



# FULLERTON COLLEGE

ELEVATING.  
EXCELLENCE.

## *Instructional Programs*

### **2014-2015 Self-Study**

#### **Three-Year Program Review Template [COUNSELING INSTRUCTION]**

**[COUNSELING]**

#### **Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program faculty involved in the self-study.

#### **Participants in the self-study**

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#### **Authorization**

After the document is complete, it must be signed by the Principal Author, the Department Coordinator, and the Dean prior to submission to the Program Review Committee.

_____	_____	_____	_____
Printed name of Principal Author	Signature	Title	Date
_____	_____	_____	_____
Printed name of Department Coordinator	Signature	Title	Date
_____	_____	_____	_____
Printed name of Dean	Signature	Title	Date

## 1.0 Mission and Goals

The College's Mission, Vision, Core Values and Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the College's Mission, Vision, Core Values and Goals. Summarize how your program supports each area.

### **Mission:**

**We prepare students to be successful learners.**

The Counseling Department at Fullerton College (FC) offers a range of courses that serves high school and college students. Every one of FC's counseling courses is carefully designed to assist students in their personal growth and development and to clarify their academic and career related goals. This is done by offering and teaching courses such as Counseling 050 (College Orientation) which is generally geared toward incoming high school students, Counseling 135 (Introduction to Leadership Development), Counseling 151 (Career and Life Planning), and Counseling 163 (Personal Growth and Life Transitions). Both Counseling 151 and 163 satisfy Area E of the California State University general education pattern.

Courses include the following:

- COUN 050 – College Orientation
- COUN 060 – Academic Success
- COUN 071 – Adaptive Computer Access
- COUN 075 – Adaptive Computer Access: Learning Strategies
- COUN 101 – The College Experience
- COUN 110 – Teaching as a Career
- COUN 135 – Intro to Leadership Development
- COUN 136 – Applied Leadership
- COUN 140 – Educational Planning
- COUN 141 – Career Exploration
- COUN 143 – Creative Job Search
- COUN 144 – Career Motivation and Self Confidence
- COUN 148 – Human Potential
- COUN 151 – Career/Life Planning
- COUN 163 – Personal Growth and Life Transitions

Students who complete counseling classes are prepared to be successful learners by:

1. Preparing an educational plan. Much of the counseling curriculum includes an element of educational planning as this step guides the student into the appropriate coursework and towards the completion of their educational and career goals.
2. Learning to use study skills, habits of mind, time-management, entry level reading, and critical thinking that is required for success in college level coursework.
3. Referring students to academic support resources on campus including the Writing Center, the Tutoring Center, the Math Lab and the Academic Skills Center.
4. Creating enhanced awareness of students' "best fit" toward majors and careers that are more closely matched to their related interests, values, aptitudes, and learning styles.

5. Teaching and modeling skills that are required for on and off campus leadership and other marketable workplace skills including working well within a team, understanding cross-cultural differences, problem solving, making decisions, mastering job interviews, and understanding the concept of emotional intelligence.
6. Producing a resume and cover letter, in an assigned format, and tailored for a specific job and employer.
7. Focusing on the needs of our special populations and their specific challenges. The department offers specialized counseling courses that focus on the needs of unique populations including:
  - a. EOPS (for academically and economically disadvantaged students),
  - b. DSS (for students with disabilities)--the Adaptive Computer Lab (ACL) courses (COUN 071 and COUN 075) are designed to help all students with disabilities identify their educational weaknesses and develop strategies to overcome and/or mitigate their limitations and weaknesses. Students learn to use assistive technologies and operate computer applications that support and promote the learning process to achieve educational success.
  - c. Puente (for students who are educationally disadvantaged),
  - d. TAP (for students who place below college level English, math, and/or reading but have a goal of transferring),
  - e. CARE (for single parents receiving cash aid)
  - f. Athletes
8. Encouraging campus/community relationships by requiring that students participate in service learning opportunities on and off campus.

**Vision:**

**Fullerton College will create a community that promotes inquiry, intellectual curiosity, personal growth, and a life-long appreciation for the power of learning.**

Counseling curriculum by its very nature is designed to promote inquiry, intellectual curiosity, personal growth, and a life-long appreciation for the power of learning. Topics include self-awareness, career and life planning, personal growth, academic survival skills and transfer/vocational exploration. The experience of community is created through the use of group and service projects in many of the courses. The coursework also offers information about the specific steps in the development of a major interest and its application. Values, interests, skills, personality/temperament and goals are explored. This knowledge is then applied by the students to build awareness of job opportunities in their field, understand the processes required to graduate and transfer, understand unique strengths and weakness for the purpose of self-improvement, and understand one's own history with attention paid to overcoming barriers to academic and career success. The individual personal awareness that is gained by students from these courses is invaluable to their life-long success, motivation, and appreciation for learning.

**Core Values:**

**We respect and value the diversity of our entire community.**

Students enter Fullerton College from a wide range of personal, cultural and economic circumstances. Using the Counseling Division coursework as its tool, faculty promote the acceptance and appreciation of others as students learn about their peers' unique circumstances and points of view. This personal and first-hand knowledge of others results in a broadening of ethnic and racial perspectives where students are taught how to develop positive attitudes in this diverse world. Strategies to effectively

manage life-changing situations are discussed in the context of personal obstacles thus promoting life skills and tolerance of diverse ideas in school, community and the world of work. The diversity that exists in the instructional counseling faculty further promotes the knowledge of a variety of ethnicities.

### **We value tradition and innovation.**

Counseling coursework draws from classic research on student success including the theories of Tinto, Pascarella and Terenzini who specifically studied the student-faculty informal relationships and freshman year outcomes. Evidence points strongly to the positivity of persistence on a student's part where increased informal contact occurs with the instructor. More so than academic assistance, what students found most helpful in remaining in school were the personal interactions (career concerns, resolutions of personal problems, informal socializing) with their instructors. The counseling classes have at their core the importance of student self-awareness and relations with others. In career development courses the theoretic foundations from Strong, Holland, Myers and Briggs are introduced and applied as students focus on temperament and career choices. Course content and delivery are actively revised and updated to include new and exciting programs (Career Café) and ways of presenting material (online vocational assessment).

A particularly exciting and innovative idea that has been put into place is the offering of Counseling 50 classes to Fullerton College's feeder high school students. Traditionally, FC has reached out to incoming high school students by providing on campus tours and outreach events. With the approximately 100 sections of Counseling 50 classes, high school students are able to earn college credit, learn valuable information about educational options and complete the SSSP requirements which include completing placement exams, doing an online orientation, and developing a Student Educational Plan (SEPP) with the Counseling Instructor of the class.

Additionally, two innovative counseling courses were offered --Counseling 135: Introduction to Leadership Development and Counseling 163: Personal Growth and Life Transitions. Coun 135 is designed for any student who is interested in leadership within an organization and it assists students in identifying and developing leadership characteristics. Coun 163 assists students in the learning of important life skills that will lead to academic and career success.

### **We support the involvement of all in the decision-making process.**

Counseling teaching faculty meet as a curriculum workgroup to consider which courses to offer each Fall, Spring, and Summer sessions, how many courses to offer, and how those courses will be scheduled to best meet student needs. Room availability is also a factor that has to be considered. Faculty meet regularly to evaluate the effectiveness of serving students and to adjust course offerings as necessary to meet changing student needs.

In the counseling courses, student feedback and participation are highly valued and decision-making strategies are included and discussed. Counseling Instructors seek input from students regarding their counseling needs and other educational needs which is then shared and discussed amongst the Counseling department. This information is also shared with appropriate campus committees so plans can be put into place.

**We believe in the power of the individual and the strength of the group.**

Teaching faculty within the department work together to develop and update counseling curriculum to ensure that students in all of the courses benefit from the core learning experiences that are intentionally incorporated into each course. Teaching faculty bring individual expertise to the classroom and we share syllabi, assignments, and other teaching materials to collaborate on innovative ways to provide instruction and enhance teaching and learning throughout the department.

