

# Student Services Counseling and Advisement 2022-2025 Comprehensive Program Review

## Section 1: Program Information

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

<b><i>Dean, Counseling Program and Services</i></b>	
Lipiz Gonzalez, Elaine	Dean, Counseling Programs & Services
<b><i>Management</i></b>	
Martinez-Bleech, Betzabel	Director of Student Equity and Success Programs
<b><i>Faculty</i></b>	
Acosta, Jorge	Counseling Faculty
Castillo, Claudia	Counseling Faculty
Giammalva, Anthony	Counseling Faculty
Gutierrez, Raquel	Counseling Faculty
Longyear, Alicia	Counseling Faculty
Rodriguez, David	Counseling Faculty
Shimokawa, Kristie	Counseling Faculty
Sin, Eileen	Counseling Faculty
Villa, Lisa	Counseling Faculty
Villegas, Laura	Counseling Faculty
<b><i>Adjunct</i></b>	
Alamo, Priscilla	Counseling Adjunct Faculty
Anderson, Gretchen	Counseling Adjunct Faculty
Brown, Audra	Counseling Adjunct Faculty
Ceja, Sue	Counseling Adjunct Faculty
Fennell, La Quirshia	Counseling Adjunct Faculty
Green, Jason	Counseling Adjunct Faculty
Hu, Jennifer	Counseling Adjunct Faculty
Juarez, Vanessa	Counseling Adjunct Faculty
LeDuc, Maria	Counseling Adjunct Faculty
Lopez, Stephanie	Counseling Adjunct Faculty
McDonough, Crystal	Counseling Adjunct Faculty
Miller, Kimberly	Counseling Adjunct Faculty
Over, Lucinda	Counseling Adjunct Faculty
Sanchez, Vanessa	Counseling Adjunct Faculty
Sandoval, Victor	Counseling Adjunct Faculty
Sanzon, Erick	Counseling Adjunct Faculty
Sosa, Raylene	Counseling Adjunct Faculty

Weeks, Desiree	Counseling Adjunct Faculty
<b><i>Classified Staff</i></b>	
Blackburn, Jennifer	Administrative Secretary II
Foster, Charmaine	Administrative Secretary I
French, Alan	Secretary
Gonzales, Susan	Secretary
Jacquet, Dominic	Educational Advisor
Vallin, Vanessa	Administrative Clerk II
Verduzco, Lilianna	Counseling Services Coordinator

## B. Organization Chart

- Dean of Counseling Programs and Services (1-100%)
- Director of Student Equity and Success Programs (1-100%)
- Counseling Faculty (10-100%)
- Counseling Adjunct Faculty (18-49%)
- Educational Advisors (1-100%)
- Counseling Services Coordinator (1-100%)
- Administrative Secretary II (100%)
- Administrative Secretary I (1-100%)
- Administrative Clerk II (1-100%)
- Secretary (1-100%)
- Secretary (1-100%)

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

The Counseling and Advisement Center offered specialized services needed for success at Citrus College and beyond including assessing student skills, exploring majors, identifying educational and career goals, university transfer planning, and selecting appropriate classes. Some of these services include:

- Guided self-placement for math, English, and ESL courses
- New student orientation
- Student education plans, including those needed for Financial Aid SAP appeals
- Referrals to support resources on campus
- Support with registration
- Exploration of academic programs for prospective students seeking to apply to Citrus College
- Early Alert workshops to promote student success
- Early Decision sessions in the spring to prepare prospective first-time incoming students for registration
- Planning to transfer to universities
- Support for students who are on academic/progress probation or facing dismissal
- Specialized counseling services and program activities for students affiliated with Black Scholars, Rising Scholars, or Mi Gente Scholars initiative

Counselors assist with long-range planning and verification of specific requirements, so students meet graduation requirements, course prerequisites, and requirements to transfer to four-year colleges or universities. The Counseling and Advisement Center offers services to help students make informed choices with educational planning, career counseling, transfer counseling, and personal counseling. Students can connect with counselors on a drop-in basis, with scheduled individual appointments, and in workshop settings.

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

Citrus College is home to 22 full-time counseling faculty, of which 10 are assigned to the Counseling and Advisement Center. We also employ 26 adjunct counselors across the Counseling Division, including 18 with assignments in General Counseling. 12 full-time counseling faculty and adjunct counselors are assigned to other areas such as the Career/Transfer Center, DSPS, and EOPS/CARE, CalWORKs, & NextUp. Counseling faculty across these areas collaborate to ensure continuity of expertise regarding policies and procedures, academic programs at the College, university transfer, and support services on and off campus to support student success.

Counseling and Advisement collaborates with additional areas on campus through the counselor liaison model. Counselors are co-located in a variety of offices in addition to the Counseling and Advisement Center to bring services closer to where students take classes and participate in related activities. One of the most recent collaborations is with the newly launched Welcome Center, where counselors provide services alongside staff from Enrollment Services to assist prospective and current students with applying to the College, registering for classes, and accessing information to navigate the campus effectively.

The Counseling and Advisement Center is proud to collaborate with colleagues in Dual Enrollment as this area continues to grow. Counselors meet with students who are struggling academically to ensure they have a plan to access support services to improve their academic standing and complete progress checks for students on structured pathways to alert Citrus College and high school partner staff when students are near completion. This growing partnership will also strengthen our long-standing collaboration with the School Relations and Outreach team on Early Decision each spring semester. In preparation for the spring 2026 term, Dual Enrollment, Outreach, and Counseling teams will work together not only to serve the traditional Early Decision audience, but also Dual Enrollment students who have college coursework completed and require personalized counseling assistance to create education plans.

