students. The content of the New Student Orientation was revised to include additional success strategies to assist students in transitioning to college courses and expectations. Success strategies are also

shared in Early Alert Workshops and on the Early Alert webpage. An Owl Success Hub was specifically created to provide resources for remote learning. Students on academic or progress probation are required to complete an online workshop about probation/dismissal and to meet with a counselor to update their student education plan and learn about available support services. Black/African American students are one of the lowest proportion of students at the college and in accessing counseling services. Targeted counseling services and resources will be developed for this student population to meet their specific needs.

PROGRAM SELF-EVALUATION: B STUDENT SUCCESS

Number of degrees/certificates awarded

The annual count of Citrus College degrees and certificates steadily increased between 2014-2018. However, the annual count of degrees and certificates have decreased by 11% each successive year. The decrease may be attributed to the replacement of monster degrees such as the A.S. Biological and Physical Sciences and Mathematics with single discipline degrees, lower enrollment, and the COVID-19 pandemic in the 2019-2020 academic year. The number of ADTs (AS-T and AA-T) decreased by 6% in 2018-2019 (1,027 vs. 964), but increased by 20% in 2019-2020 (964 vs. 1,160).

Annual Count of Citrus College Degrees and Certificates 2014-2020

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
AS-T Degree	245	342	378	431	443	511
AA-T Degree	255	361	425	596	521	649
AS Degree	723	861	780	910	781	740
AA Degree	1,160	1,390	1,390	1,381	913	499
Certificate, 60+ units	19	8	20	1	17	1
Certificate, 30 to < 60 units	942	1,133	1,215	1,752	1,679	1,835
Certificate, 18 to < 30 units	255	208	227	278		
Certificate, 16 to < 30 semester units*					333	217
Certificate, 6 to < 18 units	7	2	113	175	240	15
Other Credit Award, < 6 units			17	63	53	
Noncredit award, 288 to < 480 hours		2		7	6	3
Noncredit award, 192 to < 288 hours	6	17	20	33	19	8
Total	3,612	4,324	4,585	5,627	5,005	4,478

Source: California Community Colleges Chancellor's Office Data Mart

*New award category

Prior to the implementation of Degree Works, counselors and advisors completed SEPs on paper, which were later scanned into Banner Extender. Degree Works has enabled efficient creation, accounting, and repository of SEPs. The table below illustrates the number of abbreviated, comprehensive, and follow-up SEPs completed in Degree Works from 2014-2020. Degree Works was tested between 2014-2017 and was fully implemented in 2017-2018. In 2019-2020, the number of SEPs completed in Degree Works increased by 87% compared to the previous year. The increase in the number of SEPs in Degree Works may be attributed to the new student orientation process that was revised to include the use of Degree Works for completing an abbreviated SEP in the in-person SEP Workshops. Additionally, in March 2020 the college was operating remotely due to the COVID-19 pandemic, which stimulated students to utilize online services. Moreover, the counseling department offers the Counseling 201: Course Planning with Degree Works class where students learn how to interactively use the Degree Works software.

Student Education Plans in Degree Works 2014-2020

Plan Type	Degree	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Total
ABBR	AA	1	6	15	105	94	220	441
	AS	7	9	60	593	513	1,339	2,521
	AA-T	5	6	22	227	170	565	995
	AS-T	1	2	17	186	148	491	845
	CERT	7	2	14	156	142	342	663
	SKILL	1	0	1	30	19	49	100
	UNDEC.	0	0	2	23	7	24	56
TOTAL		22	25	131	1,320	1,093	3,030	5,621
COMP	AA	9	8	5	105	118	235	480
	AS	41	25	16	525	738	1,214	2,559
	AA-T	24	22	11	294	514	835	1,700
	AS-T	12	19	6	245	506	753	1,541
	CERT	7	6	5	93	108	220	439
	SKILL	0	0	1	5	5	21	32

	UNDEC.	0	0	0	1	3	5	9
TOTAL		93	80	44	1,268	1,992	3,283	6,760
FOLL	AA	21	10	12	264	178	293	778
	AS	33	23	38	1,321	969	1,456	3,840
	AA-T	15	13	22	644	505	904	2,103
	AS-T	15	6	18	558	398	720	1,715
	CERT	4	8	10	179	152	216	569
	SKILL	1	0	0	22	18	25	66
	UNDEC.	1	0	0	23	6	13	43
TOTAL		90	60	100	3,011	2,226	3,627	9,114
OVERALL		205	165	275	5,599	5,311	9,940	21,495

Source: Degree Works

Number of transfer-prepared students and number of transfers

As the Career/Transfer Center separated from the Counseling and Advisement Center in 2017, the number of transfer-prepared students and number of transfers are reported in the Career/Transfer Center comprehensive program review.