Counseling instruction seeks to empower individual students and to facilitate awareness of the strength and potential of collaborative efforts. For example, in our leadership course, Introduction to Leadership Development, we present the “relational leadership” model as a model for leadership both in business and community organizations. One of the key components of this theory is the concept of “inclusion”, which teaches students to be open to differences, to value equity and to believe that everyone can make a difference. This perspective is shared by Faculty, Staff, and Administrators throughout the Counseling Division.

**We expect everyone to display behavior in accordance with personal integrity and high ethical standards.**

Integrity and ethical standards are at the core of the discipline of counseling and they are very important to our department. We strive to maintain appropriate relationships within our department and with the campus community. Students are held accountable to their personal behavior and must follow the standard code of conduct for all.

**We accept our responsibility for the betterment of the world around us.**

Counselors in general are motivated by their sense of service to our students, our campus, and to our local and state communities. We are dedicated to our role of facilitating student success and assisting students in the realization of their goals and dreams. The counseling courses have at their core the intention of preparing our students to contribute to our community as active, educated citizens and successful members of the workforce.

**We value and promote the wellbeing of our campus community.**

Counseling courses promote the knowledge of resources on campus where students can receive personal, academic, and vocational assistance as well as knowledge of opportunities that are available regarding volunteer work, internships, and employment options. The resources include the Library, the Transfer Center, the Career Center, the Workforce Center, the Academic Skills Center, the Veterans Resource Center, Disability Support Services and the Health Center. Opportunities include special programs which include the STEM, Honors, Study Abroad, and Service Learning programs. In addition, students are often given credit in counseling courses for participating in campus activities such as Dia de Los Muertos, Kindercaminata, Student Government (AS), and Cadena Transfer Center workshops and field trips.

Counseling Faculty bring a student success centered perspective to instruction that is vital to the wellbeing of our campus community through participation on the Faculty Senate, the Curriculum Committee, the Banner Steering Committee, Admissions and Records Task Force Committee, the Basic Skills Committee, the Program Review Committee, the SSSP Implementation Committee, the Student Equity Committee, the Student Learning Outcomes and Assessment Committee and others, as well as faculty hiring committees in and outside of the Counseling Department for campus positions and for leadership positions at the campus and district level.

## **College Goals:**

### **Goal 1: Fullerton College will promote student success.**

Objective 1: Address the needs of under-prepared students.

Objective 2: Increase course retention and success.

Objective 3: Increase the number of degrees and certificates awarded.

Objective 4: Increase the number of transfers.

Objective 5: Increase the persistence rate of students

The courses in the Counseling Division offer students a number of ways to learn about study skills, college survival, academic options, career choices, student support services, and college policies. Much of the subject matter contributes to the preparation of at risk students (see #7 a-f of the Mission section above), and it also supports course retention and student success for all students. Individual attention is paid to each student in the selection of a major and/or career and the requirements necessary to meet the student's goals whether they include an Associate degree, a transfer option, or a certificate program. Educational planning is a must in the preparation of student success and retention, and these elements significantly increase the successful completion of Fullerton College degrees, certificates and transfers to universities. Finally, personal growth and development are promoted as students prepare for leadership roles both on campus and in their communities. Through targeted courses in TAP, Puente, EOPS & CARE, along with the attention to Veterans, Athletes, Foster Youth and DSS students, specific needs are addressed which result in persistence and completion of underprepared students.

### **Goal 2: Fullerton College will reduce the achievement gap.**

Objective 1: Address the needs of English language learners.

Objective 2: Increase retention rate of Hispanic and African-American students by at least 2%.

Objective 3: Increase success rate of Hispanic and African-American students by at least 2%.

Objective 4: Increase persistence rate of Hispanic and African-American students by at least 2%.

Counseling courses empower English language learners by recognizing bilingualism as a cognitive strength and valuable skill in the workplace, as well as by encouraging help-seeking behaviors and utilization of campus resources for developing and applying English language skills to their college coursework. Counseling courses have a high retention and success rate among at-risk student populations. Our five year retention rate for Hispanic and African-American students is 88.4% and 85.6% respectively. Retention and success rates in counseling courses compare favorably with other campus

departments as well as with our comparable campuses. More detailed data and more complex analysis is needed to further evaluate progress in reducing the achievement gap.

### **Goal 3: Fullerton College will strengthen connections with the community.**

Objective 1: Strengthen our contacts with Alumni.

Objective 2: Strengthen partnerships with local feeder high schools and universities.

Objective 3: Strengthen partnerships with local business and industry.

Objective 4: Increase funding capabilities of the college.

Objective 5: Increase engagement of the college with the community through college events, community service, and other partnerships.

Each Spring semester, the college conducts numerous sections of COUN 50 F: College Orientation, on campus and at many of the local area high schools who also participate in the Early Commitment Program. COUN 50 F is a short term, 1.0 unit course that expands upon topics covered in the online orientation and it also incorporates material related to transfer alternatives and the creation of educational plans.

In addition, a “Summer Academy” bridge program is offered for entering freshman. This program consists of Counseling 140 (Educational Planning) and Counseling 144 (Career Motivation and Self Confidence) where students begin the personal and career development process as well as get introduced to other students on our campus. A comprehensive educational plan is developed with each student and meaningful relationships are made with faculty, staff, and other counselors on campus. These personal connections along with appropriate individualized educational planning, increase student success and retention rates.

EOPS and DSS also offer designated summer coursework in addition to the above mentioned options which function as a bridge connecting high school students with college and community resources. Puente and TAP (Transfer Achievement Program) programs team teach the counseling courses with other departments on campus to assist with general education and basic skills. These partnerships support learning communities on campus as well as connections to the wider Puente Community in the California Community College System and with transfer institutions.

Community speakers are invited to the leadership and career counseling classes to address students about current vocational issues and careers and industry standards. Part of this process involves students being required to interview individuals at community career sources that are related to their career and job desires and to discover the requirements for a wide variety of occupations.

## **2.0 Program Data & Trends Analysis**

### ***2.1 Key Performance Indicators (KPI)***

For each KPI listed below, analyze and report your findings and describe what they mean.

(Attach 5-year longitudinal data from Office of Institutional Research and Planning (OIRP) to Appendix.)

<b>KPI</b>	<b>Findings</b>
Enrollment	Counseling enrollment has been consistently high with total numbers showing a decrease only when sections were cut because of the budget crisis. Enrollment increased by 25% for 2013-2014. The variations in enrollment were due to District budget restrictions and the push for growth that followed as the budget improved. DSS was merged into the Counseling Department from the Student Services Department, which also added to the number of enrolled students. In 2012-13 and in 2013-2014, the Counseling Department increased the number of sections at the request of the college administration. These late additions allowed the department to offer sections across days/times and formats (including traditional, online, and hybrid) to create opportunities to accommodate more students, especially those with work, family and other responsibilities that make it challenging to fit in college courses.
Total FTES	Overall, the FTES has been relatively steady with variations mostly explained by budget related enrollment patterns.
Sections	Sections have been increasing dramatically. The Counseling Department was asked to add many sections during 2013-2014. Many of these sections were added after the schedule was printed. Also, section offerings during spring have increased because of high school outreach efforts.
FTEF	The variability of the FTEF numbers is a reflection of the fluctuating number of units taught by all sources (i.e. full time and part time faculty). The FTEF is calculated by the total number of faculty (full time Part of Load, Overload, and Adjuncts) teaching the equivalent of a full time load and as this fluctuates, the FTEF numbers fluctuate as well.
Fill Rate	Fill rates in Counseling courses have traditionally been excellent. During the recent post-budget recovery growth phase, when asked by administration to add sections late in the scheduling process, we did some experimenting to learn more about student demand and in some cases sections did not fill at the rates typical of counseling courses. We are using what we learned and adjusting our scheduling in ongoing efforts to best meet student needs.
WSCH/FTEF	The demand for Counseling courses is high as new students seek courses to prepare them for college success and career planning, and continuing students seek opportunities to identify or clarify educational and career goals and develop plans to reach them.
Retention	The average retention rate of 88.2 has been stable during the last five years.
Success	The 5-year average is 74.4 and success rates have stayed relatively stable during the last five years with variations due to budget related enrollment patterns.