**E. How is your program funded?**

The Counseling and Advisement Center receives funding from various sources to support student services and counseling instruction. General funds provide support for department operations, salary/benefits, and limited professional development. In addition, most hourly counseling expenses, comprised of both extra-duty and adjunct assignments, are funded through the Student Equity and Achievement Program (SEAP) budget. The SEAP budget also supports the salary and benefits of several full-time counselors who were hired starting in 2016 when California community colleges were still receiving Student Success and Support Program (SSSP) funds that later merged with Student Equity and Basic Skills to form SEAP.

It is also worth noting that during the last three-year cycle, Counseling and Advisement has also supported services through one-time categorical funds and grants including Guided Pathways, AB 928 implementation resources, and Strong Workforce funding to support adjunct counseling assignments in

CTE and noncredit. Guided Pathways and AB 928 funds will expire on June 30, 2026, and the availability of Strong Workforce funding to support CTE and noncredit counselors can vary from year to year.

## **Section 2: Mission**

### **A. Citrus College Mission Statement**

Citrus College provides quality educational experiences that support our students in achieving their academic, professional, and personal goals, empowering them to make positive impacts on their communities and beyond. Citrus College faculty and staff take pride in being student-centered and in cultivating a safe, caring, compassionate, and inclusive lifelong learning environment. Our college community welcomes students from all backgrounds and ensures that they have the opportunity to achieve upward social and economic mobility.

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

The Counseling and Advisement Center provides opportunities for students to clarify their goals so they can make informed decisions about their academic, career, transfer, and life pursuits, while also providing students with encouragement and support toward achieving their goals. The Counseling and Advisement Center provides students with support services that will lead to successful completion of degrees, certificates, and transfer.

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

Both mission statements for Citrus College and the Counseling and Advisement Center specifically prioritize student success. Given our student body diversity, including diversity of student educational goals, the Counseling and Advisement Center supports students regardless of whether they are interested in pursuing degrees, certificates, university transfer, or a combination of these goals. The department strives to provide support services that are student-centered, thereby enhancing the student experience at Citrus College. Counseling faculty and classified professionals alike work hard to establish trust and rapport with students, make them feel welcome, and build confidence in their ability to succeed.

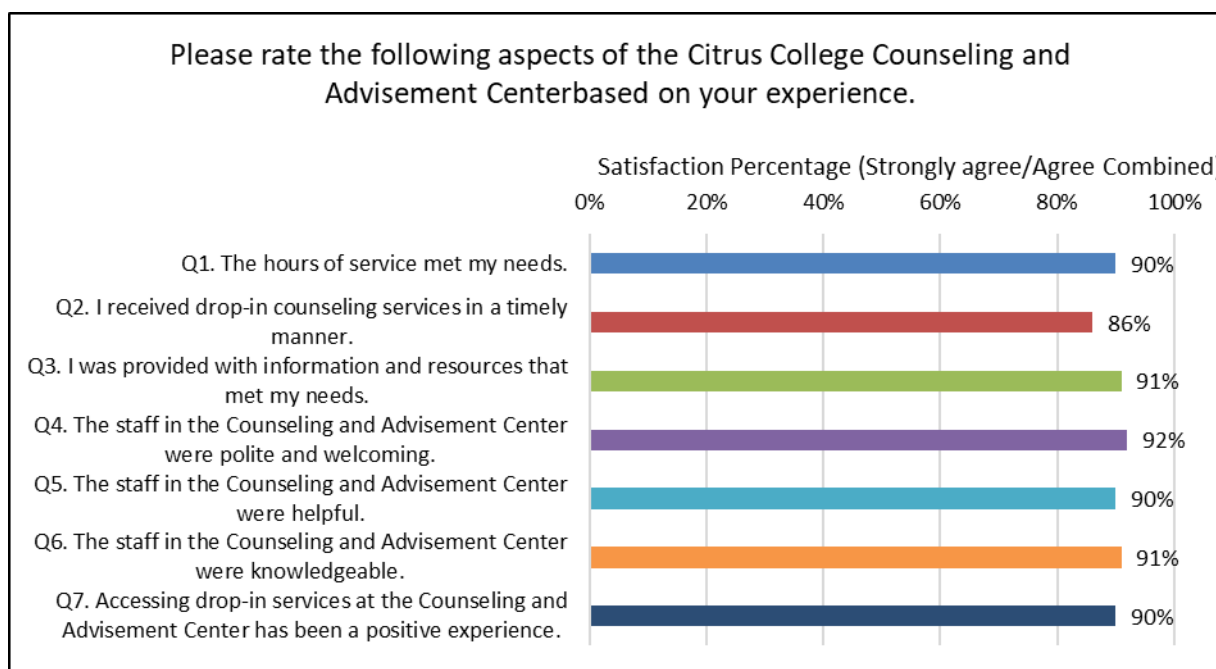
## **Section 3: Student Experience**

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

The 2025 Student Services Program Review Survey was distributed to 5,107 students who used drop-in counseling services from January 2, 2025, through September 5, 2025. 124 students participated in the survey. The collection of response data spanned from September 16, 2025 to October 10, 2025, resulting in a survey response rate of 2.4%.

Students participate in drop-in counseling for various reasons. Based on student responses, the top three reasons why students seek drop-in counseling support is for help registering for classes (39%), to make changes to their education plan (32%), and to obtain a one or two semester education plan

(31%). Overall, the average satisfaction rate across all scaled questions is 90%. This table below displays results for the seven Strongly agree – Strongly disagree scale questions where students rated aspects of the Drop-In Counseling Services based on their experiences.



Students were also invited to answer two open-ended questions to provide additional feedback. 68 students answered question 1 and 49 responded to question 2. The questions are listed below along with corresponding themes that emerged.

