



# FULLERTON COLLEGE

ELEVATING.  
EXCELLENCE.

## *Instructional Programs*

### **2017-2018 Self-Study**

#### **Three-Year Program Review Template**

#### **Counseling**

#### **COUNSELING DIVISION**

#### **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.

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## 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: Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.**

The mission of the Counseling Division is to provide student-centered counseling services to support the achievement and growth of our diverse student population with the intent of helping students develop their highest potential, fulfill their goals and promote life-long success.

The Counseling Division at Fullerton College (FC) offers a range of courses that serve students in the discovery process of choosing their career and major pathway. Every one of FC's counseling courses is carefully designed to assist students not only in their academic and career related options but also in their personal growth and development. This is achieved by offering and teaching a diverse of developmental courses that include the Counseling 100 (College Orientation) classes for incoming high school students, three unit courses of Counseling 135 (Introduction to Leadership Development), Counseling 151 (Career and Life Planning), and Counseling 163 (Personal Growth and Life Transitions) among others.

The Counseling division courses include the following:

\*COUN 071 – Adaptive Computer Access

COUN 072 – Learning Assessment

\*COUN 075 – Adaptive Computer Access: Learning Strategies

COUN 100 – College Orientation

\*COUN 101 – The College Experience

COUN 110 – Teaching as a Career

\*COUN 135 – Intro to Leadership Development

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 152 – Diversity in the World of Work

\*COUN 160 - Academic Success

COUN 161 – Assertion Skills/Communication

\*COUN 163 – Personal Growth and Life Transitions

COUN 193 – Financial Life Skills

COUN 199 – Counseling Guidance Independent Study

\*The division offers sections of specialized counseling courses based on the needs of our special populations and their specific challenges. These special populations include;

- 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
- G. STEM

The Counseling Division has a history of successful completion for underrepresented students which compares favorably to campus wide data. For Hispanic students who comprise over 50% of the college population, counseling course success rates are almost 15% higher than the campus in general, thus contributing to closing the achievement gap and advancing student learning. Students are prepared to learn and be responsible leaders by participating in the counseling class objectives which include:

1. Developing an educational plan. All of the counseling curriculum includes an element of educational planning. This step guides the student into the appropriate coursework and towards the completion of their educational and career goals.
2. Developing an understanding of college level academic skills required for success in college including: study skills, habits of mind, time-management, college regulations and procedures, and critical thinking.
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" towards educational and career growth, and the certificates, associate degrees, and transfer majors 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 concepts of emotional intelligence, growth mindset, and habits of mind.

6. Requiring students to create a resume and cover letter, in an assigned format, and tailored for a specific job and employer.
7. Encouraging campus/community relationships by requiring that students participate in service learning opportunities on and off campus.

**Vision: Fullerton College will transform lives and inspire positive change in the world.**

The counseling division is grounded in the belief that appropriate academic and career preparation for our students improves their lives, and the life of each community they participate in. Our curriculum has as its purpose the understanding of the human being as it relates to academic/career success. Topics include self-awareness, understanding of the system of higher education, the development of academic survival skills and transfer/career exploration.

The coursework also offers information about the specific steps in the development of major or career interest. 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 incremental steps and processes required to graduate and transfer or enter the workforce, understand their unique strengths and weaknesses for the purpose of self-improvement, and understand their 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:

- **Community - We promote a sense of community that enhances the wellbeing of our campus and surrounding areas.**

The Counseling Division believes that the education of the whole individual requires the resources of the entire college community to be truly effective. 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. These resources include the Library, the Transfer Center, the Career and Life Planning Center, the Academic Skills Center and the Health Center. Special programs are also encouraged which include the STEM, Honors, Study Abroad, and Service Learning programs. The experience of community is created through the use of group and service projects in many of the

courses. Students are often given credit in counseling courses for participating in campus activities such as Dia de Los Muertos, Kindercaminata and Student Government (AS).

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 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 Division for campus positions and for leadership positions at the campus and district level.

- **Diversity - We embrace and value the diversity of our entire community.**

Students enter Fullerton College from a wide range of personal, cultural and economic circumstances. Through Counseling courses, faculty promote the acceptance and appreciation of others. Students learn about their peers' unique experiences and points of view through various in-class activities and discussions. 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 viewpoints and supports the mission of the college in nurturing an inclusive environment.

- **Equity - We commit to equity for all we serve.**

Given the extraordinary personal, social, cultural and economic diversity which we encounter in our Orange County metropolitan district, the Fullerton College Counseling Division is committed to serving each student to meet their individual needs. In our counseling coursework we are focused on providing supportive guidance to enhance the progress of the students enrolled, keeping in mind the different starting points for each student. The division's commitment is to provide fair treatment, access, opportunity and advancement for all students, while working to identify and address barriers that stand in the way of student success.

To enhance our commitment to student development and equity on campus, the division 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 Transfer Achievement Program (for students who place below English 100 and Math 100),
- e. CARE (for EOPS single parents receiving cash aid)
- f. Athletes
- g. Veteran's (for our campus active and inactive members of the armed services)
- h. Foster Youth (for students who are current or former Foster Youth)
- i. Probation (for students who are at risk of dismissal from the college)
- j. Career Technical Education opportunities for students pursuing vocational work directly after attending Fullerton College.

- **Excellence - We honor and build upon our tradition of excellence.**

Excellence is the goal for all Fullerton college counseling professionals and instructors. Counseling coursework draws from classic research on student success including the theories of Tinto, Pascarella and Terenzini. Their research showed that what students found most helpful in remaining in school were the personal interactions (career concerns, resolutions of personal problems, informal socializing) with their instructors.