PROGRAM SELF-EVALUATION: C NON-CREDIT GOALS

The noncredit counseling program was restored using noncredit SSSP funds in 2014. Noncredit counselors provide vocational/career, academic, and personal counseling via appointments or drop-in. Noncredit counselors can assist students in successfully matriculating to credit courses.

The goal of the noncredit counseling program for the next five years is to identify and implement strategies to create awareness of college resources and programs for noncredit students to attain personal, vocational, and academic goals. Activities to achieve the goal include researching and implementing assessment tools for proper noncredit ESL placement; provide noncredit students tours to college programs and services to increase and promote student transition and foster sense of belonging; create career exploration and goals setting workshops to increase personal and academic motivation; and offer yearly noncredit training to credit counselors in order to build awareness of the many resources available to credit students.

PROGRAM SELF-EVALUATION: D EXEMPLARY PRACTICES AND SERVICES (LIST EXEMPLARY PRACTICES AND SERVICES OFFERED THAT COULD BE SHARED WITH OTHER DEPARTMENTS.)

The Counseling and Advisement Center offers counseling services in a variety of formats to meet students' needs including group sessions, drop-in services, online services, and individual appointments. Group sessions such as SEP Workshops and Registration Assistance Forums are facilitated during peak registration periods in a computer lab. Registration Assistance Forums are typically scheduled right after SEP Workshops so students that have created an abbreviated SEP in the SEP Workshop can attend the Registration Assistance Forum to register for the classes on their abbreviated SEP. Early Alert Workshops are open to all students and not just students referred by faculty; however, extra credit given by faculty for student attendance at the Early Alert Workshops is an effective incentive. A calendar of fall and spring workshops is distributed collegewide and Early Alert Workshops are also delivered in classes as requested by faculty.

Drop-in services include counter services and express counseling. Counter services are provided by counselors and advisors for students who have quick questions such as general class information and programs/resources available on campus. Express counseling is provided by counselors for students who need assistance with concerns not lasting more than 20 minutes such as 3-peat petitions and questions about holds or current academic standing. The drop-in services are offered throughout the year and students are assisted in the order that they check-in. Additional express counseling hours are offered during peak registration periods. As counseling services were offered remotely in Spring 2020, counter services were facilitated through express counseling on Zoom.

Online services include the New Student Orientation and Probation Workshop on Comevo for students to complete at their own pace. Degree Works can be utilized by students to create SEPs and review their progress towards degree completion. An online appointment scheduler is available on the webpage for students to schedule appointments at their convenience. Currently, students can schedule online appointments via Zoom on the scheduler while the college is operating remotely. A Chatbot is also available on the webpage to assist students in locating information.

Counseling appointments are available in two durations to allow sufficient time to assist with varying needs: 30 minute and 45 minute appointments. Individual appointments with a counselor include creating a comprehensive SEP, financial aid appeals, academic renewal, grad/transfer check, personal concerns, and reinstatement. Educational advisors assist students in 30 minute appointments with creating abbreviated or follow-up SEPs, registration assistance, general transfer information, and new student questions.

PROGRAM SELF-EVALUATION: E COMPLIANCE

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

The Seymour-Campbell Student Success Act of 2012 restructured matriculation to include orientation, understanding assessment and placement scores, assisting students with counseling and advisement, academic interventions, and providing other educational planning services in the development of comprehensive student education plans and identifying a course of study. The Counseling and Advisement Center has modified and expanded services to provide an abbreviated student education plan, a new student orientation process, and placement procedures for all students.

2. Describe compliance initiatives undertaken since last program review.

In 2017, the Chancellor's Office instituted the Integrated Plan where activities and services provided through SSSP, Student Equity, and Basic Skills Initiative were coordinated to achieve outcome-based student success goals as determined by the college. As the three categorical programs retained separate requirements as specified in Education Code and Title 5 regulations under the Integrated Plan, the Chancellor's Office merged all three categorical programs into the Student Equity and Achievement Program (SEAP) the following year and has been updating Education Code and Title 5 regulations to reflect the complete integration of the programs. Pursuant to SEAP guidelines, a Student Equity Plan must be maintained to close achievement gaps for disproportionately impacted student populations and all students must have a comprehensive student education plan. The Counseling and Advisement Center has been encouraging students to complete an abbreviated and comprehensive SEP through emails, social media, and the college mobile application. Targeted counseling services will be developed to meet the specific needs of students in disproportionately impacted groups.