**Question 1:** What aspects of drop-in counseling services have been most helpful to you reaching your goals?

1. Accessibility and Convenience: More than one-third of the students valued how quickly and easily they could access drop-in counseling, whether in person, by phone, or online.
2. Counselor Helpfulness and Support: Approximately one-third of the students appreciated counselors' kindness, patience, and encouragement, which helped them feel comfortable and motivated.
3. Academic Planning and Guidance: Roughly a quarter of the students highlighted the usefulness of receiving help with their education plan, class selection, and transfer preparation.
4. Clear and Accurate Information: Approximately one-fifth of the students emphasized the importance of receiving correct, clear, and thorough information.
5. Responsiveness and Follow-Up: Quick responses and consistent follow-up were noted as particularly helpful by some students.

**Question 2:** What can the Counseling and Advisement Center do to improve drop-in counseling services?

1. No Improvements Needed / Satisfaction with Current Services: More than half of the students felt satisfied with the current services and did not suggest changes.
2. Increase Staffing and Availability: About one-fifth of students suggested adding staff or expanding availability, especially during peak times.
3. Hours and Scheduling: Some students requested clearer or extended hours for drop-in counseling.
4. Communication and Visibility: Some students suggested improvements in communication and visibility of services.

For additional analyses and student comments, please see Appendix A.

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

The survey was completed for the first time during the fall 2025 semester in preparation for the current comprehensive program review cycle. A comparative analysis will be conducted in the next cycle with data from fall 2025 and fall 2028.

#### **Section 4: Program Analysis and Planning**

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

The Counseling and Advisement Center serves all students at Citrus College. This includes students who are affiliated with special population programs and might also receive tailored counseling services from dedicated counselors, as well as the general student population that will receive all counseling services through General Counseling. Liaison areas in General Counseling include the following:

- Athletics
- Black Scholars
- Career Technical Education
- Dual Enrollment
- Guardian Scholars
- Honors Transfer Program
- International Student Center
- Noncredit
- Nursing
- Promise Program
- Rising Scholars
- STEM
- Veterans Success Center
- Visual and Performing Arts
- Welcome Center

During the 2023-2024 academic year Counseling and Advisement served 10,737 unduplicated students. Of the total students served, 7085 students saw counselors during appointments, and 5872 students accessed drop-in counseling. During this same period, students attended 8756 appointments, and 9520 contacts were made on a drop-in basis. As a result, students routinely accessed counseling services more than once for ongoing support.

Counselors also serve approximately 800 students during Early Decision SEP workshops to prepare first semester SEPs and learn about Citrus College resources and programs to support their success. Counseling and Advisement also partners with the Dual Enrollment office to evaluate student transcripts to clear prerequisites to facilitate enrollment, review progress toward degree completion for students who are approaching completion, and meet with students who are experiencing academic challenges to provide referrals and clear substandard grade holds. Services for Early Decision in the spring and ongoing counseling services for Dual Enrollment students are in addition to the counseling capacity required to serve continuing students at the College.

In comparison, during the 2024-2025 academic year, Counseling and Advisement served 10,244 unduplicated students. Of those students, 5967 attended appointments while 6449 students accessed drop-in counseling. The decrease of 493 unduplicated students served between 2024-2025 and 2023-2024 years can be attributed to a variety of factors such as the retirement of a full-time general counselor, decreased full-time counselor capacity with reassignment to other important college priorities, and not hiring to replace adjunct counselors due to SEAP budget constraints. Drop-in counseling contacts during the 2024-2025 year increased due to an innovative approach during peak periods to serve all students through drop-in counseling. This prevents lost counseling time when students do not show up for booked appointments and increases the number of students we can serve at the beginning of each term and during registration season.

Counselors provide students with education plans during appointments to provide guidance on classes to take, program requirements they need to fulfill, and the timeline to complete their goals. Education plans can be abbreviated covering one to a few semesters, comprehensive from beginning to end, or follow-up when edits are needed based on changes to a student's needs and plans. As part of the 2025-2028 Student Equity Plan, community colleges must monitor and increase the percentage of students that complete comprehensive SEPs by the end of their first year with an emphasis to complete by the end of their first semester whenever possible. In addition, community colleges must now analyze how educational planning practices might disproportionately impact student groups to prevent disparities in comprehensive SEP completion outcomes based on race and ethnicity.

The following tables provide an overview of comprehensive SEP completion rates for different ethnic groups at the end of the first semester and first year across four cohort groups: students who started in fall 2022, spring 2023, fall 2023, and spring 2024, respectively. Groups experiencing disproportionate impact regarding comprehensive SEP completion rates at the end of the first year are shaded pink for each cohort. Further, the IRPE Office provided additional analysis to break down each cohort based on full/part-time status and whether they saw a counselor.

Legend	
	Equity Gap by end of 1 year

**Table 1. Fall 2022 Cohort**

	Completed By End of 1st Term (by Dec 2022)		Completed By End of 1st Year (by June 2023)			
<b>Ethnicity</b>	# of SEPs	%	# of SEPs	%	<b>Total Cohort</b>	<b># of students to close the Equity Gap</b>
American Indian or Alaska Native	0	0%	0	0%	3	1
Asian	33	15%	54	24%	224	16
Black or African American	14	13%	22	20%	110	11
Hispanic or Latino	346	23%	497	33%	1,522	
Pacific Islander or Native Hawaiian	1	11%	1	11%	9	
Two or more races	16	19%	23	28%	83	
Unknown	1	3%	2	6%	31	
White	68	17%	110	27%	408	
<b>Time Status and Counseling</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>Total Cohort</b>	
Full-time during 1st term	428	31%	625	46%	1,362	
Part-time during 1st term	51	5%	84	8%	1,028	
Saw a counselor (since summer 2021)	478	24%	708	35%	2,013	
Did not see a counselor (since summer 2021)	1	0%	1	0%	377	
<b>Total Cohort</b>	479	20%	709	30%	2,390	