Fullerton College counseling classes have at their core the development of student self-awareness and their understanding of the importance of goal setting, reaching decisions, and achieving goals during their time on campus. Cognitive strategies such as mindfulness and Growth Mindset, as well as a review of college expectations, and the differences between high school and college, build awareness in students of which behaviors they will need to accept, modify or change.

In career development courses the theoretic foundations from Strong, Holland, Myers and Briggs are introduced and applied as students focus on temperament and interests as a vehicle for defining career choices. Students are encouraged to research future major and vocational interests in a variety of ways including online, through the career center, and through participation in internships with participating community organizations. Course content and delivery are actively revised and updated to include new and exciting resources and methods of presenting material (online vocational assessment).

- **Growth - We expect everyone to continue growing and learning.**

Community Colleges as never before are being called upon to educate and train students and adults for the jobs needed to keep the country economically competitive. The counseling division supports the continued growth of counselors by encouraging participation in workshops and conferences. Continuous professional learning opportunities for both full-time and part-time counseling faculty are supported and coordinated to maintain updated in the field of community college counseling and instruction. During the past five years, counseling faculty have attended groundbreaking workshops regarding graduation and transfer course acceleration, SSSP, California Guided Pathways, Career

Technical Education, and Community Partnerships. New state, federal and institutional policies stimulate continuous growth in an effort to maintain consistency among all counseling faculty. This participation and the subsequent sharing and conversation mean that the division continues to develop new ways to meet student needs within the framework of changing state goals.

For our permanent and adjunct staff the division has instituted regular, structured learning opportunities during staff meetings and with special adjunct trainings. These trainings inform counselors of the changes to IGETC, CSU, and AA general education patterns, any changes to placement methods, major updates and changes for Fullerton College as well as changes to transfer majors instituted by our academic partners, the CSU and UC systems.

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

Counseling faculty meet to consider which courses to offer and make recommendations on how many courses are needed each academic year (Fall, Spring, and Summer sessions), to meet student needs. Faculty meet regularly to evaluate the effectiveness of serving students and to adjust course offerings as necessary to meet changing student needs. 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 division.

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 division. This information is also shared with appropriate campus committees so plans can be put into place.

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.

**Innovation - We support innovation in teaching and learning.**

The Counseling Division continues to offer Counseling 100 classes to Fullerton College’s feeder high school students. With the approximately 50 sections of Counseling 100 classes the division supports the matriculation of these high school students into the college. These 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.



Within the last four years these course offerings have increased local school relationships leading to a Dual Enrollment partnership between local high schools, local CSU's and other community colleges to offer additional college level courses available at the high schools through the Ethnic Studies, and Sociology departments.

Additionally, four innovative counseling courses were designed and stewarded through the curriculum process during the last review cycle:

COUN 152 – Diversity in the World of Work – Explores the influence of factors such as gender, age, abilities, ethnicity, culture, and socioeconomic status on career development and labor market trends.

COUN 160 - Academic Success – Designed to promote student success.

COUN 161 - Assertion Skills/Communication - This course introduces students to the concept of assertive skills and learning techniques and strategies for implementing assertive behavior.

COUN 193 – Financial Life Skills – Designed to instruct students on the rewards and pitfalls in personal financial management during their college years.

COUN 199 – Independent Study – for students who wish to explore in depth guidance related topics.

- **Integrity – We act 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 division. Counselor/student relationships are thoughtful, empathic, and supportive. Counselors value honesty, transparency, and accountability to the student, institution, and the counseling profession. We strive to maintain appropriate relationships within our division and with the campus community.

- **Partnership – We work together with our educational and community partners.**

Recently much attention has been focused on bridging the academic and career preparation between the K-12 system and the post-secondary systems in California. The Counseling Division has been an important contributor to these efforts. Dual enrollment with our local high school partners (Placentia/Yorba Linda, Anaheim, Brea Olinda and Fullerton Joint Union High School Districts) includes 50 sections of Counseling 100, Orientation to College. This course encourages and supports the matriculation of graduating high school seniors to Fullerton College. Career Technical Education (CTE) pathways are being added to Orientation and Career curriculum so that students and their parents have a better understanding of the range of options available to students who have participated in CTE pathway studies in high school ROP.

- **Respect – We support an environment of mutual respect and trust that embraces the individuality of all.**

Counseling instruction seeks to empower individual students and to honor the inherent value of all students. Counselor instruction builds positive relationships by understanding and appreciating students' views and cultures, maintaining a student-centered approach and mindset, and treating students with sensitivity and fairness.

- **Responsibility – 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.

### **College Goals:**

**Goal 1: Fullerton College will increase student success.**

**Objective 1: Address the needs of underprepared 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 number of students participating in STEM activities.**

**Objective 6: Increase the persistence rate of students.**

The courses in the Counseling Division contribute to student success by offering 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, and supports course retention. 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 cornerstone of student success and retention, and contributes significantly towards 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, Adult Re-entry (for students age 24 or older or those married or with children), 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%.**

**Objective 5: Increase the number of students from underrepresented groups participating in STEM activities.**

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. The recent addition of a STEM Counselor specifically focused on recruiting and advising STEM students has increased the visibility of the opportunities available, and the number of underrepresented students pursuing these majors. Additionally, counseling courses designated for STEM student cohorts are facilitating a community learning environment with accessibility to the STEM counseling services.

**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 100 F: College Orientation, on campus and at many of the local area high schools. COUN 100 F is a short term, transferable, 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, the Summer Transition program is offered for entering freshman. This program consists of Counseling 140 F (Educational Planning) and Counseling 144 F (Career Motivation and Self Confidence) where students begin the personal and career development process as well as get introduced to the campus. An abbreviated educational plan is developed with each student and

meaningful relationships are made with faculty, staff, and other students planning on attending the college full-time in the fall. These personal connections along with appropriate individualized educational planning, increase student success and retention rates.