## 2.2 Peer Institution Comparison

Complete the table below.

<b>College/Program:</b>	FC/Counseling	Fall 2011	Fall 2012	Fall 2013	Peer D
<b>Retention:</b>		90%	90%	86%	
<b>Success:</b>		78%	75%	68%	
<b>Degrees Awarded:</b>		N/A	N/A	N/A	
<b>Certificates Awarded:</b>		N/A	N/A	N/A	
<b>Transfers:</b>		N/A	N/A	N/A	

	Fall 2011	Fall 2011	Fall 2012	Fall 2012	Fall 2013	Fall 2013
	Credit	Credit	Credit	Credit	Credit	Credit
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Chaffey Total	92.23%	71.04%	93.65%	74.25%	94.47%	79.05%
Non Distance Education Methods	92.23%	71.04%	93.65%	74.25%	94.77%	78.79%
Video one-way (e.g. ITV, video cassette, etc.)					87.88%	84.85%
Rio Hondo Total	88.08%	72.26%	85.81%	70.46%	92.69%	74.18%
Delayed Interaction (Internet Based)	82.35%	67.65%	81.42%	62.84%	90.17%	68.79%
Non Distance Education Methods	89.57%	73.47%	87.01%	72.54%	93.36%	75.62%
Riverside Total	90.10%	78.64%	93.19%	81.75%	92.43%	75.28%
Delayed Interaction (Internet Based)	85.71%	69.05%	90.29%	67.96%	86.59%	56.10%
Non Distance Education Methods	90.95%	80.51%	94.16%	86.36%	93.73%	79.56%
Santa Ana Total	84.47%	71.84%	83.15%	69.65%	86.84%	74.74%
Delayed Interaction (Internet Based)	66.95%	47.88%	70.40%	56.70%	78.08%	60.27%
Non Distance Education Methods	87.25%	75.64%	85.59%	72.13%	87.23%	75.38%

The Counseling Department data compares favorably with the data from our peer institutions. However it is notable that our peer institutions separate data out for on-line course sections which are included in the totals for our statistics. Success data for Fall 13 shows an unusual decline. We believe that this may be due in part to the expansion of on-line classes late in the scheduling process necessitated by administrative requests to expand offerings to meet college needs after our course scheduling process had been completed. We have adjusted our scheduling and will continue to evaluate and improve our course scheduling planning as well as instructional strategies in distance education to facilitate student success.

## 2.3 Achievement Gap

Indicate achievement gap for each of the groups listed below. (Attach to Appendix the Success and Retention by Ethnicity Data as identified by the Office of Institutional Research and Planning.)

Group	% Retention	% Success
<b>Males</b>	AN0910-86% , AN1011-86% , AN1112-91% , AN1213-88% , AN1314-87%	AN0910-66% , AN1011-69% , AN1112-79% , AN1213- 76% , AN1314-72%
<b>Females</b>	AN0910-88% , AN1011-87% , AN1112-91% , AN1213-91% , AN1314-87%	AN0910-72% , AN1011-73% , AN1112-82% , AN1213-81% , AN1314-74%

<b>Asian-American</b>	AN0910- <b>89%</b> , AN1011- <b>88%</b> , AN1112- <b>93%</b> , AN1213- <b>92%</b> , AN1314- <b>90%</b>	AN0910- <b>78%</b> , AN1011- <b>79%</b> , AN1112- <b>84%</b> , AN1213- <b>83%</b> , AN1314- <b>77%</b>
<b>African-American</b>	AN0910- <b>85%</b> , AN1011- <b>86%</b> , AN1112- <b>91%</b> , AN1213- <b>85%</b> , AN1314- <b>81%</b>	AN0910- <b>52%</b> , AN1011- <b>61%</b> , AN1112- <b>74%</b> , AN1213- <b>66%</b> , AN1314- <b>49%</b>
<b>Filipino</b>	AN0910- <b>92%</b> , AN1011- <b>89%</b> , AN1112- <b>92%</b> , AN1213- <b>95%</b> , AN1314- <b>94%</b>	AN0910- <b>80%</b> , AN1011- <b>71%</b> , AN1112- <b>81%</b> , AN1213- <b>88%</b> , AN1314- <b>79%</b>
<b>Hispanic</b>	AN0910- <b>87%</b> , AN1011- <b>85%</b> , AN1112- <b>92%</b> , AN1213- <b>90%</b> , AN1314- <b>88%</b>	AN0910- <b>69%</b> , AN1011- <b>70%</b> , AN1112- <b>81%</b> , AN1213- <b>79%</b> , AN1314- <b>76%</b>
<b>Native American</b>	AN0910- <b>90%</b> , AN1011- <b>82%</b> , AN1112- <b>100%</b> , AN1213- <b>97%</b> , AN1314- <b>84%</b>	AN0910- <b>64%</b> , AN1011- <b>55%</b> , AN1112- <b>91%</b> , AN1213- <b>87%</b> , AN1314- <b>68%</b>
<b>Other Non-White</b>	AN0910- <b>90%</b> , AN1011- <b>88%</b> , AN1112- <b>100%</b> , AN1213- <b>100%</b> , AN1314- <b>100%</b>	AN0910- <b>79%</b> , AN1011- <b>82%</b> , AN1112- <b>100%</b> , AN1213- <b>67%</b> , AN1314- <b>83%</b>
<b>Pacific Islander</b>	AN0910- <b>73%</b> , AN1011- <b>77%</b> , AN1112- <b>73%</b> , AN1213- <b>80%</b> , AN1314- <b>84%</b>	AN0910- <b>43%</b> , AN1011- <b>55%</b> , AN1112- <b>73%</b> , AN1213- <b>75%</b> , AN1314- <b>73%</b>
<b>White</b>	AN0910- <b>87%</b> , AN1011- <b>88%</b> , AN1112- <b>90%</b> , AN1213- <b>88%</b> , AN1314- <b>86%</b>	AN0910- <b>71%</b> , AN1011- <b>74%</b> , AN1112- <b>81%</b> , AN1213- <b>75%</b> , AN1314- <b>72%</b>
<b>Unknown</b>	AN0910- <b>86%</b> , AN1011- <b>92%</b> , AN1112- <b>86%</b> , AN1213- <b>94%</b> , AN1314- <b>65%</b>	AN0910- <b>71%</b> , AN1011- <b>74%</b> , AN1112- <b>81%</b> , AN1213- <b>75%</b> , AN1314- <b>72%</b>
<b>Range (Max-Min)</b>	AN0910- <b>73-93%</b> , AN1011- <b>77-92%</b> , AN1112- <b>73-100%</b> , AN1213- <b>80-100%</b> , AN1314 – <b>81-100%</b>	AN0910- <b>43-80%</b> , AN1011- <b>55-83%</b> , AN1112- <b>73-100%</b> , AN1213- <b>66-88%</b> , AN1314- <b>49-83%</b>

**Compare campus average to program (but since we have no counseling program use course level data)**

Counseling Department retention and success data for under-represented students compares favorably to campus wide data. For Hispanic students who comprise almost 50% of the college population, counseling course success rates are almost 15% higher than the campus in general. The success rates of all students increased and then decreased over the five year period, perhaps reflecting budget related enrollment patterns. Counseling programs have been effective at improving student success and reducing achievement gaps so we will continue to reach out to more students and seek new ways to address achievement gaps through counseling instruction. In addition, as student success experts, the Counseling faculty will continue to contribute to ongoing campus-wide efforts to increase student success and to decrease the achievement gap.