**Table 2. Fall 2023 Cohort**

	Completed By End of 1st Term (by Dec 2023)		Completed By End of 1st Year (by June 2024)			
<b>Ethnicity</b>	# of SEPs	%	# of SEPs	%	<b>Total Cohort</b>	<b># of students to close the Equity Gap</b>
American Indian or Alaska Native	0	0%	0	0%	5	1
Asian	23	10%	40	17%	234	32
Black or African American	13	16%	20	24%	82	
Hispanic or Latino	290	19%	464	31%	1,500	
Pacific Islander or Native Hawaiian	0	0%	1	50%	2	
Two or more races	18	23%	31	39%	80	
Unknown	2	10%	2	10%	20	
White	56	17%	96	29%	326	
<b>Time Status and Counseling</b>	#	%	#	%	<b>Total Cohort</b>	
Full-time during 1st term	362	28%	592	46%	1,291	
Part-time during 1st term	40	4%	62	6%	958	
Saw a counselor (since summer 2021)	402	21%	654	35%	1,873	
Did not see a counselor (since summer 2021)	0	0%	0	0%	376	
<b>Total Cohort</b>	402	18%	654	29%	2,249	

**Table 3. Spring 2023 Cohort**

	Completed By End of 1st Term (by June 2023)		Completed By End of 1st Year (by December 2023)			
<b>Ethnicity</b>	# of SEPs	%	# of SEPs	%	<b>Total Cohort</b>	<b># of students to close the Equity Gap</b>
American Indian or Alaska Native	0	0%	0	0%	3	1
Asian	8	5%	15	9%	174	
Black or African American	4	7%	8	14%	57	
Hispanic or Latino	35	7%	67	14%	477	
Pacific Islander or Native Hawaiian	0	0%	0	0%	3	1
Two or more races	4	14%	5	17%	29	
Unknown	0	0%	0	0%	25	
White	6	4%	12	7%	168	8
<b>Time Status and Counseling</b>	#	%	#	%	<b>Total Cohort</b>	
Full-time during 1st term	40	14%	72	24%	295	
Part-time during 1st term	17	3%	35	5%	641	
Saw a counselor (since summer 2021)	57	9%	107	17%	615	
Did not see a counselor (since summer 2021)	0	0%	0	0%	321	
<b>Total Cohort</b>	57	6%	107	11%	936	

**Table 4. Spring 2023 Cohort**

	Completed By End of 1st Term (by June 2024)		Completed By End of 1st Year (by December 2024)			
<b>Ethnicity</b>	# of SEPs	%	# of SEPs	%	<b>Total Cohort</b>	<b># of students to close the Equity Gap</b>
American Indian or Alaska Native	0	0%	0	0%	2	1
Asian	3	2%	12	8%	142	1
Black or African American	8	12%	10	15%	68	
Hispanic or Latino	41	9%	72	15%	480	
Pacific Islander or Native Hawaiian	0	0%	0	0%	1	1
Two or more races	3	9%	4	13%	32	
Unknown	0	0%	1	4%	23	
White	6	5%	12	10%	121	
<b>Time Status and Counseling</b>	#	%	#	%	<b>Total Cohort</b>	
Full-time during 1st term	31	11%	64	22%	285	
Part-time during 1st term	30	5%	47	8%	584	
Saw a counselor (since summer 2021)	61	11%	111	20%	549	
Did not see a counselor (since summer 2021)	0	0%	0	0%	320	
<b>Total Cohort</b>	61	7%	111	13%	869	

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

Based on data in the previous section, and additional data analyses in the SSPR survey and SLO sections of this comprehensive program review study, Counseling and Advisement will address the following trends over the next three-year period:

- Dual enrollment growth and corresponding increased student demand for counseling services to prevent academic standing and future financial aid issues, support early major and career exploration, and to ensure academic success

- Increase counseling capacity and efficiency to meet student demand for appointments and drop-in support
- Increase the percentage of students who complete comprehensive SEPs by the end of their first year

These areas of focus are reflected in the comprehensive program review goals and budget planning sections included in this report. Also, the focus on increasing comprehensive SEP completion rates for all students and disproportionately impacted student groups is aligned with commitments made in the 2025-2028 Student Equity Plan.

- **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. (See Appendices B & C)**

The Counseling and Advisement Center assessed the following student learning outcomes (SLOs) over the last year:

SLO 1: Students will see a counselor and enroll in classes following completion of the online New Student Orientation.

- SLO 2: Students will acknowledge the importance of taking math and English and how these courses pertain to their academic goals through the online New Student Orientation (NSO).

The first SLO was assessed in collaboration with the Office of Institutional Research, Planning, and Effectiveness. Appendix B provides an analysis of the students during the 2024-2025 academic year who completed the NSO and subsequently enrolled or attempted to enroll (77%). In addition, the report in Appendix B also provides information for the percentage of students who met with a counselor after completing the online NSO (74%).

While the effort to analyze the yield rate based on NSO completers is not new, the method of analysis did change during the 2024-2025 academic year. In previous cycles, the sample size was much larger since it included all NSO completers, many of whom were continuing students. It is still not clear why so many continuing students would complete the NSO after being at Citrus College for some time. However, to better understand the yield rate of students going through the matriculation process, the assessment methodology was changed to only review enrollment and counseling appointment data for NSO completers that had applied to the college from winter 2024 to May 2025. Please see Appendix B for the IRPE Office outcome report on our first SLO.

Based on this first year assessing counselor appointment activity and enrollment yield following a new student's completion of the NSO, the Counseling and Advisement Center will do the following:

Collaboration will continue with the IRPE Office to review percentages of students who see a counselor following their orientation and then enroll in classes.

- The department will review the NSO and update accordingly for changes in mandated orientation topics, CPoS financial aid procedures, and legislative updates such as Common Course Numbering (CCN) changes.
- Counseling and Advisement will explore how to prominently display counseling appointment information at the end of the orientation experience to facilitate the scheduling process for students.