EOPS and DSS also offer designated summer coursework (**EOPS** - COUN 141 F and COUN 151 F, **DSS** - COUN 071 F, 072 F, 075 F) 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 in partnership 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 inform students of career trends, current vocational issues, and industry standards. Additionally, students are given the opportunity to research their career interests and consequently broaden their understanding through class assignments like informational interviews.

## 2.0 Program Data & Trends Analysis

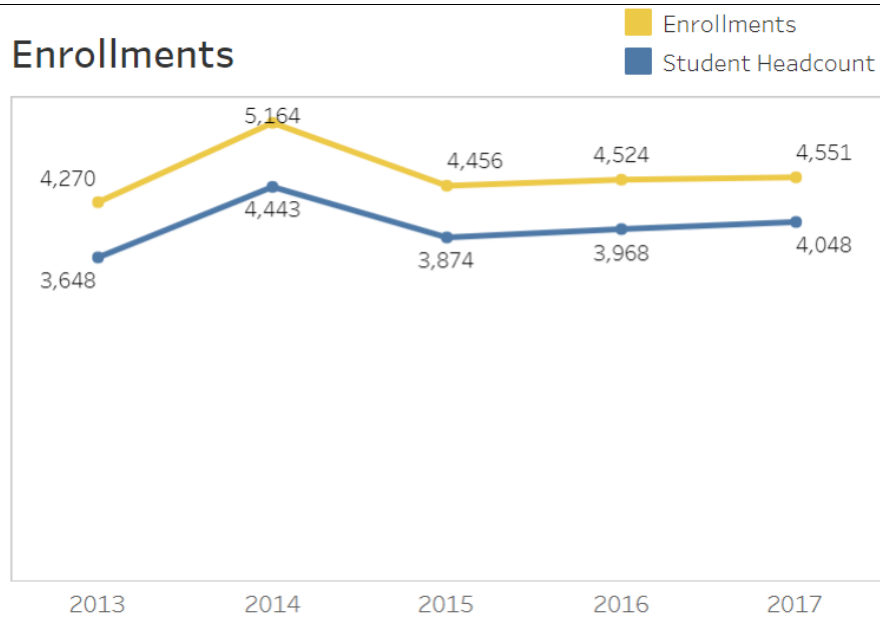
### 2.1 Key Performance Indicators (KPI)

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.)

KPI	Findings
Enrollment	

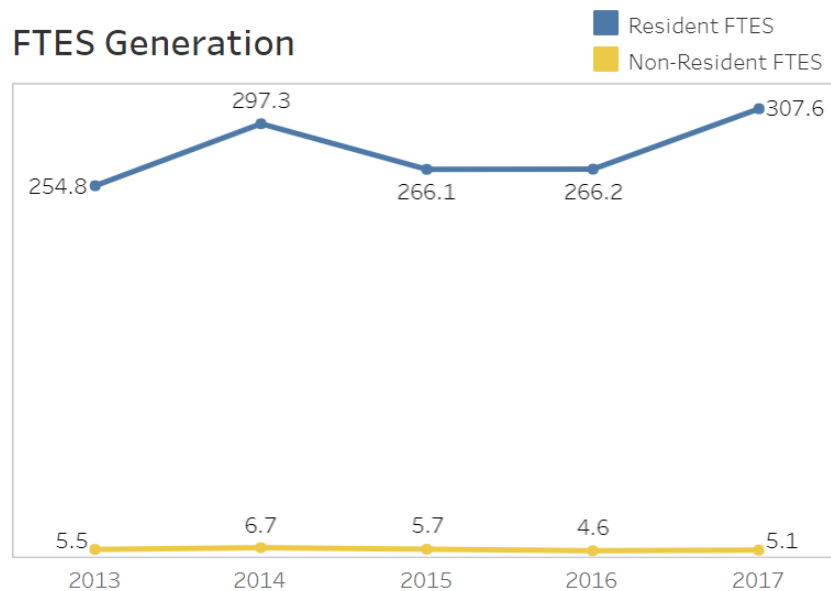
## Enrollments



In 2013-2014, the Counseling Division increased the number of sections as the campus moved to meet increased state and district targets with the passage of Prop 30 Tax Increase Proposition. These late additions allowed the division 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.