Also in 2017, AB 705 mandated that community colleges must maximize the probability that students complete transfer-level math and English within one year and placement procedures must consist of multiple measures. The Counseling and Advisement Center ceased assessment with Accuplacer in 2018 and collaborated with the math and English departments to outline placement

procedures utilizing self-reported high school GPA and last course completed. TeCS collaborated to update CCCApply questions for high school GPA and course completion as well as ensure that all email correspondence including the Welcome Letter to new students reflected current placement procedures and levels. The Counseling and Advisement Center facilitated AB 705 forums and class presentations to inform the college community of the new regulations and placement procedures.

Another Chancellor's Office initiative established in 2017 was Guided Pathways. Counselors and staff have participated in Guided Pathways mapping, advising, and student support design teams. As the Career and Academic Pathways (CAPs) will be piloted in 2020-2021, counselors will be members of the CAPs success teams. Intrusive counseling interventions and services will be developed to keep students on the path to completion. Positive reinforcements will also be provided to students to celebrate momentum points as well as performing regular student activities.

PROGRAM SELF-EVALUATION: F ENVIRONMENTAL IMPACT (HOW HAS THE PROGRAM CONTRIBUTED TO A GREENER CAMPUS ENVIRONMENT.)

The implementation of Degree Works in 2017 facilitated the transition from paper to electronic SEPs and unofficial transcripts were no longer printed prior to appointments as students' course completion history were available in Degree Works. Text message appointment confirmations and reminders are sent to students via SARS instead of printing paper confirmations. Electronic surveys were created for Early Alert Workshops and SEP Workshops in 2019. Outdated forms and flyers are donated to the STEM Center for students to use as scratch paper. With the acquisition of Formstack software in Spring 2020, all paper counseling forms will be converted to electronic forms.

PROGRAM SELF-EVALUATION: G DATA REPORTING

1. Describe data gathering and submission processes, including challenges in submission.

All community colleges have utilized the Management Information Systems (MIS) data elements since July 2014. The data elements correspond with the SSSP regulations such as orientation services, placement, education plan services, counseling/advisement services, and academic/progress probation services for credit and noncredit. MIS data is gathered from the counseling appointment software, Scheduling and Reporting System (SARS), and SEP information stored in Banner. MIS data is reported to the Chancellor's Office at the end of each term and the data is used by the Chancellor's Office to determine SSSP/SEAP allocations. SEP data from Degree Works has not been included in MIS data reporting and TeCS has been working to resolve the issue of Degree Works not interfacing with Banner. As SEP data is located in three software: SARS, Banner, and Degree Works, an Argos report that has centralized SEP data from all three sources is necessary for accurate data reporting. TeCS is developing this Argos report and will momentarily batch upload Degree Works data into Banner manually at the end of each term until the automatic programming is complete for the Argos report.

SARS has built-in reporting options that are utilized regularly to analyze the number and types of counseling appointments and workshops so that services may be modified as necessary. The reports available in SARS have limited capability including data for each counseling grid must be pulled one at a time and the data of interest may need to be gathered from a few different SARS reports. A future version of SARS that addresses these limitations is anticipated.

2. Explain changes in data collection, access, and submission since last program review.

The process for entering SEPs in Degree Works was standardized to enable consistency in data reporting. The Degree Works faculty workgroup developed a guide for counselors and advisors on how to create SEPs in Degree Works when the software was initiated. This guide was recently updated with a template for naming the SEPs and instructions for locking the SEPs. An Argos report to retrieve data from Degree Works was created by TeCS. The data can be filtered for abbreviated, comprehensive, and follow-up SEPs as well as locked and unlocked plans.

The New Student Orientation software, Comevo, does not interface with Banner and students who completed the New Student Orientation were not automatically entered into SARS. TeCS has resolved the issue by uploading students who have completed the New Student Orientation daily into SARS. This facilitates efficient onboarding of new students and the students are able to schedule counseling appointments online once they are in SARS. As student information such as student ID number does not automatically populate in Comevo, TeCS has created an Argos report that allows the retrieval of a student's ID number by inputting their email address; however, student information can only be retrieved one student at a time and not as a batch.

In addition, TeCS has developed an Argos report to identify the students that have been placed on probation more than once. This report will be utilized in accomplishing the long-term goal of expanding support for students placed on probation/dismissal.