To assess the second SLO, students completed an embedded survey at the end of the New Student Orientation in Comevo. The survey consists of five questions measured on a Likert scale and provides an option for students to share comments. Videos on guided self-placement for math, English, and ESL were incorporated into the New Student Orientation to inform students of placement procedures for these courses. Information pertaining to how math and English courses relate to students' academic goals were included in the NSO. 83% of students who completed the NSO strongly agreed or agreed that the information presented in the orientation was clear. Please see Appendix C for the IRPE Office outcome analysis of our second SLO.

Based on the NSO assessment results, the Counseling and Advisement Center will review the following recommendations for improvement during the next three-year cycle:

- We propose that question #4 in the NSO student survey be revised to establish a more concrete connection to orientation content. The current question states: "I understand that based on my placement level, I will take English 101E or English 101." We will revise to alternatively ask: "The Orientation video clearly explained my placement level, so now I understand which English class to take—English C1000 or English C1000E."
- The NSO workgroup will review orientation content to revise for clarity, increase engagement, and ensure accuracy. External support from Comevo to refresh the images and videos may be needed within the next three years to ensure the orientation experience is current and relevant to students.

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

The Counseling and Advisement team has worked diligently to remain responsive to student needs, stay up to date with changing legislation and regulations, and embed student equity in our work. Some accomplishments since the last comprehensive program review include the following accolades:

- Collaboration with TeCS and Enrollment Services to launch the Wise Owl tool as a one stop-shop for counselors to access most frequently used functions, forms, and student information
- Implementation of hybrid schedules for counseling faculty, classified professionals, and managers in accordance with collective bargaining agreements
- Successful upgrade to new Degree Works responsive dashboard that required extensive counselor training and collaboration with TeCS
- Videos were created to provide guidance on math/English/ESL placement, how to register, and how to apply for graduation
- Monthly counselor trainings cover specialty areas such as Nursing, Athletics, Dream Resource Center to ensure counselors are cross trained to support all students

- Creation of new Early Decision materials including a booklet with first semester course recommendations for students who have not completed college coursework and a video advertising career services for students who are exploring major options
- Near completion of an online probation workshop refresh on Comevo including live action and animation videos designed to increase student engagement
- Implementation of Cal-GETC as the newest transfer general education pattern
- Collaboration with Math Department, IRPE Office, and TeCS to change math placement rules, charts, and counseling guidance in accordance with AB 1705
- Hired two new classified positions- Administrative Secretary I for SEAP and Counseling Services Coordinator
- Hired a permanent Director of Student Equity and Success Programs
- Black Scholars was established and now includes services such as study hour sessions, community engagement events, and an annual HBCU trip
- Launch of Mi Gente Scholars to elevate Citrus College's HSI status and promote support for Latinx student success

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

The COVID-19 pandemic started in spring 2020 and its effects are still present in higher education. Citrus College is no exception. Enrollment and student engagement are still recovering as we work to grow the student body and encourage participation in campus life and activities. Social and political unrest, along with financial burdens and uncertainty, impact the lives of our students, which invariably affects their ability to succeed academically, take full-time units, or commit to college overall. These societal challenges influence all aspects of the college as we work to support students to onboard, persist, and complete. While Citrus College still has fewer students than before the pandemic, the current student body experiences greater challenges and demonstrates increased need for support.

Specifically, in Counseling and Advisement, the department has been impacted by new laws, regulatory changes, evolving guidance from the CCCCO, and increased student demand with limited resources. To name a few, some examples of changes outside our control that require us to modify services, processes, and procedures include:

- Cal-GETC
- Common Course Numbering
- Credit for Prior Learning
- Title 5 changes pertaining to academic standing, determination of catalog rights, allowance for students to request selective evaluation of units completed at institutionally accredited colleges and universities, how GPA can be calculated for the purpose of awarding native degrees, etc.
- AB 1705 changes to English and math placement, including statewide guidance on Calculus I access for STEM majors that has been adjusted several times
- Course Program of Study (CPoS) changes in how federal financial is awarded

While many of these changes are in the best interest of students and promote timely progress toward program completion without overaccumulation of unnecessary units, many of these new initiatives have converged on the fall 2025 semester. With competing demands to implement many changes at the same time, collaboration with other departments and clear communication will be critical.

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

The last Counseling and Advisement comprehensive program review was completed in fall 2019, which included the following recommendations/goals:

- Develop targeted counseling services and resources for disproportionately impacted (DI) student populations.
- Create a comprehensive new student onboarding process.
- Expand support to students on probation/dismissal to promote college success and completion.
- Standardize virtual services for students and consolidate resources for student success.
- Update New Student Orientation to include Guided Pathways and other relevant content.

The Counseling and Advisement Center has made progress on these recommendations even though some goals have evolved over the last several years in part because of the pandemic and the accelerated work to provide services and resource information in an online format. Black Scholars was also established with other programs (i.e.: Rising Scholars and Mi Gente Scholars) following suit in just the last year to serve disproportionately impacted student communities. Academic standing interventions have also changed to include an online workshop module, that is in the process of being refreshed this fall 2025 with new videos and content. In partnership with Enrollment Services, academic standing is now run in line with changes in Title 5 and current discussion is underway to rename Early Alert and probation/dismissal to language that is less punitive but still communicates the importance of academic success.

#### **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.

The Counseling and Advisement Center serves the entire diverse student body at Citrus College, which is a proud Hispanic Serving Institution (HSI). All students are welcome to see a general counselor in addition to specialized counseling they may receive in other programs such as DSPS, EOPS/CARE, NextUp, CalWORKs, Guardian Scholars, and Noncredit if they wish to transition to credit programs. Since the last comprehensive program review in fall 2019, Counseling and Advisement has developed Black Scholars to help Black students find community and connection at Citrus College, support their academic success, and promote completion and transfer. The Black Scholars team includes an adjunct counselor/coordinator, educational advisor, Administrative Secretary I and falls under the administrative oversight of the Director of Student Equity and Success Programs.