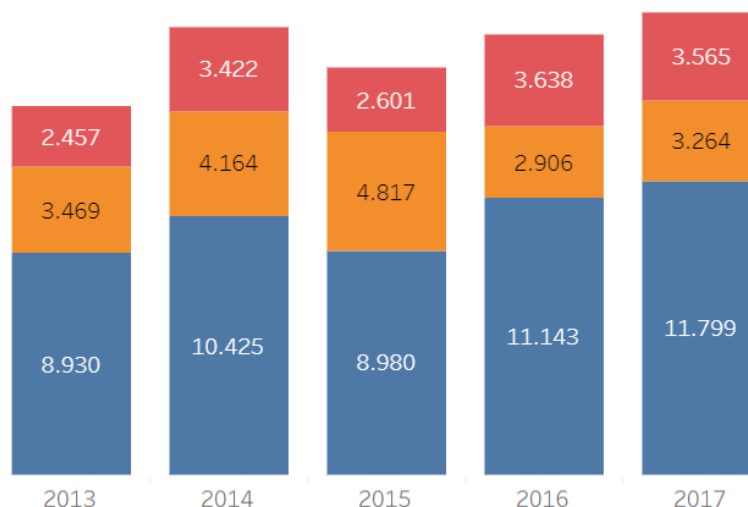
## Total FTES

## FTES Generation

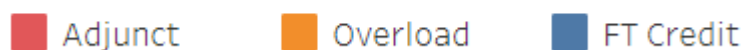


	<p>The Counseling Division had a slight increase of FTES between 2013-2014 and 2016-2017 academic years and the rest of the years have been relatively steady.</p>																		
Sections	<div><h3>Sections</h3><div><div>Active S...</div><div>Canceled</div></div><table><thead><tr><th>Year</th><th>Active Sections</th><th>Canceled Sections</th></tr></thead><tbody><tr><td>2013</td><td>158</td><td>4</td></tr><tr><td>2014</td><td>197</td><td>6</td></tr><tr><td>2015</td><td>174</td><td>2</td></tr><tr><td>2016</td><td>187</td><td>19</td></tr><tr><td>2017</td><td>192</td><td>21</td></tr></tbody></table></div> <p>Between 2012-2017 the Counseling Division offered 908 sections of counseling courses. COUN 50 was converted to Coun 100 starting 2016-2017 school year. The Counseling Division was asked to add several 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.</p>	Year	Active Sections	Canceled Sections	2013	158	4	2014	197	6	2015	174	2	2016	187	19	2017	192	21
Year	Active Sections	Canceled Sections																	
2013	158	4																	
2014	197	6																	
2015	174	2																	
2016	187	19																	
2017	192	21																	
FTEF																			

### FTEF Total by Contract



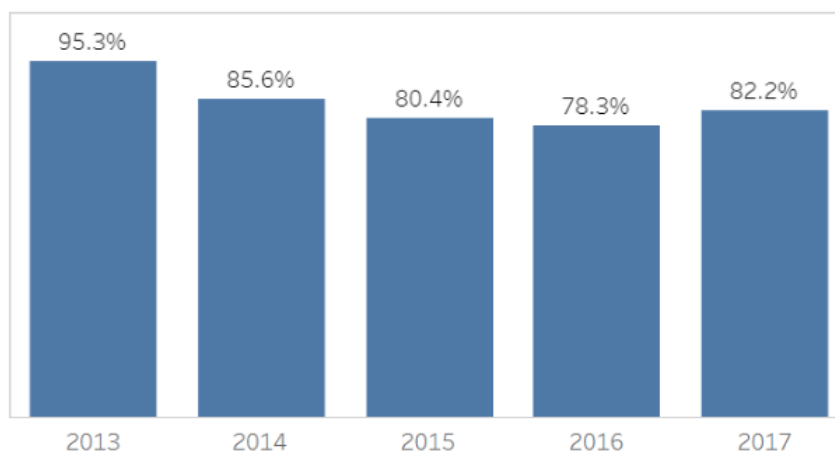
#### Contract Type:



The variability of the FTEF numbers is a reflection of the fluctuating number of units taught by all sources. For instance, full-time (FT) and part-time (Adjunct) 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

#### Census Fill Rate



Fill rates in counseling courses have been overall steady from 2013-2017. We are adjusting our scheduling in ongoing efforts to best meet student needs.

WSCH/FTEF	<div><div>FTEF Total</div><div><div><div>WSCH per FTEF</div><div>Total FTEF</div></div><div><div><div>695.8</div><div>745.4</div><div>757.2</div><div>628.5</div><div>699.5</div></div><div><div>11.2</div><div>12.2</div><div>10.8</div><div>12.9</div><div>13.4</div></div><div><div>2013</div><div>2014</div><div>2015</div><div>2016</div><div>2017</div></div></div></div><div>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.</div></div>												
Retention	<table><tr><td></td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr><tr><td>Course Retention</td><td>89.7%</td><td>87.1%</td><td>87.8%</td><td>89.5%</td><td>87.9%</td></tr></table> <div>Course retention has been stable for the last five years.</div>		2013	2014	2015	2016	2017	Course Retention	89.7%	87.1%	87.8%	89.5%	87.9%
	2013	2014	2015	2016	2017								
Course Retention	89.7%	87.1%	87.8%	89.5%	87.9%								
Success	<table><tr><td></td><td>2013</td><td>2014</td><td>2015</td><td>2016</td><td>2017</td></tr><tr><td>Course Success</td><td>78.6%</td><td>73.5%</td><td>74.5%</td><td>77.7%</td><td>75.4%</td></tr></table> <div>Success rates have stayed relatively stable during the last five years with variations due to budget related enrollment patterns.</div>		2013	2014	2015	2016	2017	Course Success	78.6%	73.5%	74.5%	77.7%	75.4%
	2013	2014	2015	2016	2017								
Course Success	78.6%	73.5%	74.5%	77.7%	75.4%								

## 2.2 Peer Institution Comparison

Complete the table below.



	Fall 2014	Fall 2014	Fall 2015	Fall 2015	Fall 2016	Fall 2016
	Credit	Credit	Credit	Credit	Credit	Credit
	Retention Rate	Success Rate	Retention Rate	Success Rate	Retention Rate	Success Rate
Chaffey Total	95.60 %	82.97 %	91.10 %	72.44 %	92.54 %	74.83 %
Delayed Interaction (Internet Based)					75.00 %	51.92 %
Non Distance Education Methods	95.60 %	82.97 %	91.10 %	72.44 %	93.85 %	76.54 %
Fullerton Total	87.92 %	67.55 %	89.02 %	69.81 %	85.14 %	68.22 %
Delayed Interaction (Internet Based)	76.53 %	48.30 %	86.57 %	56.12 %	79.56 %	48.42 %
Non Distance Education Methods	92.34 %	75.03 %	90.01 %	75.33 %	87.68 %	77.25 %
Rio Hondo Total	94.28 %	75.06 %	93.64 %	73.18 %	95.72 %	74.55 %
Delayed Interaction (Internet Based)	90.78 %	68.79 %	88.41 %	64.49 %	97.25 %	73.39 %
Non Distance Education Methods	94.75 %	75.89 %	94.39 %	74.43 %	95.60 %	74.65 %
Riverside Total	93.06 %	78.53 %	92.99 %	79.44 %	92.99 %	82.89 %
Delayed Interaction (Internet Based)	78.48 %	58.23 %	85.00 %	53.75 %	76.79 %	58.93 %
Non Distance Education Methods	94.40 %	80.40 %	93.65 %	81.58 %	93.98 %	84.35 %
Santa Ana Total	88.35 %	76.70 %	87.84 %	74.85 %	87.01 %	74.26 %
Delayed Interaction (Internet Based)	89.83 %	75.00 %	82.81 %	70.53 %	76.40 %	63.04 %
Non Distance Education Methods	88.19 %	76.88 %	88.48 %	75.40 %	88.60 %	75.94 %