The Counseling Department faculty would like to devote more time to addressing the achievement gaps and to developing additional resources that may be needed as a result of what is found. Ideas

include an expansion of UMOJA, peer mentoring courses/programs, and a new online learning orientation course to prepare students to be successful online learners.

**2.4 Program Effectiveness** - Since your previous Program Review Self-Study, what significant changes have occurred that impact the effectiveness of your program?

Since the last program review, budgets have been restored. During fall/spring 2011/12, section counts were reduced by about 40%. In the years that followed, the department was asked to increase the number of sections and that resulted in an increase in section counts by almost 100% during Spring 2014. Some of these sections were added to fulfill college FTES goals, and many of them were not actually listed in the Spring 2014 schedule. They were conducted on-line because of limited classroom space. Fall 2014 section counts were set back to normal with about 49 sections offered.

Counseling 50 courses have always been taught at local feeder high schools. However, beginning in the spring of 2012, high schools received state funding to increase these bridge courses, which provide matriculation services to potential students while they are still seniors. For the Spring 2014 semester, 44 sections were conducted with a total of 650 students successfully completing these courses. Two area high school districts, Anaheim Union High School District and Fullerton Joint Union High School District, participated in this program.

**2.5** Describe any laws, regulations, trends, policies, procedures or other influences that have an impact on the effectiveness of your program. Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs.

The Student Success Act of 2012 (Senate Bill 1456, Lowenthal), signed by Governor Brown on September 27, 2012, amends state Title 5 educational code to redefine and implement several recommendations from the Student Success Task Force (SSTF). The Task Force made recommendations

- (2.2) on mandating core matriculation services,
- (2.5) on requiring students to declare a course of study early,
- (3.2) on establishing academic conditions for the Board of Governors Fee Waiver program and
- (8.2), the repurposing of the Matriculation program by targeting funds for provision of orientation, assessment, counseling, advising and other student education planning services.

The goal of the Student Success and Support Program Act (SSSP) is to increase student access and success by providing students with core SSSP services, including (1) orientation, (2) assessment and placement, and (3) counseling, advising, and other education planning services, and the support services necessary to assist students in achieving their educational goal and declared course of study.

More specifically, colleges are to:

- Provide at least an abbreviated Student Educational Plan (SEP) to all entering students with a priority focus on students who enroll to earn degrees, career technical certificates, transfer preparation, or career advancement.

- Provide orientation, assessment and placement, and counseling, advising, and other education planning services to all first-time students<sup>1</sup>.
- Provide students with any assistance needed to define their course of study and develop a comprehensive SEP by the end of the third term but no later than the completion of 15 units.
- Provide follow-up services, especially to students identified as at-risk (students enrolled in basic skills courses, students who have not identified an education goal and course of study, or students on academic or progress probation).

This act has re-ordered our counseling services and classes. Additional sections of Counseling 140 (Educational Planning), other Counseling courses, and perhaps a new Counseling course are needed to address the 15-unit limit mandate for a comprehensive educational plan. Additional sections of Counseling 151 (Career Life Planning), Counseling 141 (Career Exploration) and other Counseling courses are needed to help students define their course of study.

## 2.6 Provide any other data that is relevant to your self-study.

### **Transfer Achievement Program (TAP)**

TAP is a comprehensive curriculum-based program that is designed to assist at-risk students entering Fullerton College in developing the skills necessary for college success and achieving their expressed goal of transferring to a four-year college or university. It achieves this purpose with the following components: faculty from several disciplines, counselors, student facilitators, supplemental instruction, recruitment, New Student and Family Orientation, and events that celebrate achievement. TAP is staffed with faculty from English, math, reading, counseling, and other content areas, as well as student facilitators who conduct supplemental instruction and student hourly workers who support program recruitment and administration. Another major component of the TAP Program is the monthly meetings that are held with TAP faculty and counselors to evaluate students' progress with a plan of action to intervene as needed.

The Counseling Department requested TAP course retention and success rates compared to similar non-TAP courses disaggregated by ethnicity, fall to spring persistence rates of TAP students compared to non-TAP students that started in at least one basic skills course, transfer totals of TAP students compared to similar non-TAP students disaggregated by ethnicity, and TAP instructor student success and retention rates in TAP and non-TAP courses.

A cohort analysis including students for whom Fall 2010 was their last term at Fullerton College yielded a three-year transfer rate of 27.3% for TAP students and 18.2% for non-TAP students. The results were statistically significant at .05 level –  $\chi^2(1, N = 2,500) = 4.08, p = .04$ . Across the analyzed terms there are sustained trends of higher retention and success rates for TAP students when compared to students in similar non-TAP courses

### **The Puente Program**

The Puente Project is a nationally-recognized program whose mission is to increase the

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<sup>1</sup> A first-time student is defined as a student who enrolls at the college for the first time, excluding students who transferred from another institution of higher education, and concurrently enrolled high school students.

number of educationally underserved students who enroll in 4-year colleges, earn degrees, and return to the community as leaders and mentors to future generations. The Puente model and curriculum integrates writing, counseling, and mentoring components to build a college-going culture. Puente’s interdisciplinary approach combines sustained counseling with cohort enrollment in two English courses and two counseling courses taught by the same instructors over a one-year period. Mentoring by members of the community provides a focused, guided, and engaging learning environment for students.

The Counseling Department requested data on full-time student enrollment, Fall-to-Fall persistence, math course retention and success, and English and Counseling course retention and success rates. Fall-to-Fall persistence for Puente students for the three cohorts analyzed is steady at about 90%. Overall, Puente students have higher retention and success rates when compared to similar students (first-time freshmen) in English 60 & 100 and Counseling 101 & 163 courses.

### Disabled Support Services (DSS)

The DSS Adaptive Computer Lab (ACL) classes (COUN 071 and COUN 075) continue to contribute to the success of students with disabilities by providing guided instruction to improve study strategies and basic learning skills through computer-assisted instruction. A vital part of the ACL is the training that is provided on adaptive computer technologies that have removed access obstacles and opened doors for innovative learning. This is done by group and individualized workshops and trainings where students learn alternate media/software/technology which includes but is not limited to Kurzweil (an electronic audio/visual format for reading textbooks), Dragon Naturally Speaking (a voice activated system to reduce keyboarding) and the Livescribe Smartpen (that audio-records notes that are then downloadable on the student’s computer).

The yearly enrollment average in the ACL over the past three years is 380 students with the number experiencing a decrease as of late because of the residual effects of previous limitations in repeatability. The ACL will increase the outreach and recruitment of students, particularly to recent high school graduates who would immediately benefit from the support, learning strategies and adaptive computer technologies that the ACL offers.

Additional data that was gathered by the Counseling Division includes a Student Survey that was administered in Fall 2014:

1. Please check one that is applicable	Total	
This is my first semester in college	103	
I am a continuing student at Fullerton College	61	
I am a returning student	<u>16</u>	
	180	

  

2. Why are you taking this Counseling course?	1 <sup>st</sup>	%	2 <sup>nd</sup>	%	3 <sup>rd</sup>	%	Total
Currently undecided in a career and/or major	17	30%	9	17%	10	18%	36
To gain study skills	11	19%	20	38%	20	37%	51
To earn more units	7	12%	14	4%	20	37%	43
<b>To succeed in college</b>	<b>44</b>	<b>77%</b>	<b>38</b>	<b>72%</b>	<b>16</b>	<b>30%</b>	<b>98</b>
To get a better GPA (grade point average)	4	7%	11	3%	15	28%	30

To understand college policies	4	7%	5	11%	11	20%	20
<b>To plan classes needed to achieve academic goal</b>	<b>26</b>	<b>45%</b>	<b>47</b>	<b>89%</b>	<b>35</b>	<b>65%</b>	<b>108</b>
To meet General Education and/or major requirement	26	45%	23	43%	30	55%	79
For my personal growth and interest	35	61%	21	40%	28	52%	
<b>Total</b>	<b>175</b>		<b>189</b>		<b>185</b>		<b>549</b>

Student responses demonstrate that they recognize that there are many benefits from taking Counseling courses. The vast majority of the students surveyed recognize and take advantage of the opportunity to do more thorough comprehensive educational planning in Counseling courses.