The Counseling and Advisement Center is now home to Rising Scholars and Mi Gente Scholars. In the summer of 2025, the Rising Scholars program, serving justice-impacted students, transitioned to the Counseling and Advisement Center. This program provides specialized counseling services, engagement opportunities, community resource referrals, and direct aid to students. The newest initiative to launch in fall 2025 is Mi Gente Scholars, which seeks to celebrate Citrus College's HSI status, provide engagement opportunities for Latinx students and staff, and cultural programming to enrich the campus community for all. In accordance with the 2025-2028 Student Equity Plan, we will apply to welcome Umoja, an A2MEND student charter, and Puente at Citrus College. These programs will all include counseling as a cornerstone to support student success.

Professional development is also critical for faculty and staff in the Counseling and Advisement Center to meet the needs of a diverse student body. Counselors participate in monthly training that have included topics relevant to various student affinity groups such as the LGBTQIA+ ally training, Dream Resource Center, DSPS, NextUp, and Rising Scholars.

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

Counseling services are provided in various modalities to meet our diverse student body's needs. Counseling appointments and drop-in services are offered in-person, via Zoom, and over the phone. Evening appointments are also available on Tuesday and Wednesday evenings during the primary terms. Regarding location options, students who wish to meet with counselors in person may do so in the Counseling and Advisement Center, the Welcome Center, and in a variety of liaison areas across campus where specialized services are offered to students based on program affiliation or program of study. Some examples of liaison counseling offices include Nursing, STEM, International Student Center, Athletics, CTE, Promise, and Noncredit.

Students may also book appointments in our office, over the phone, or online through the eSARS scheduling tool. In addition, the new student orientation is offered online to ensure 24-hour access to this important matriculation step. Finally, workshops, such as Early Alert offerings, are hosted both in-person and online to facilitate participation. Students who are placed on academic or progress probation are given the option to complete an online workshop or meet with a counselor one-on-one in the modality of their choice to clear their academic standing holds and register in future classes with support resources in place.

## **Section 6: New Program Goals**

**Goal 1:** Counselors will work with TeCS and SIG Scribe to update Degree Works auditing system and course lists to stay up to date with Common Course Numbering and general education pattern options.

**Goal 2:** The team will develop communication strategies, including social media, to educate students on Common Course Numbering, Cal-GETC, and Course Program of Study (CPoS) implementation with Financial Aid.

**Goal 3:** Work with Dual Enrollment department to increase counseling services for high school students including the creation of education plans and explore offering counseling services and workshops as part of their onboarding and transition to college experiences.

**Goal 4:** Create a tailored workshop for students who have participated in programs such as Dual Enrollment or Concurrent Enrollment to provide appropriate information and guidance for students with completed college coursework.

**Goal 5:** Collaborate with campus partners to explore Puente and Umoja models to serve Latinx and Black students.

**Goal 6:** Review annual data on comprehensive SEPs within students' first semester/year and explore how to maximize the percentage of students who complete comprehensive SEPs within that time frame.



## 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

Ongoing expansion of Dual Enrollment in alignment with the Chancellor's Office Vision 2030 has placed pressure on the Counseling and Advisement Center to serve high school students taking college courses. They require earlier counseling intervention to understand their responsibility with taking college courses and building a transcript that will endure beyond high school graduation impacting their academic standing, financial aid eligibility, and transfer opportunities. Additional counseling capacity is needed to meet the needs of this growing student population. This could be a full-time general counselor with an assignment to support Dual Enrollment students, consistent with one of the Faculty Needs Identification (FNIC) proposals submitted for consideration during the fall 2025 semester. If this proposal is not approved, hourly counseling in the form of extra-duty and/or adjunct counseling hours will be required to provide Dual Enrollment students with counseling support before they start courses, to check their progress along the way, and prior to graduating high school to evaluate if they are close to completing a degree or certificate.

Consistent with a second FNIC proposal submitted in fall 2025, Career Technical Education (CTE) programs regularly go through changes to stay up to date with industry standards. As new programs emerge and established degrees and certificates are modified, it can be challenging for counselors to stay current. Having a full-time general counselor assigned to support CTE students will provide expert counseling guidance and a point of contact to train counseling faculty peers. If this proposal is not approved during the FNIC process, additional hourly counseling in the form of extra-duty or adjunct hours will supplement current counseling assignments that are contingent upon the availability of Strong Workforce funds.

### Programming Funds and Space

Space for affinity groups on campus is an ongoing need and challenge due to limited options during construction. Programs such as Umoja and Puente require or recommend dedicated space where students can access support, form community, and establish a sense of belonging and identity on campus. Providing a space for affinity programs such as Black Scholars and Mi Gente Scholars is a priority and will position the College to be more competitive for future Umoja and Puente applications. Ongoing funding for Black Scholars and Mi Gente Scholars will be required to scale up support efforts through Umoja and Puente in the future.

### Technology and Equipment

Laptop carts used for Early Decision SEP workshops and other events will need to be upgraded to replace outdated computers. As part-time professional expert positions are hired to support Black Scholars and Mi Gente Scholars, cubicles that have been vacant for some time will need new equipment when computers are deemed to be out of date.