How does your program compare with peer institutions? Provide a narrative of your comparison. (Peer institutions are colleges or programs identified by the Office of Institutional Research and Planning (OIRP)).

Santa Ana College and Fullerton College have similar demographics. The retention rates for Fullerton College compared to Santa Ana College is favorable. Success rates for students in the Counseling Division are on par with three out of the four peer institutions (Chaffey College, Rio Hondo College and Santa Ana College).

### 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	
Males	2013	88.5%	2013	75.7%
	2014	87.0%	2014	71.9%
	2015	85.3%	2015	70.2%
	2016	89.7%	2016	76.1%
	2017	86.9%	2017	72.8%
Females	2013	90.7%	2013	81.1%
	2014	87.1%	2014	74.6%
	2015	89.6%	2015	77.5%
	2016	89.4%	2016	78.8%
	2017	89.0%	2017	77.5%

<b>Asian-American</b>	2013	92.0%	2013	84.9%
	2014	88.9%	2014	77.8%
	2015	90.6%	2015	81.3%
	2016	91.3%	2016	82.6%
	2017	91.2%	2017	82.0%
<b>African-American</b>	2013	84.3%	2013	64.7%
	2014	85.7%	2014	53.8%
	2015	82.3%	2015	56.1%
	2016	79.0%	2016	52.3%
	2017	71.1%	2017	41.5%
<b>Filipino</b>	2013	95.5%	2013	86.5%
	2014	95.1%	2014	76.8%
	2015	89.2%	2015	82.8%
	2016	92.5%	2016	84.1%
	2017	85.7%	2017	81.8%
<b>Hispanic</b>	2013	90.8%	2013	80.2%
	2014	88.3%	2014	76.9%
	2015	89.4%	2015	77.2%
	2016	90.6%	2016	79.2%
	2017	88.9%	2017	77.3%
<b>Native American</b>	2013	100.0%	2013	85.7%
	2014	90.5%	2014	76.2%
	2015	64.7%	2015	52.9%
	2016	85.7%	2016	85.7%
	2017	90.9%	2017	54.5%
<b>Other Non-White</b>				
<b>Pacific Islander</b>	2013	73.7%	2013	63.2%
	2014	72.4%	2014	55.2%
	2015	93.3%	2015	66.7%
	2016	80.0%	2016	66.7%
	2017	81.8%	2017	59.1%
<b>White</b>	2013	86.9%	2013	73.8%
	2014	86.3%	2014	72.2%
	2015	86.5%	2015	72.9%
	2016	88.2%	2016	76.1%
	2017	90.5%	2017	78.0%
<b>Unknown</b>	2013	84.8%	2013	75.4%
	2014	74.7%	2014	52.0%
	2015	75.8%	2015	55.6%
	2016	86.1%	2016	75.8%
	2017	85.5%	2017	73.2%
<b>Range (Max-Min)</b>	2012-2013: 73.7%-100%		2012-2013: 63.2%-86.5%	

	2013-2014: 72.4%-95.1% 2014-2015: 64.7%-93.3% 2015-2016: 79%-92.5% 2016-2017: 71.7%-90.9%	2013-2014: 52%-77.8% 2014-2015: 52.9%-82.8% 2015-2016: 52.3%-85.7% 2016-2017: 41.5%-82%
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## 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 self study, online/distance education counseling courses have increased. The demand and opportunity to increase both hybrid and online courses have provided students more opportunities to complete counseling courses that are both transferable and degree applicable. Further, in an effort to continue providing quality instruction, the Counseling Division faculty formed the Distance Education Instructor Team (DEIT). This group is composed of counseling faculty trained with the current campus Learning Management System, Canvas. DEIT seeks to create a supportive, innovative and collaborative climate wherein distance education faculty are engaged in inquiry and discussion about best practices to improve our success and retention. This fall 2017, the division adopted a Distance Education Instructor Guideline that mirrors campus approved guidelines per DEAC.

COUN 50 F courses became COUN 100 F courses in Spring 2017 providing students with 1.0 unit CSU/UC transferable credit. Predominantly taught at local high school districts (Anaheim Union High School District, Fullerton Joint Union High School District, Brea Olinda District and Placentia/Yorba Linda District). The COUN 50 F/100 F sections provide SSSP services to potential students while they are still seniors. The number of section offerings has steadily increased and are also being taught during the fall term to meet an increase in demand by the local high schools.

Academic Year	Term	Course	No. of sections at the high school	No. of sections at Fullerton College	Total No. of sections
2014-2015	Spring 2015	COUN 050 F	37	10	47
2015-2016	Spring 2016	COUN 050 F	37	6	43
2016-2017	Spring 2017	COUN 100 F	48	4	52
2017-2018	Fall 2017	COUN 100 F	14	0	14

	Spring 2018	COUN 100 F	39	4	43
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As the table above shows, the steady increase in providing COUN 100 F courses during the 2017-2018 academic year is a testament to their effectiveness in preparing students for higher education.