### 3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

Based on your analysis in 2.1 through 2.6, answer the following questions:

#### 3.1 What are the strengths of your program?

The Counseling Division employs a diverse group of counseling faculty that are committed to the success and retention of all students. Counseling instruction provides an intensive and extended opportunity for Counselors to teach students success strategies as well as guiding them in developing educational and career goals that provide the motivation needed for persistence and achievement.

1. Counseling courses consistently rank above the college average in terms of retention and success.
2. Counseling courses teach and reinforce the skills necessary for students' success in college coursework and thus are a benefit for all divisions.
3. The Counseling 151 F (Career Life Planning) course helps students to identify a major and to develop educational and career goals based on standardized assessments, the use of planning resources, and the completion of research based assignments. This is a focus of the new SSSP legislation.
4. Counseling courses such as Counseling 151 F and 163 F (Personal Growth and Life Transitions) assist students in developing self-awareness and in overcoming barriers to success thus promoting degree completion and transfer. They also contribute by satisfying the requirement for CSU General Education Area E (Lifelong Learning and Self-Development).
5. Counseling courses are key components of two of our four AA degrees in Interdisciplinary Studies (Emphasis in Social Sciences; Emphasis in Social Behavior and Self-Development).
6. Counseling Faculty, specifically the Articulation Officer, update all of FC's GE-based Interdisciplinary Studies Degrees each year. These programs are a popular option for students who are undecided when they begin college and/or change their major later in their community college experience because the degree makes it possible for these students to earn an Associates Degree without additional semesters of coursework beyond what they need to transfer.
7. Counseling courses assist with the college mission to close the achievement gap. They increase the possibility of success for students in under-represented groups, such as student athletes, first generation, foster youth and other at-risk student populations. These student populations are exposed to campus resources from various areas (Career & Life Planning,

Transfer Center, Financial Aid, Disability Support Services, EOPS, etc.) on campus as part of the curriculum in the counseling courses. This helps students form a cohesive support system on campus thus helping them gain the insight, skills and knowledge to succeed overall in their academics. Higher educational statistics has shown higher retention and success rates among students who are part of an educational environment that facilitates and fosters a supportive network of resources and that is the environment that the Counseling Department has strived to achieve.

### **3.2. What are the weaknesses of your program?**

1. Facility space prevents us from offering as many classes as the department would like. For example, the Counseling Division is only assigned two classrooms which is insufficient for the number of sections we offer. We have to collaborate with all other divisions to attempt to find enough classrooms for our offerings.
2. Independent Self-Paced (ISP) courses need to be explored.
3. Some of the counseling classes are electives that do not meet degree or transfer requirements (COUN 140 F- Educational Planning, COUN 060 F- Academic Success, and COUN 101 F- The College Experience. These are classes that address SSSP. Perhaps there could be an incentive for taking these classes, for example, earlier registration?
4. COUN 050 F College Orientation, a key component of our High School outreach efforts, is not offered for college level credit or eligible for CSU transfer. It would benefit students to earn college level credit for completion of this course.
5. Additional counseling courses need to be added to meet the demands of SSSP.
6. More counseling time needs to be devoted to addressing the achievement gap.
7. The ratio of counselor to student time needs to improve by increasing faculty numbers.

### **3.3 What opportunities exist for your program?**

1. Based on information from the Key Performance Indicators, counseling courses demonstrate higher retention rates than the college's average overall. This provides an opportunity to share with other members of the college community what we have learned from using a personalized approach with students.
2. FC offers AA Degrees in Interdisciplinary Studies in four GE based areas of emphasis. These degrees were specifically developed for transfer students. Since this degree is updated automatically by our Articulation Officer along with changes to GE, it would be appropriate for this degree to be housed in the Counseling Department. Students must complete a Counseling course to qualify for an A.A. in Interdisciplinary Studies Degree, with emphasis in two areas: 1) Social Sciences, 2) Social Behavior and Self-development. The opportunity exists for the Counseling Division to house the Interdisciplinary Studies degree programs.
3. SSSP requirements mandate that students completing 15 units must have a comprehensive educational plan on file. The Counseling Department is considering what changes may be helpful to meet this mandate. Ideas include modifying existing courses to include labs, creating new Counseling curriculum to address this need or offering increased sections of existing counseling courses which address SSSP needs.
4. The program has more opportunity to hire more faculty and support staff than it has in the recent past.

### **3.4 What challenges exist for your program?**

1. The Counseling Division only has 2 rooms assigned to the department. It has been difficult to find a sufficient number of rooms to schedule classes in especially as we have been asked to add sections.
2. SSSP requirements mandate that students completing 15 units must have a comprehensive educational plan on file. The Counseling Department is considering what changes may be helpful to meet this mandate. Ideas include expanding the number of sections offered, modifying existing courses to include labs, and creating new Counseling curriculum to address this need.
3. The Counseling Department has been aggressive in establishing good relationships with our feeder high schools. This has resulted in school district funded Counseling 050 F courses for which we receive no FTES. These classes generate SSSP dollars for the campus because they fulfill the three SSSP requirements of 1) assessment, 2) orientation and 3) educational planning for all incoming students. We don't gain any apportionment from these activities.
4. Space availability is restricted for the Adaptive Computer Lab (ACL) to hold regular workshop/training sessions. The lab is in need of campus classrooms/other computer labs to hold regular sessions.
5. KPI data appears to include errors and is difficult to interpret. Additional assistance from the Institutional Research Office is needed to more effectively use data to improve the effectiveness of the Counseling Department.

#### 4.0 Student Learning Outcomes (SLO) Assessment

4.1 List your program level SLOs and complete the expandable table below.

As the Counseling Department does not have a current program to use for the Student Learning Outcomes (SLO's) we will use the Institutional SLO's to complete this section. The Institutional SLO's which relate to our counseling courses are those found in 1) Communication, 2) Critical Thinking and Information Competency, and 3) Personal Responsibility and Professional Development

	Program Student Learning Outcomes (PSLOs)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	Institutional SLO: <b>Critical Thinking and Information Competency</b>	Spring 2013	Fall 2013	Spring 2014	One
2.	Institutional SLO: <b>Personal Responsibility and Professional Development</b>	Spring 2013	Fall 2013	Spring 2014	One

4.2 Assessment: Complete the expandable table below.

<b>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</b>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Institutional SLO: <b>Critical</b>	1. Resume	SLO data collected over a	No action was taken

<b>Thinking and Information Competency</b>	<ol style="list-style-type: none"> <li>2. Career Research Paper for Coun 151</li> <li>3. Two term papers for Coun 163</li> </ol>	three year period included all SLOs for each course and was representative of all sections of COUN 151 F and COUN 163 F.	because we were satisfied with our success rate.
2. Institutional SLO: <b>Personal Responsibility and Professional Development</b>	<ol style="list-style-type: none"> <li>1. Career Research Paper for Coun 151</li> <li>2. Two term Papers for Coun 163</li> </ol>	SLO data collected over a three year period included all SLOs for each course and was representative of all sections of COUN 151 F and COUN 163 F.	No action was taken because we were satisfied with our success rate.

**4.3** What percentage of your program level SLOs have ongoing assessment? Comment on progress/lack of progress.

The Counseling Department has no programs in our department. 100% of counseling courses have identified SLO's and have ongoing SLO assessment that address ISLO's. Furthermore, assessment of course level SLO's and the discussions of instructional faculty based on SLO results have led to improvements in teaching resulting in improvements in student learning and achievement. In the near future we anticipate being a part of campus wide discussions with regard to ISLOs and General Education patterns.