PROGRAM SELF-EVALUATION: H TECHNOLOGY NEEDS (EXPLAIN HOW FACULTY, ADMINISTRATORS, STAFF, AND STUDENTS INTERACT WITH THIS PROGRAM.)

1. List technology needs that currently exist in the program (include justification).

A student profile page in Banner 9 will be launched in Summer 2020, enabling counselors, advisors, and staff to view student information on one screen. The student profile page will have links to the academic transcript, degree evaluation, student schedule of classes, grades, registration notices, and holds. Notes regarding the student may be added to the student profile page. Additional features and menu items will be added to the student profile page as they become available and tested by TeCS. A requested feature is the ability to view SEPs via a link to Degree Works. This would require Degree Works to interface with Banner, which it currently does not and has been a TeCS request for the past year. The interfacing of Degree Works with Banner will facilitate efficient and real-time data reporting.

An online appointment scheduler, eSARS, has been created for the Counseling and Advisement Center and other programs within the counseling division such as DSPS, EOPS, CalWORKS, and Career/Transfer Center to enable students to schedule counseling appointments at their convenience from the webpage. Collaborative efforts with TeCS to create online appointment schedulers for counseling liaison areas including Athletics, Career Technical Education, International Student Center, I Will Complete College/Promise Program, Noncredit, Nursing, and Veterans Success Center are in progress.

2. Describe and list anticipated technology needs.

To provide additional online appointment scheduling options, there are plans with TeCS to add an option for students to schedule phone appointments through the eSARS. There are also plans to explore the new drop-in feature of the eSARS that is being made available as an add-on for colleges where students can add themselves to the waitlist for drop-in counseling instead of scheduling an appointment. The eSARS would then potentially be capable of offering students the option of scheduling an in-person appointment, an online Zoom appointment, a phone appointment, and possibly drop-in.

With Guided Pathways implementation, there is a need for an automatic student alert and messaging system. A tool that can be utilized by the CAPs Success Teams to monitor student progress, add notes, and send emails and text messages to students would be critical in providing student support. While one-directional text messages can be sent via SARS, this feature is limited to only students that have had counseling appointments – any students that have not had a counseling appointment are not in the SARS system. Until another option is available, text messages will be sent via SARS.

PROGRAM SELF-EVALUATION: I INTERACTION

The Counseling and Advisement Center has developed a solid network with faculty, administrators, staff, and students. The dean of counseling chaired the SSSP committee, which later became the AB 705 Strike Team. The dean of language arts and dean of mathematics were members of the committee. Faculty in basic skills/college success, English as a second language, and mathematics attended regularly. The supervisor over noncredit programs also attended. In addition, several faculty members in counseling were on the committee.

Counselors are assigned to academic, student service, and grant programs which provide for collaborative and consistent service to students. These programs include Athletics; Career Technical Education; College and Career Access Pathway (CCAP); Foster Youth; Honors Transfer Program; International Student Center; I Will Complete College/Promise Program; Noncredit; Nursing; Performing Arts; Science, Technology, Engineering and Math (STEM); Veterans Success Center; and Visual Arts. Counselors in these areas attend respective program meetings and student events, and the deans/directors of the areas regularly communicate with the counselors and dean of counseling regarding services for students.

The Counseling and Advisement Center works in collaboration with the Office of School Relations and Outreach to participate in Early Decision for local area high schools and plan the annual High School Counselor Breakfast. Counselors are also invited by the Office of School Relations and Outreach to participate in the Welcome Day event for new students by offering workshops such as “How to

survive your first week of college.”

AWARDS AND SPECIAL RECOGNITIONS

During the span of four years, the counseling department actively collaborated with constituent groups across the college community to implement MMAP and AB705. The multitude of activities completed by the collective workgroup allowed the college to seamlessly and successfully implement MMAP and AB705 one year ahead of schedule. In February 2019, Citrus College was presented with the Golden State Honey Badger Award and was recognized by the California Acceleration Project as a leader for AB 705 implementation in English and math at the third annual Acceleration Across California Conference.

The counseling department proactively provides students with support and accurate information to help them achieve their degree and transfer goals in a timely manner. The department contacts students on a regular basis and encourages them to meet with a counselor to complete an SEP, counselors/advisors regularly attend various trainings and conferences to keep abreast of information, informational and student success workshops are provided, and incorporation of technology enhances services for students. The results of these efforts have contributed to student success. Citrus College was ranked eighth out of more than 1,100 community colleges in the United States for awarding associate degrees to Hispanic students, according to the February 2019 issue of Hispanic Outlook on Education.