**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.**

In recent years, California Community Colleges have undergone new legislature and systemic changes that influence and impact the effectiveness of the Counseling Division under both student services and instruction. The following are examples of current law and trends.

SSSP

Formerly known as the Student Success Act of 2012 (Senate Bill 1456, Lowenthal), amends state Title 5 education 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. Form Revision by Program Review Committee – Approved May 8, 2014 Page 12 of 32 Form Approved by Faculty Senate – May 5, 2011 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 SEPP 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 both our counseling services and classes. Additional sections of Counseling courses to target educational planning (Counseling 100 F) and development of new curriculum to offer students more options and address degree and transfer attainment have been a priority since the last self-study. Additional sections of Counseling 151 F (Career/Life Planning), Counseling 141 F (Career Exploration) and other Counseling courses are needed to help students define their course of study.

### AB 288

Assembly Bill 288 (Holden) was enacted January 1, 2016 and added to the California Education Code section 76004. Assembly Bill 288 enables the governing board of a community college district to enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district. For the first time in California's Education Code, the term "dual enrollment" is identified to define "special part-time" or "special full-time" students – that is, high school or other eligible special admit students enrolling in community college credit courses.

In response to AB 288 Fullerton College recently has established a collaborative partnership with the Anaheim Union High School District, California State University, Fullerton, and the University of California, Irvine to implement The Anaheim Union Educational Pledge. On September 27, 2017, Fullerton College joined partners from Anaheim Union High School District, California State University, Fullerton, the University of California, Irvine, and the city of Anaheim, Cypress College, North Orange Continuing Education and North Orange County Community College District in unveiling the Anaheim Union Educational Pledge. Spearheaded by the Anaheim Union High School District, the pledge introduces a comprehensive community partnership designed to ensure that students have the support they need for college, career, and life readiness and success.

### California Community Colleges Guided Pathways Award Program

Designed to provide all California community colleges with the opportunity to implement Guided Pathways, this multi-year state award started in 2017 supports processes that help colleges integrate multiple initiatives and scale up effective practices to improve students success. Thanks to \$150 million of one-time funds, all 114 California community colleges are eligible to participate and receive funding.

The goals of Guided Pathways are six fold:

1. Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
2. Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

3. Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units --the average among the top 5th of colleges showing the strongest performance on this measure.
4. Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.
5. Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.
6. Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

### Assembly Bill 705

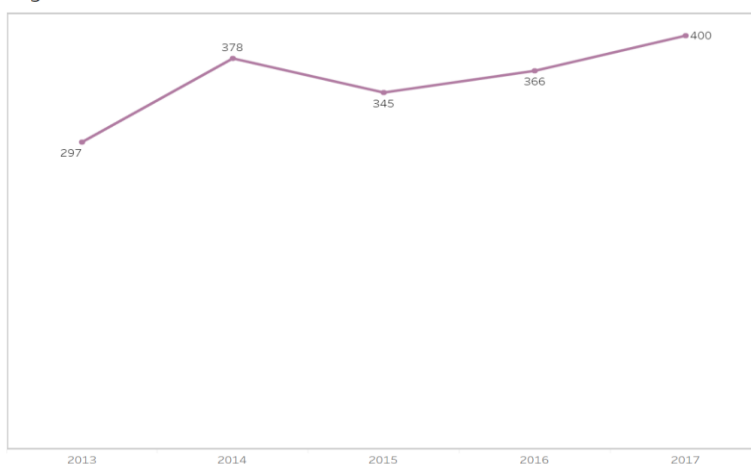
Approved October 2017, AB 705 requires a community college district or college to maximize the probability that the student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and use, in the placement of students into English and mathematics courses in order to achieve this goal, one or more of the following: high school coursework, high school grades, and high school grade point average. The bill authorizes the board of governors to establish regulations governing the use of measures, instruments, and placement models to ensure that these measures, instruments, and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe, and that a student enrolled in English-as-a-second-language (ESL) instruction will enter and complete degree and transfer requirements in English within a timeframe of 3 years. The bill also authorizes the board of governors to establish regulations that ensure that, for students who seek a goal other than transfer, and who are in certificate or degree programs with specific requirements that are not met with transfer-level coursework, a community college maximizes the probability that a student will enter and complete the required college-level coursework in English and mathematics within a one-year timeframe.

With its recency in passing, AB 705 details regarding implementation is yet to be clarified. Title V implications along with current college processes will need to be addressed. The use of multiple measures, instruments and placement models is the responsibility of Counseling. Therefore, taking the lead and working with campus colleagues will be vital to implementing and successfully assisting students. The Counseling Division faculty and dean have started dialogue and will continue working with various campus constituents to develop processes to effectively assist students with placement.

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

## Interdisciplinary Studies Associate Degrees

Degrees and Certificates



Two of the Interdisciplinary Studies Associate degrees include Counseling classes (IDS Social Sciences and IDS Social Behavior and Self-Development). Data indicates a 35% increase in these degrees within the 5 year span (2012-2017).

### 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 Puente Program

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

### **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. This curriculum benefits the college in that it encourages the completion of certificate and degree programs. The division has consistently shown its ability to expand course offerings to meet the FTES needs of the college.

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 SSSP and the new AB 705 legislation.
4. Counseling courses such as Counseling 135 F (Introduction to Leadership and Development), 151 F (Career and Life Planning) and 163 F (Personal Growth and Life Transitions) provide a foundation for developing student self-awareness, major and career selection, and an understanding of the dynamics of group leadership 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 Division has strived to achieve.
8. The Counseling 50 F/100 F classes offered for +four years on local high school campuses, have fostered a collaborative relationship with our local feeder schools leading to new agreements (Anaheim Promise, etc) which expose local students to the rigor of college coursework, and allow them to earn college credits while in high school. These relationships may lead to increased enrollments at Fullerton College.