**4.4** How has assessment of program level SLOs led to improvements in student learning and achievement?

**All SLOs for each of our courses were assessed in Fall 2012 and Spring 2013.**

Instructors of each course met to discuss the SLOA results, and implemented changes to improve instruction as well as effective SLO assessment.

For COUN 050 F, 101 F, 110 F, and 163 F more than 95% of students met each SLO. For COUN 135 F, 141 F, and 144 F the data was not interpretable because we had small sample sizes (one or two section(s) of each course) and instructors misinterpreted the reporting requirements and included all students, instead of only those who successfully completed the course. We plan to assess these courses again in 2015/16.

Through discussion of results, we discovered that the definition of "successful completion" required clarification and included the explanation that "successful" meant the student completed the course with a "C" or better on results reporting documents.

For COUN 151 F, 92% of students met the first SLO and 97% met the second SLO. The first SLO addressed student production of a resume in an assigned format. Although 92% is not low enough to raise serious concern, instructors met and discussed strategies for teaching students to develop resumes. Ways to update and expand resume instruction were shared and incorporated into instruction the following year.

## **All SLOs for each of our courses were assessed again in Fall 2013 and Spring 2014.**

For COUN 050 F, 101 F, 110 F, 163 F, 144 F more than 99% of students met each SLO.  
For COUN 135 F, and 141 F success rates were over 92%.

For COUN 151 F, success rates for the first SLO went up from 92% to 96%. This suggests enhanced instruction was effective as 96% of successful students produced a resume in the assigned format.

### **4.5 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?**

There are no counseling degree or certificate programs. However, many counseling courses assist students in identifying educational goals and developing education plans to reach these goals. These are in fact SLOs for some of our courses. Thus, students who meet SLOs in counseling courses are more likely to complete certificate or degree programs and/or transfer. Although we do not offer certificates or degrees in counseling yet, we are including a long-term goal of offering a certificate or a degree program in the near future.

In addition, counseling courses promote general educational outcomes included in ISLO's and in the Interdisciplinary Studies (IDS) Associates Degrees.

### **4.6 What challenges remain to make your program level SLOAs more effective?**

There is no clear guidance as to how to assess the IDS in Social Behavior and Self Development Areas of Emphasis or the other two IDS Associate Degrees. Because we do not have PSLO's we don't see a clear direction to identify results to address ISLO's. Fullerton College is in the process of setting up eLumen to track all levels of SLO's. This process requires that all degrees are housed inside of a division. Through the Program Review process we recognize that our request to house the IDS Areas of Emphasis in our division is of timely importance. We intend to initiate this process immediately.

## **5.0 Evaluation of Progress Toward Previous Goals/SAP's** (Future program review templates for this section will identify "previous goals" as "previous *strategic action plans*"-- SAP's.)

### **5.1 List the goals from your last self-study/program review.**

#### **1. Revise curriculum as warranted given changing student demographics.**

Measurable Outcome: Investigate and implement increased offerings of college orientation courses, to include courses offered at local high schools.

Measurable Outcome: Increase course offerings targeted at specific populations such as: veterans, athletes, EOPS, single-parents, disabled students, TAP, and Puente.

Measurable Outcome: Increase availability of online orientation for tech-savvy students.

Measurable Outcome: Increase online sections of general education counseling courses.

#### **2. Expand counseling course offerings to meet student demand.**

Measurable Outcome: Increase number of students enrolled in counseling courses that promote student success.

Measurable Outcome: Promote earlier student major and career selections, thereby improving proper course selection.

**5.2** Describe the level of success and/or progress achieved in the goals listed above.

**1. *Revise curriculum as warranted given changing student demographics.***

**Measurable Outcome:** Investigate and implement increased offerings of college orientation courses, to include courses offered at local high schools.

The Counseling Department's High School Outreach staff has partnered with a number of local area high schools / districts to promote the pursuit of higher education and to facilitate the matriculation of students interested in attending Fullerton College. During each Spring semester, the college conducts numerous sections of COUN 050 F: College Orientation on campus and at many of the local area high schools. COUN 050 F is a short term, 1.0 unit course that introduces campus specific services, policies and procedures and it also incorporates material related to transfer alternatives and the creation of an educational plan.

For the Spring 2014 semester, 10 sections were conducted on the Fullerton College campus with a total of 233 students successfully completing the course. For the Spring 2014 semester, 44 sections were conducted at local area high schools with a total of 650 students successfully completing the course.

In addition to the COUN 050 F courses, the department piloted several sections of COUN 140 F: Educational Planning on campus and at local area high schools. COUN 140 F is a short term, 0.5 unit course specifically designed to help students develop an educational plan through the review of graduation requirements, transfer requirements, campus policies, student services and career planning.

For the Fall 2013 semester, 2 sections were conducted on the Fullerton College campus with a total of 22 students successfully completing the course.

For the Spring 2014 semester, 15 sections were conducted at local high school campuses with a total of 313 students successfully completing the courses.

It is important to note that 7 sections of COUN 050 F courses are also offered during the spring and summer to specific populations such as EOPS and CARE.

**Measurable Outcome:** To develop focused sections of COUN 101 F, 151 F or 163 F designed for Veterans and at-risk student populations.

This goal was to develop sections of COUN 101 F, 151 F or 163 F designed for Veterans and other at-risk student populations. The Counseling Department was unable to move forward during the 2011/2012 academic year due to budget reductions. When sections were added

there was little advance notice, and therefore no advance planning on what types of sections to offer. We hope to move forward with this goal in the future.

Additional structural changes to the department necessitate expansion of this goal. Beginning in July 2014, the department was expanded to include EOPS, CARE and the Foster Youth Programs. This increased focus on special populations will encourage development of unique course offerings.

**Measurable Outcome:** Increased availability of online orientation for tech-savvy students.

All students who apply to Fullerton College, whether they are first-time college students, transfer students, or had previously attended Fullerton College, are directed to complete the campus online orientation which is accessed through their individual “MyGateway” portal account. Even though certain students may have previously enrolled at another college or had attended Fullerton College in the past, the online orientation is a convenient vehicle to introduce campus specific services, policies, and procedures that may differ from their prior experience. Following their application to the college, students are sent an email outlining their “Next Steps”, including the instruction to complete the online orientation prior to assessment testing and enrollment.

**Measurable Outcome:** Increased online sections of general education counseling courses.

Online sections for general education counseling courses have been increased since the budget improved. This increase was accomplished and then enhanced by the late request to add sections during the 2013/14 academic year. Because we do not have sufficient classrooms available for counseling classes, we were forced to augment our section total primarily through online courses. Student demand and fill rates are consistently high for online sections, especially for COUN 151F. However, success rate data is generally lower for online sections across disciplines. Because of this, we continue to consider the best ratio for online and in-class offerings and will be investigating strategies for improving success in online learning. In addition the department will continue to seek additional classroom space from the campus to be allocated for counseling courses.

## ***2. Expand counseling course offerings to meet student demand.***

**Measurable Outcome:** Increase number of students enrolled in counseling courses that promote student success.

This goal involved restoring counseling course offerings by 31% so that Counseling was reduced only by the same rate/percentage as other institutional departments. This goal has been met primarily for two reasons. First, at the time of the last Program Review classes/sections campus-wide were being cut due to budget deficits. As funding improved, the college was able to restore classes campus-wide, counseling classes and sections were increased as well. The second factor is that Proposition 30 was approved which provided tax revenue that allowed for the cuts to stop and for classes to be added. Accordingly, our section count increased from 95 (11/12) to 197 (13/14). Students enrolled increased from 2836 (11/12) to 5001 (13/14).