SUMMARY OF PAST RECOMMENDATIONS/GOALS

Previous Recommendations	Status/ Progress	Completed
Counseling and Advisement Center Recommendation 1 2014-2020: Hire and train new SSSP coordinator, four counselors, completion advisor, office manager, and Degree Works adjunct counselors. (EFMP pg. 339, Other: SSSP Plan)	Completed June 2017	During 2014-2017, four full-time counselors, 26 adjunct general counselors, and a completion advisor were hired. All counselors and the advisor were provided with training. A full-time counselor was reassigned to the SSSP counselor/coordinator position; however, the position has been vacant for the past two years. An office manager was not hired.
Counseling and Advisement Center Recommendation 2 2014-2020: Career counselors will enhance webpages with information about a course of study and careers. (EFMP pg. 333)	Completed June 2016	Career counselors enhanced web pages with information about choosing a course of study and related careers. Over 40 programs of study are on the Citrus College Course of Study/Explore Majors webpage.
Counseling and Advisement Center Recommendation 3 2014-2020: Consider counselor request for 45-minute appointments.	Completed March 2016	The counselors submitted a request to implement 45-minute appointments in March 2016. During 2018-2019, two 45-minute appointments per day were applied to counselors' schedules. The request for blended services to include additional 45-minute appointments along with other services (i.e., drop-in and group) are under consideration.

Counseling and Advisement Center Recommendation 4 2014-2020: Provide more opportunities for students to visit four-year colleges through campus tours and to participate in joint programs with four-year colleges. (CCSP 2.3.6, EFMP pg. 335)	Completed June 2016	During 2014-2015, the Transfer Center offered five university tours. In 2015-2016, the Transfer Center offered 20 university tours including the northern California tour during spring break.
Counseling and Advisement Center Recommendation 5 2014-2020: Add cubicle space for university representatives.	Completed June 2016	Cubicles for university representatives to utilize when meeting with students were installed in the center.

SUMMARY OF PAST LEARNING OUTCOMES

The Counseling and Advisement Center had two Student Learning Outcomes (SLOs) during this six-year review cycle.

SLO 1: Students will understand how to use their Student Education Plan (SEP) to earn an associate degree or transfer.

Assessment: Counselors facilitated SEP workshops which focused on the requirements for an associate degree and how to understand their SEP to earn an associate degree or transfer. Students were given a survey at the end of each workshop with a series of questions measured on a Likert scale that measured their understanding of the information presented.

Criteria for success: Over the course of the six years that this SLO was measured, the criteria for success ranged from 85%-89% of respondents who will answer strongly agree or agree to the survey questions.

Summary of Findings: During the past two years, all survey findings met or exceeded the criteria for success as the responses ranged from 85%-96% for students who strongly agreed or agreed that they understood the workshop information. For specific areas where the criteria for success was not met, as well as, to include the transition to use self-reported GPA and last high school English and math class grades for placement, modifications to the orientation process were applied throughout the six-year period resulting in positive outcomes.

SLO 2: Students will understand how to use Degree Works to earn an associate degree or certificate.

Assessment: Counselors facilitated Degree Works workshops in counseling courses which focused on how to access Degree Works, a description of the tool, and how to use the degree audit and SEP planning features. Students were given a survey at the end of each workshop. They were asked a series of questions measured on a Likert scale that measured their understanding of the workshop information.

Criteria for success: Eighty-five percent of participants will answer strongly agree or agree that they understand how to use Degree Works to earn an associate degree or certificate.

Summary of Findings: Survey findings met or exceeded the criteria for success as the responses ranged from 85%-93%. Students strongly agreed or agreed that they understood how to use the SEP tool and could track the necessary courses needed for their major. To continue the success of utilizing Degree Works, the tool will be continually advertised to students through social media, the college mobile application, and counseling courses.

LONG TERM RECOMMENDATIONS/GOALS

Recommendations/Goals 2020-2025

Counseling and Advisement Center Recommendation 1 2020-2025

Develop targeted counseling services and resources for disproportionately impacted (DI) student populations.

Mapping

Strategic Plan Focus Areas: 5.3 Effective student support services, 5.4 Mitigation of challenges to student success, 5.5 Increase participation in support programs, 5.6 Diversify methods to connect with students, 9.3 Culture of inclusion and collegiality,

Strategic Plan Objectives: 8. Completion of disproportionately impacted groups, 9. Transfer of disproportionately impacted groups

Counseling and Advisement Center Recommendation 2 2020-2025:

Create a comprehensive new student onboarding process.