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

1. Facility space for classes and other counseling group activities is always difficult. Currently, the demand for both instruction and group counseling modalities exceeds the availability and capacity of rooms allocated to the Counseling Division. In order to continue to provide a robust selection of course offerings and meet state mandates as delineated in current legislation, additional classrooms must be designated to the Counseling Division. We currently collaborate with all other divisions to attempt to find enough classroom space for divisional needs.
2. SSSP requirements mandates that students who have completed 15 transferable units must have a comprehensive educational plan on file. The Counseling Division is considering what changes may be helpful to meet this mandate. Ideas include: 1)

Modifying existing courses, and 2) Creating new Counseling curriculum to address this need or offering increased sections of existing counseling courses which address SSSP needs.

3. Addressing the achievement gap in connection to both counseling services and instruction are areas of concern for the division. Discussion and developing avenues to contribute to this institutional endeavor are on-going.

### **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. Fullerton College offers Associate of Arts Degrees in Interdisciplinary Studies (IDS) with four distinct, areas of emphasis. Degrees are designed to give students a broad introduction to an area of knowledge represented by related disciplines and topics, as well as to prepare students for a field of study at a university. These degrees were specifically developed to increase degree attainment for transfer bound students. They are automatically updated by our Articulation Officer along with changes to general education. Due to the uniqueness of the 4 degrees, we plan to have a campus dialogue in regards to the reporting of the cross-sections of disciplines involved. Further, partnerships with campus faculty still needs to be developed to assess these degrees at the program level which have been informally assigned to the Counseling Division.

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

1. The Counseling Division has two designated classrooms. As counseling course sections have increased, we are limited in providing more variability in course scheduling to accommodate the diverse student demand. Additionally, the use of classroom space to accommodate group advising counseling and workshops to facilitate SSSP mandates provide challenges in exercising the overall divisional needs to assist students in both modalities: student services and instruction.
2. EOPS is increasing the size of the program based on a recommendation from Student Equity Committee. The EOPS program needs additional counseling offices to provide Title V required counseling visits.

3. SSSP requirements mandate that students completing 15 transferable 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 and creating new Counseling curriculum to address this need.
4. The Counseling Division has been proactive in establishing good relationships with our feeder high schools. This has resulted in the development of the Anaheim Promise which encourages students in these districts to continue their education with Fullerton College by taking COUN 100 F classes. These classes generate both FTES and support SSSP funding for the campus as they fulfill the three SSSP requirements of 1) assessment, 2) orientation and 3) educational planning for all incoming students. We are challenged by our capacity as a division to support this external work while also supporting both current counseling services and instruction for our current students.

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

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

	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>	Fall 2016	Spring 2017	Fall 2017	One
2.	Institutional SLO: <b>Personal Responsibility and Professional Development</b>	Fall 2016	Spring 2017	Fall 2017	One

4.2 Assessment: Complete the expandable table below.

<i>Program Student Learning Outcomes Assessment for Instructional Programs at Fullerton College</i>			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Institutional SLO: <b>Critical Thinking and Information Competency</b>	1. Resume 2. Career Research Paper for COUN 151 F 3. Two term papers for COUN 163 F	SLO data collected over a two year period included all SLOs for each course and was representative of all	No action was taken because we were satisfied with our success rate.

		sections of COUN 151 F and COUN 163 F.	
2. Institutional SLO: <b>Personal Responsibility and Professional Development</b>	1. Career Research Paper for COUN 151 F 2. Two term papers for COUN 163 F	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.

As previously mentioned in section 3.3, conversations about the assessment and reporting of the Interdisciplinary Studies Associate's Degrees have yet to occur and be agreed upon at a program level. As a result, the counseling division has not had ongoing assessment for the Interdisciplinary Studies Associate Degrees Program SLOs. However, 100% of counseling courses have identified SLOs and have ongoing SLO assessment that address ISLOs. Assessment of course level SLOs and instructional faculty SLO discussions, have resulted in improvements in teaching and in student learning and achievement. 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 have been assessed every semester and we are satisfied with the results. For COUN 100 F (Formerly 050 F), 101 F, 110 F, 135 F, 141 F, 148 F, 151 F and 163 F more than 90 - 95% of students met each SLO.

Instructors meet to review and discuss SLOs and make any changes necessary to improve course SLOs. In April 2016, the Counseling Division met and all counseling course SLOs were reviewed and discussed. Based on these discussions, changes were made to improve and simplify the language of many of the SLOs.

Instructors of each course also meet once a year to discuss the SLOA results, and implement necessary changes to improve instruction as well as effective SLO assessment. Although Counselors are satisfied with the SLOA results, counseling instructors meet to discuss best teaching practices, activities and lessons that help students process and understand the material in order for them to reach the desired SLOs. These meetings and conversations have resulted in the creation of a shared drive to which all

full-time and adjunct counseling instructors have access to. These conversations have also led to an understanding and agreement of what assessment tools we will use for each of our counseling courses in order to be consistent in how we all measure the SLOs.

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

Currently we are not assessing SLOs at the program-level. The major requirements for the IDS degrees are cross-curricular and there is no mechanism to evaluate these interdisciplinary program level SLOs.

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

It is necessary for counseling to have conversations with multiple departments and work with the campus SLOA coordinator to set-up the mechanisms to evaluate the IDS program level SLOs.

### **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.**

##### **Strategic Action Plans (SAP) 2014-15**

SAP #1: To replace retiring counselors and replace additional growth positions in all departments of the Counseling Division

SAP #2: Increase classroom space for Counseling Division Instruction and other designated areas for group educational and career planning as well as other related SSSP activities.

SAP #3 Increase full-time counselors teaching units per semester within load from 3 units to 6 units.