**Measurable Outcome:** Promote earlier student major and career selections, thereby improving proper course selection.

Expansion of the number of sections of counseling courses has increased the number of students who benefit from focused instruction on educational goal setting and planning. We will need to identify ways to assess this outcome in the next program review cycle to document major and career goals and enrollment in goal specific coursework.

Due to the disruption in budget allocations, the Counseling Department was unable to move forward on this goal. "There is substantial evidence to support the claim that initial career choice at the beginning of college tends to be the single best predictor of career choice at the end of college, and the career or occupation actually entered (Astin et al.)" The Counseling Department is renewing this goal for the next cycle. The Student Success Act of 2012 supports an increase in major/career counseling for entering students. Please see our Strategic Action Plan for details.

### 5.3 How did you measure the level of success and/or progress achieved in the goals listed above?

#### 1. *Revise curriculum as warranted given changing student demographics*

**Measurable Outcome:** Investigate and implement increased offerings of college orientation courses to include courses offered at local high schools.

Results came from data gathered for the Fullerton College Student Success and Support Program Plan (SSSP) for 2014/15. This report was prepared by Stewart Kimura, SSSP Coordinator, and submitted to the State Chancellor's Office in October 2014.

**Measurable Outcome:** Increase course offerings targeted at specific populations such as veterans, athletes, EOPS students, single-parent students, students with disabilities, TAP and Puente students.

This was measured by using department class lists and schedules.

**Measurable Outcome:** Increased availability of online orientation for tech-savvy students.

This outcome has no bearing on coursework offered by the department, and the information listed on the prior page was developed by Stewart Kimura for the SSSP Plan for Fullerton College.

Results came from data gathered for the Fullerton College Student Success and Support Program Plan (SSSP) for 2014/15. This report was prepared by Stewart Kimura, SSSP Coordinator, and submitted to the State Chancellor's Office in October 2014.

**Measurable Outcome:** Increased online sections of general education counseling courses. Information developed from course data.

This was measured from listings of section counts. Many times these sections did not make the schedule of classes, so some of the information came from the department dean.

#### 2. *Expand counseling course offerings to meet student demand.*

**Measurable Outcome:** Increased retention and success.

- i. Increase number of students enrolled in counseling courses that promote student success.

Report from the Division Dean was provided.

- ii. Promote earlier student major and career selections, thereby improving proper course selection.

No direct data available, however, counseling course sections were increased and educational planning was added to all courses across the counseling curriculum. The impact of the expansion of educational planning instruction on this outcome will be evaluated further in the next program review cycle. The department needs to work on ways to obtain data on this activity.

**5.4** Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

**1. *Revise curriculum as warranted given changing student demographics***

Curriculum revisions are currently under discussion and will be pursued in the next curriculum approval cycle.

**2. *Expand counseling course offerings to meet student demand.***

As funding was restored, faculty of the department met to discuss and to plan additional courses to be offered including number of sections, teaching format, days and times.

**5.5** In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

No resources were allocated via the program review process.

**5.6** If funds were not allocated in the last review cycle, how did it impact your program?

The department was impacted by placing faculty in a reactionary mode as sections were cut and students were negatively affected. The department rallied to “make do” with what could be offered instead of being in a mode of planning and being innovative.

## 6.0 Strategic Action Plans (SAP) [formerly called Goals (6) and Requests for Resources (7)]

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Describe Strategic Action Plan: (formerly called short-term goal)	The Counseling Department needs to replace retiring faculty and to obtain additional growth positions. This is needed in all of the departments under the Counseling Division.	
List College goal/objective the plan meets:	College Goal #1-- Fullerton College will promote student success. Meets Objectives # 1-5.	
Describe the SAP: (Include persons responsible and timeframe.)	With the new demands on the program from the SSSP requirements, it is important that the Counseling Division replace positions that are vacated due to retirements. Growth positions also need to be acquired to provide for the services outlined in SSSP. Division Dean, Faculty Senate, College President, and District Chancellors Staff are the decision makers in this process.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in number of Counseling course sections. Increase in number of comprehensive educational plans (produced through Counseling courses). Increase in overall student success and retention rates for students who complete Counseling courses. Refer to TAP and Puente Program data and compare student success and retention for students before and after the semester when they complete a Counseling course.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$110,000 per FT Counselor position	General Fund, Categorical funds (SSSP, DSPS, EOPS)
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$550,000	

## STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	In order to meet SSSP requirements we need additional classroom and lab availability (in the student services building) and other designated areas for group educational and career planning as well as other related SSSP activities.
List College goal/objective the plan meets:	College Goal #1 Fullerton College will promote student success. Objective #: Objectives 1-5.
Describe the SAP: (Include persons responsible and timeframe.)	Currently there are very few classrooms allocated to the Counseling Department. Often we have had to use on-line formats for teaching due to lack of physical space for our classes. There are five classrooms in the student services building that could be designated as counseling classrooms. The Division Dean, Vice President of Student Services, Vice President of Instruction, and the College President are the decision makers in this process.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in number of Counseling course sections. Increase in number of comprehensive educational plans (produced through Counseling courses). Increase in overall student success and retention rates for students who complete Counseling courses. Refer to TAP and Puente Program data and compare student success and retention for students before and after the semester when they complete a Counseling course.
What specific aspects of this SAP can be accomplished without additional financial resources?	Classroom allocation can be accomplished without additional financial resources, however, additional space on campus must be identified for the courses currently being taught in these rooms.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

### STRATEGIC ACTION PLAN # 3

Describe Strategic Action Plan: (formerly called short-term goal)	Increase offerings of Counseling courses for special populations including Veterans, DSS (specifically COUN 050), Foster Youth, EOPS /CARE and Cal WORKs. Increase the number of incoming students with disabilities in the DSS Adaptive Computer Lab classes (COUN 071 and COUN 075) by 25% over three years.
List College goal/objective the plan meets:	College Goal #: 1 - Fullerton College will promote student success Objective #: 1, 2, 5
Describe the SAP: (Include persons responsible and timeframe.)	Courses need to be developed with the input of the designated stakeholders who are involved in the planning and instruction of the targeted classes of Counseling 101, 140 and 151 for unique student populations and of COUN 050 for DSS students. Collaborating with DSS staff on high school outreach, classes, and orientations, the ACL Instructor (along with DSS) will be involved in recruiting new students before the start of the semester to register for Adaptive Computer Lab classes, explaining the benefits and support offered toward their educational success. Instructor attendance at DSS outreach and orientation events for informative ACL explanation and recruitment.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The schedule of classes will list new courses for special populations. The registration census date should reveal an increase in the percentage of students enrolled in Adaptive Computer Lab classes, compared with previous year semester, i.e. Fall 2015 to Fall 2014.
What specific aspects of this SAP can be accomplished without additional financial resources?	All.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

### STRATEGIC ACTION PLAN # 4

Describe Strategic Action Plan: (formerly called short-term goal)	Develop Math work and support groups through the DSS Adaptive Computer Lab (COUN 071 and COUN 075) above and beyond what is offered on campus to increase completion and success in Basic Skills Math courses.
List College goal/objective the plan meets:	College Goal #- Fullerton College will reduce the achievement gap. Objective #: 2, 3, 4
Describe the SAP: (Include persons responsible and timeframe.)	A high percentage of DSS students struggle with math courses and need assistance above and beyond what is offered on campus to succeed in passing this requirement. Assistance will be provided by collaborating with the LD Specialist/Facilitator(s) to schedule regular sessions. Initial start-up would be spring 2015 with end-of-semester assessment. Continue through 2015-2016 academic year.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Anticipate a higher completion and course success rate for participating students.
What specific aspects of this SAP can be accomplished without additional financial resources?	All