Mapping

Strategic Plan Focus Areas: 1.2 Transition to collegiate courses, 1.3 Participation in activities, 5.3 Effective student support services

Counseling and Advisement Center Recommendation 3 2020-2025:

Expand support to students on probation/dismissal to promote college success and completion.

Mapping

Strategic Plan Focus Areas: 5.3 Effective student support services, 5.4 Mitigation of challenges to student success

Counseling and Advisement Center Recommendation 4 2020-2025:

Standardize virtual services for students and consolidate resources for student success.

Mapping

Strategic Plan Focus Areas: 5.1 Enhance services through technology, 5.2 Service environment, 5.3 Effective student support services, 5.4 Mitigation of challenges to student success, 5.5 Increase participation in support programs, 5.6 Diversify methods to connect with students

Counseling and Advisement Center Recommendation 5 2020-2025:

Update New Student Orientation to include Guided Pathways and other relevant content.

Mapping

Strategic Plan Focus Areas: 1.2 Transition to collegiate courses, 5.1 Enhance services through technology, 5.6 Diversify methods to connect with students

SLO EVALUATION PLAN

A workgroup of counselors, staff, and the dean will establish criteria for success and will create measurable activities to assess each SLO. Surveys, developed in collaboration with IRPE and consisting of questions with Likert Scale responses and short-answers, will be given to students at the conclusion of workshops to assess the effectiveness of services and determine if the criteria for success are met. The criteria for success and assessment tools will be evaluated and modified as needed upon analysis of data. The data will be discussed at program team meetings for input from all members of the department.

PAST BUDGET SUMMARY (SUMMARY OF RECENT YEARS' BUDGET PROPOSALS)

As outlined in the 2014 SSSP Plan, four tenure track counselors were requested to provide course planning sessions, orientation workshops, triage/express services, probation interventions, assistance with the electronic degree audit, teaching counseling courses, student education plans, and individual counseling sessions. One counselor was hired in 2015, two counselors were hired in 2016,

and the last counselor requested was hired in 2017. These counselors are liaisons for the Honors Transfer Program, nursing, veterans, and STEM, respectively. A completion advisor was hired in 2016 to assist with the development and preparation of reports for the Chancellor's Office and advising functions. A full-time administrative clerk II was hired in 2016 to assist with tracking counselor schedules, training student workers, and office functions.

In order to assist students with Degree Works, Assist.org, College Source, and Cal State Apply, 31 new computers with dual monitors were purchased for each of the counseling offices in 2016. Cubicles were also installed in the center during that same year for staff work stations and college representatives to meet with students.

Several computer software were implemented to enhance counseling services. Degree Works was launched in 2016 for degree auditing and student education plans. Comevo was adopted in 2018 to transfer the in-person New Student Orientation to the online platform. Chatbot and SARS Zoom were instituted in Spring 2020 to provide assistance on our webpage and online counseling appointments.

BUDGET PLANNING (NARRATIVE DISCUSSING MAJOR BUDGET PLANS FOR THE NEXT 5 YEARS)

The college is piloting the Career and Academic Pathways (CAPs) as part of Guided Pathways in 2020-2021. A counselor will be an integral member on each of the seven CAPs success teams. As 75% of the full-time counselors are currently assigned as liaisons to 13 different programs and two more specialty areas are being planned for probation/dismissal and Financial Aid, additional general counselors are needed to participate on CAPs success teams and provide counseling services to student cohorts. The hiring of three general counselors would bridge the gap in counselor availability for the CAPs success teams.

Managing counselor schedules in the counseling management system, SARS, requires constant attention as schedules must be inputted and edited daily to maximize appointment availability for students. To assist in managing counselor schedules and facilitating counseling services such as express/drop-in, the hiring of one full-time secretary has been requested the last few years and will continue to be requested as this additional staff is necessary to provide streamlined services for students and fair workload distribution.

Several requests for an office manager, counseling and advisement supervisor, and SSSP/matriculation coordinator have been submitted in past program reviews, but were not fulfilled. The need for cohesive management of counseling services has not subsided, but has increased due to the state mandates of SEAP and Guided Pathways. Merging the assistant director, SEAP position with the vacant matriculation coordinator position into a director position will facilitate efficient counseling services and ensure state mandates will be met as the director will oversee day-to-day operations in the counseling and advisement center, coordinate classified staff, and analyze program data.