## Section 8: Program Review Involvement

A workgroup was convened to develop the Counseling and Advisement Center comprehensive program review report. This workgroup included representation from both counseling faculty and the classified professional team. The following individuals participated in this internal workgroup:

- Claudia Castillo, Counseling Faculty
- Anthony Giammalva, Counseling Faculty
- Elaine Lipiz Gonzalez, Counseling Dean
- David Rodriguez, Counseling Faculty
- Vanessa Vallin, Classified Professional
- Lilianna Verduzco, Classified Professional
- Lisa Villa, Counseling Faculty
- Laura Villegas, Counseling Faculty

The workgroup met to brainstorm ideas and develop annual goals for the 2025-2026 academic year along with goals for the next three-year period as a part of the comprehensive program review process. Annual and comprehensive department goals were reviewed in a full-time general counselor meeting along with a Counseling and Advisement program team meeting where all faculty (both full-time and part-time), classified professionals, and managers were present to provide feedback. This input led to valuable edits reflecting our collective ownership over the department's future direction.

## APPENDIX A

### 2025 Citrus College Drop-In Counseling Services Survey Data Report

Office of Institutional Research, Planning, and Effectiveness  
October 2025

#### **Section 1: Background**

The 2025 Citrus College Drop-In Counseling Services Survey was distributed to 5,107 students who used drop-in counseling services from January 2, 2025, through September 5, 2025. A total of 124 students participated in the survey. The collection of response data spanned from September 16, 2025 to October 10, 2025, resulting in a survey response rate of 2.4%.

The table below outlines students' reasons for using drop-in counseling services. All 124 students shared the reasons.

**Question 1:** Why did you access drop-In counseling services at Citrus College within the past year?  
(Select all that apply)

Answer Choices	Responses	
I had math or English placement questions	12%	15
I had questions about college programs/services	28%	35
I needed a one or two semester education plan	31%	38
I needed help clearing a hold	9%	11
I needed help registering for classes	39%	48
I needed help with my transfer application	8%	10
I needed information about transferring	19%	23
I needed prerequisites to be cleared to register	7%	9
I needed to make changes to my education plan	32%	40
I received an email or call regarding Early Alert	3%	4
I wanted to register for more units than allowed	3%	4
Other (please specify)	14%	17

**Question 2:** Please rate the following aspects of the program/department based on your experiences.

	Survey Items	<i>Strongly Agree</i>	<i>Agree</i>	<i>No Opinion</i>	<i>Disagree</i>	<i>Strongly Disagree</i>	<i>Not Applicable or I don't know</i>
1	The hours of service met my needs.	58%	32%	6%	0%	3%	1%
2	I received timely drop-in counseling services in a timely manner.	58%	28%	6%	2%	5%	2%
3	I was provided with information and resources that met my needs.	64%	27%	4%	1%	3%	2%
4	The staff in the Counseling and Advisement Center were polite and welcoming.	70%	22%	5%	1%	1%	1%
5	The staff in the Counseling and Advisement Center were helpful.	66%	24%	5%	1%	2%	3%
6	The staff in the Counseling and Advisement Center were knowledgeable.	64%	27%	3%	1%	2%	3%
7	Accessing drop-in services at the Counseling and Advisement Center has been a positive experience.	65%	25%	3%	3%	3%	2%

## **Section 2: Open-Ended Questions**

**Question 1:** What aspects of drop-in counseling services have been most helpful to you reaching your goals?

A total of 68 students shared their feedback on this question, which can be summarized into the following themes.

1. **Accessibility and Convenience:** More than one-third of the students valued how quickly and easily they could access drop-in counseling, whether in person, by phone, or online.
  - “Being able to get answers to your questions day of is perfect for me.”
  - “The convenience of being able to get my answers quick.”
  - “Being able to drop into a chat with a counselor so long as they aren't busy has been great because it allows me to figure out my problem fast enough without me needing to stress about time or waiting.”
2. **Counselor Helpfulness and Support:** Approximately one-third of the students appreciated counselors’ kindness, patience, and encouragement, which helped them feel comfortable and motivated.
  - “They are very kind and soft spoken. Nobody seems annoyed. Very welcoming. This is helpful because I don’t feel scared or embarrassed to go up there and ask for help.”

- “Honestly, overall them being patient and welcoming made me feel good about myself. Didn't feel judged on or anything. My experience with them was a 100000/10.”
  - “The second visit I had was the most helpful. I left there feeling hopeful about my current situation.”
3. Academic Planning and Guidance: Roughly a quarter of the students highlighted the usefulness of receiving help with educational plan, class selection, and transfer preparation.
- “Guidance in which UC transferable courses to take for the next two years to earn a degree for my major, and transfer to a university.”
  - “Helping plan my schedule.”
  - “I will be transferring to a CSU sooner than anticipated since the counselor set up a plan for me. This was important because I hadn't had an education plan.”
4. Clear and Accurate Information: Approximately one-fifth of the students emphasized the importance of receiving correct, clear, and thorough information.
- “Quick response, and ease of getting correct information.”
  - “Making a plan and have things explained to me that I didn't know prior.”
  - “I have questions, counseling services has answers. It's fast, it's easy. What more could I ask for?”
5. Responsiveness and Follow-Up: Quick responses and consistent follow-up were noted as particularly helpful by some students.
- “The consistent follow-up. I really appreciate that. Thank you!”
  - “The counselor reacted promptly to my needs with dropping and adding the correct classes starting my summer session.”
  - “Just being able to talk to someone within 24 hours.”

**Question 2:** What can the Counseling and Advisement Center do to improve drop-in counseling services?

A total of 49 students shared their feedback on this question, which can be summarized into the following themes.

1. No Improvements Needed /Satisfaction with Current Services: More than half of the students felt satisfied with the current services and did not suggest changes.
  - a. “Nothing I can think of right now. Just keep doing what they're already doing right now and I am confident that students will appreciate it just as I do.”
  - b. “The service is very good and at the moment I have no suggestions as my experience has been very good and pleasant.”
  - c. “Nothing. Very attentive and willing to help.”
2. Increase Staffing and Availability: About one-fifth of students suggested adding staff or expanding availability, especially during peak times.