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

## STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (formerly called short-term goal)	To accommodate the addition of more full-time counselors, the previous Career and Life Planning (CLP) space needs to be re-configured. This would involve relocating the High School Outreach (HSO) staff to previous Workforce Center.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success. Objective #: 2, 3, 4
Describe the SAP: (Include persons responsible and timeframe.)	Recent construction of a new Career Life Planning (CLP) area has allowed for the integration of the Workforce center within its walls. This has left two spaces unused: 1) the former CLP space 2) the Workforce Center Space on the first floor of the Student Services Building. We propose to move the High School Outreach staff, currently housed in the old CLP down to the first floor, to allow for reconfiguration of the CLP for increased office space for support staff and possibly adjunct counselors.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in Counseling course section numbers especially those classes pertaining to SSSP requirements. Increase in overall college student success and retention rates.
What specific aspects of this SAP can be accomplished without additional financial resources?	None.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	\$75,000	General Fund
Equipment		
Supplies		
Computer Hardware	\$25,000	General Fund, SSSP limited to counselor or student use computers
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	<b>\$100,000</b>	

## STRATEGIC ACTION PLAN # 6

Describe Strategic Action Plan: (formerly called short-term goal)	Computers in the Career and Life Planning/Workforce Center and the open Counseling Center labs need to be maintained and upgraded/replaced as needed.
List College goal/objective the plan meets:	College Goal #1: Fullerton College will promote student success. Objective #: 2,3,4
Describe the SAP: (Include persons responsible and timeframe.)	Division Dean will work with college resources and appropriate staff to maintain and replace computer lab equipment and software as needed.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will be able to participate in various lab activities related to counseling classes and services in an effective and efficient manner thereby increasing the successful completion of counseling classes and related activities geared toward student success.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware	\$25,000 annually	General fund and/or SSSP
Computer Software	\$7,500 annually	General fund and/or SSSP
Training		
Other		
<b>Total Requested Amount</b>		

## 7.0 Long Term Plans

Describe the long term plans (four-six years) for your program. Please consider future trends in your narrative. (Identifying financial resources needed for these plans is optional.)

For the most part, non-profit education in the past has utilized a somewhat passive approach to counseling--meaning students come in at their own leisure. This often creates scenarios where students slip through the cracks and do not receive all of the assistance that they need.

The passage of The Student Success Act of 2012 amends state Title 5 educational code to introduce a more directed advising model which funds colleges based on specific counseling services (orientation, group advising, and educational planning) to be provided to students in a timely matter. This new approach is reinforcing the importance of counseling as a prime contributor to student success; however, it also creates a demand of funneling students through the steps and completing the additional documentation for accountability purposes. A balance will need to be found between working with students holistically (which is the best practice according to national research) and utilizing available resources .

Understanding where our students are in their college lifespan will guide us in designing educational and life plans for each student. The stages below provide guidelines to understand student development. The stages can happen sequentially, regress, or happen concurrently. Our objective is to provide services designed to keep students on their path and move them forward.

The stages consist of:

### **Transition to College which includes:**

- Difference between high school and college
- College culture
- Orientations
- Majors, certificates
- Support Departments
- Student Organizations
- Finances
- Expectations

### **College Navigation, which includes:**

- Hands on learning
- Support students in building social capital
- Utilize resources: counseling, tutoring, career services

### **Pathway Exploration**

- Exploration
- Career services
- Wellness
- External community support
- Counseling
- Support Staff

### **Pathway Commitment**

- Commitment to pathway
- Services empowering student to find passions
- Student is oriented towards graduation
- Identification of career/major and transfer institution

### **Transition Out /Degree Attainment**

- Student takes active steps to complete degree
- Student becomes an ambassador for college
- Student is a lifelong learner
- Student has developed critical thinking skills to guide student through future

With these stages of student development in mind, the counseling department is hoping to:

**Goal 1:** To develop focused sections of Counseling 101, 151, 163 and 135 designed for Veterans and at-risk student populations. Counseling faculty would develop specialized coursework for Foster Youth, CARE, Cal-Works, and EOPS students to address their specific needs as well as meet state mandated requirements for counseling-student contact within these programs. Additional counseling faculty are needed to accomplish this goal.

**Goal 2:** Continue to develop/update strategies to ensure compliance with all SSSP regulations.

**Goal 3:** To add a half-time instructor to the Adaptive Computer Lab (ACL). DSS will be increasing their outreach efforts, and one of the short-term goals of the ACL is to increase the number of students enrolled (COUN 071 and COUN 075) in order to serve more students with disabilities and to support their academic success. Achieving the short-term goal, we anticipate continued growth as more students are outreached. A part-time instructor would be a benefit in the instruction, small group workshops and software/technology training that is offered in COUN 071 and COUN 075-- upwards of 80 per semester.

**Goal 4:** To explore the student demand for and curriculum development needed to develop a Counseling/Human Services Associate degree or certificate program.

**Goal 5:** To promote the organization of student services into a one-stop center; which would include financial aid as well as admissions and records. This building would be complete with more offices to accommodate a growing faculty as well as increased rooms and areas which will assist us to offer many of the required and important services to small groups of students.

## 8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key elements of this self-study. It should not include new information that is not mentioned in other sections of this document.

The Counseling Department at Fullerton College (FC) offers an average of 150 sections of counseling courses per year on FC's campus, at local high school sites and at the district center. This is done with the participation of approximately 18 full-time counselors who also teach three units of coursework within load. Other sections are taught overload by either full-time or part-time counseling faculty in a variety of departments including DSS and EOPS. Courses cover a wide range of curriculum which includes topics related to educational planning, student success, personal growth, and vocational and career decision making.

The Counseling Division has been, and continues to be, deeply involved and committed to promoting the College's Mission, Vision, Core Values, and Goals. Counseling faculty bring a student success centered perspective to instruction that is vital to the well-being of the campus community. The Counseling Division is particularly proud of the opportunities that it offers under-prepared students which have resulted in better persistence and completion rates of the targeted populations.

Enrollment in counseling classes has been consistently high and the department data compares favorably to FC's peer institutions. According to the department's 5-year longitudinal data, counseling courses have had a 97.4% fill rate, a 88.2% retention rate, and a 74.4 success rate. All of these are higher than the college averages. Sections of COUN 050 classes have increased to meet the demand of the incoming high school students who need to participate in these orientation classes. Faculty would like to devote more time to addressing the achievement gaps, however, and to develop additional resources for special populations.

The most significant impact on the Counseling Division faculty has been the passage of the Student Success Act (SSSP) which was put into practice this fall semester. The mandates of providing orientation, educational plans, and assessment as well as follow-up have resulted in new challenges for the counseling faculty. Educational planning has been included across all counseling curriculum, along with the expansion of developing comprehensive educational plans as required by SSSP.

The Counseling Division faculty have identified Strategic Action Plans (SAPs) and related costs to improve its ability to provide coursework to students. These SAPs include the hiring of additional faculty, the procurement of additional classroom and lab space, increased courses and/or sections for special populations, additional assistance in math for DSS students, and a reconfiguration of the Career and Life Planning Center. Computers in this area as well as the Workforce Center and the Counseling Center labs need to be upgraded and maintained.

Long term goals focus on the increased sections of some of the counseling courses, the continued attention to meeting the SSSP regulations as thoroughly and efficiently as possible without losing sight of the student holistically, and to add a half-time instructor to the DSS Adaptive Computer Lab. An exciting long-term goal involves the possible development of a Counseling/Human Services Associate degree or certificate program. A one-stop center has been a dream of the Counseling Division where counseling and student services would be in one building to better accommodate students. It is also the department's hope that Counseling course offerings will be restored to 2010-2011 levels and that any future course reductions will only be reduced by the same rate/percentage as other instructional departments.

Division Deans' or appropriate Immediate Management Supervisor (IMS)  
Response Page

*I concur with the findings contained in this Program Review.  
Lisa Campbell*

*I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

*Area of exception:*

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*I do not concur with the findings contained in this Program Review (include a narrative exception):*

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