- a. "Sometimes it does get really busy, could we bring in more counseling staff, especially during peak hours."
  - b. "Have more staff."
  - c. "Be accessible and more available!"
- 3. Hours and Scheduling: Some students requested clearer or extended hours for drop-in counseling.
  - a. "Later drop-in hours if possible."
  - b. "The times reflected should be times that someone is available."
  - c. "Make the hours more clear maybe? Overall pretty good experience tho."
- 4. Communication and Visibility: Some students suggested improvements in communication and visibility of services.
  - a. "Have drop in times posted anywhere before you get to the desk and ask."
  - b. "Sometimes when I call they don't answer, so maybe just pick up the phone more!"
  - c. "Setting up a counseling booth in the quad once in a while. That would be interesting!"

## APPENDIX B

### New Student Orientation SLO 1 Outcomes for 2024-25

Office of Institutional Research, Planning, and Effectiveness  
October 2025

The following SLO outcome report includes 885 prospective Citrus College students who applied to Citrus College from Winter 2024 to Fall 2024 and completed the NSO from June 2024 to May 2025. There were initially over 2,000 students who completed the NSO, however conversations involving Counseling and IRPE led to the new research focus, which is to concentrate on NSO completers who applied within a specific timeframe and to examine how many of the students enrolled and saw a counselor within the 2024-25 academic year. The previous iteration of the SLO report compared NSO completers vs non-NSO completers and their enrollment status, and attempt rates for transfer-level English and math courses, whereas the updated version focuses on the yield rate of enrollment after completing the NSO and applying to the college.

The enrollments include all registration codes during the 2024-25 academic year to capture students who enrolled or attempted to enroll at the college. All SARS reason codes during the 2024-25 academic year are also included to determine who saw a counselor.

**Table 1.** Enrollment Yield Rate and Percent of NSO Completers who saw a Counselor in 2024-25

	Number of Students	Yield Rate
Enrolled or Attempted to Enroll	678	77%
Saw a Counselor	652	74%
Total	885	100%

- A total of 17,000 prospective students applied from Winter 2024 to Fall 2024. Out of that group, a total of 885 prospective students met the application and NSO completion criteria to be included in this analysis.
- 77% of the prospective students enrolled or attempted to enroll, whereas  $\frac{1}{4}$  (207) did not enroll.
- 81% of students who enrolled or attempted to enroll (548 out of 678) saw a counselor. This also means 104 prospective students saw a counselor but did not enroll.

**Table 2.** Enrollment (Enrolled or Attempted to Enroll) by the Most Populated Cities

	Total Applicants/NSO Completers by City	Students who Enrolled	Yield Rate
Azusa	91	68	75%
Covina	86	67	78%
Glendora	70	51	73%
Pomona	63	50	79%
West Covina	54	47	87%
Baldwin Park	34	26	76%
Rancho Cucamonga	27	17	63%
Ontario	25	24	96%
Upland	25	18	72%
Monrovia	24	16	67%
La Verne	23	19	83%
La Puente	22	16	73%
San Dimas	21	16	76%
Total	885	678	77%

- Table 2 includes the cities with the most applicants/NSO completers.
- Ontario (96%), West Covina (87%), and La Verne (83%) have the highest yield rates.
- Rancho Cucamonga (63%), Monrovia (67%), and Upland (72%) have the lowest yield rates for the cities that are included.



## APPENDIX C

### New Student Orientation SLO 2 Outcomes for 2024-25

Office of Institutional Research, Planning, and Effectiveness  
October 2025

The tables below include responses from 706 of 885 participants who are included in the SLO analysis. The remaining 179 participants could not be found since a change in the survey occurred on 6-17-2024 and they completed the survey beforehand. The participants also completed the New Student Orientation in two modules, the NSO module and the Early Decision module. Response data was collected from June 2024 to May 2025.

It is worth noting that in general, 12% of the participants indicated “disagree” or “strongly disagree” in all the five questions asked. Most of such participants were the same students across all 5 questions.

Compared to last year’s results that were collected from July 2023 to June 2024, the strongly agree/agree combined rate for table 1 improved from 80% to 83%. The strongly agree/agree combined rate for table 2 improved from 81% to 84%. The remaining questions were enhanced from last year, so the results are not comparable.

Table 1. The information presented in the New Student Orientation was clear.

	Count	Percent
Strongly Agree	398	56%
Agree	189	27%
Neither Agree nor Disagree	20	3%
Disagree	11	2%
Strongly Disagree	88	12%
Total	706	100%

Strongly Agree/Agree combined: 83%

Table 2. I understand that English is required for completion of an associate degree and/or transfer.

	Count	Percent
Strongly Agree	464	66%
Agree	128	18%
Neither Agree nor Disagree	17	2%
Disagree	5	1%
Strongly Disagree	92	13%
Total	706	100%

Strongly Agree/Agree combined: 84%

Table 3. I understand that my major will determine which math class I will take.

	Count	Percent
Strongly Agree	456	65%
Agree	138	20%
Neither Agree nor Disagree	15	2%
Disagree	7	1%
Strongly Disagree	90	13%
Total	706	100%

Strongly Agree/Agree combined: 85%

Table 4. I understand that based on my placement level, I will take English 101E or English 101.

	Count	Percent
Strongly Agree	437	62%
Agree	150	21%
Neither Agree nor Disagree	18	3%
Disagree	10	1%
Strongly Disagree	91	13%
Total	706	100%

Strongly Agree/Agree combined: 83%

Table 5. I know where to go for more guidance on which math and English classes I should take.

	Count	Percent
Strongly Agree	407	58%
Agree	168	24%
Neither Agree nor Disagree	35	5%
Disagree	10	1%
Strongly Disagree	86	12%
Total	706	100%

Strongly Agree/Agree combined: 81%

Note: Percentages are rounded to whole numbers so the sum may not add up to 100%.