SAP#4: Increase counseling course offerings for special student populations (EOPS, Foster Youth, Veterans, CalWORKs, DSS).

SAP #5: Develop Math work and support groups through Adaptive Computer lab (COUN 071 F and COUN 075 F) to increase completion and success in Basic Skills Math courses.

SAP #6: To accommodate the addition of more full-time counselors, the previous Career and Life Planning (CLP) space needs to be reconfigured. This would involve relocating the High School Outreach (HSO) staff to previous Workforce Center.

SAP #7: Computers in the Career and Life Planning/Workforce Center and the open Counseling Center labs need to be maintained and upgraded/replaced as needed.

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

**SAP #1: To replace retiring counselors and replace additional growth positions in all departments of the Counseling Division**

The division was approved for both replacement and additional growth positions since our last self-study. We were able to hire twelve new counseling faculty in various areas of specialization to meet the diversity of our students' needs and programs. The hiring of new counseling faculty are supporting new mandates to all areas of counseling and have alleviated some challenging staffing issues in helping to increase counseling instruction and services to compete with the constant influx of systemic changes.

Counselors = 12 (General, EOPS, CalWORKS, CTE, STEM, Veterans, Athletics, and Transfer)

**SAP #2: Increase classroom space for Counseling Division Instruction and other designated areas for group educational and career planning as well as other related SSSP activities.**

The Counseling Division has undergone a transformation in the operating functions of core matriculation services now known as SSSP. As a division, which operates on a hybrid of services (counseling appointments, student success workshops, new-student group advising sessions, probation workshops) and instruction, the division finds itself increasingly in need of additional classroom space. While dialogue with campus administrators has developed, classroom space has not increased. The current self-study for '17-'18 continues to articulate and advocate for the need in additional classroom space to accommodate both instruction and services that are housed in the division. While plans for a Welcome Center with classroom space designation to Counseling will be part of future conversations, current and forecasted instructional needs in the next ten years are expected to provide increase challenges until a new building is acquired. Counseling requests that conversations on this be addressed fall 2018

**SAP #3: Increase full-time counselors teaching units per semester within load from 3 units to 6 units.**

Since the last self study, counseling faculty have been given the opportunity to return to teach 6 units per semester. It is important to note that at the time this SAP was written, the division was going through a transitional phase that were affected by budget cuts.

**SAP #4: Increase counseling course offerings for special student populations (EOPS, Foster Youth, Veterans, CalWORKs, DSS).**

With the opportunity to increase course offerings in both in-class and distance education modalities, EOPS has increased course offerings to accommodate their student population. This will be addressed in their individual instructional self-study.

The Veteran Resource Center has undergone program changes in the past few years as the campus strives to provide robust services to this student population. In this transitional period, we have been fortunate in hiring a full-time veteran counselor. Additionally, the Veteran Resource Center has been

assigned to the Dean of Student Services. Conversations of counseling courses designated for the veteran student population has yet to be determined under the new dean. This will be reflected in their future self-study.

**SAP #5: Develop Math work and support groups through Adaptive Computer lab (COUN 071 F and COUN 075 F) to increase completion and success in Basic Skills Math courses.**

Disability Support Services will address this in their individual Instructional Self-Study

**SAP #6: To accommodate the addition of more full-time counselors, the previous Career and Life Planning (CLP) space needs to be reconfigured. This would involve relocating the High School Outreach (HSO) staff to previous Workforce Center.**

This SAP was accomplished, the Career and Life Planning Center has reconfigured its space in the 2000 building to accommodate career and workforce services. Outreach is now housed in the 3000 building as of fall 2017.

**SAP #7: Computers in the Career and Life Planning/Workforce Center and the open Counseling Center labs need to be maintained and upgraded/replaced as needed.**

We continue to maintain and enhance computer labs in both the Career and Life Planning/Workforce Center and Counseling Center to accommodate student usage and meet current technology standards.

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

Most of these SAPs were simple to evaluate. They were either achieved or they were not.

In particular, SAP #4, and #5, will be determined by other individual instructional self-studies.

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

**SAP #1: To replace retiring counselors and replace additional growth positions in all departments of the Counseling Division**

The hiring of twelve new counseling faculty in various areas of specialization has alleviated some challenges with staffing issues, helped to increase counseling instruction and services to compete with the constant influx of systemic changes.

**SAP #2: Increase classroom space for Counseling Division Instruction and other designated areas for group educational and career planning as well as other related SSSP activities.**

This SAP has not been achieved, however institutional dialogue is taking place. The Counseling Division continues to prioritize this need in the current study and advocate for designated rooms to facilitate both instructional and group counseling sessions that are part of the diversity of services we render on a daily basis.

**SAP #3: Increase full-time counselors teaching units per semester within load from 3 units to 6 units.**

Counseling faculty are able to teach up to 6 units per semester. The instructional component to the division has grown. New curriculum has been developed and counseling courses provide an option for many students to complete transferable, general education and degree applicable units.

**SAP #4: Increase counseling course offerings for special student populations (EOPS, Foster Youth, Veterans, CalWORKs, DSS).**

Currently only EOPS and DSS areas within this SAP (EOPS, Foster Youth, Veterans, CalWORKs, DSS) provide courses for their student populations. The individual self-studies will further discuss these areas..

**SAP #5: Develop Math work and support groups through Adaptive Computer lab (COUN 071 F and COUN 075 F) to increase completion and success in Basic Skills Math courses.**

This will be addressed by DSS in the individual self-study

**SAP #6: To accommodate the addition of more full-time counselors, the previous Career and Life Planning (CLP) space needs to be reconfigured. This would involve relocating the High School Outreach (HSO) staff to previous Workforce Center.**

The space was reconfigured for the Career and Life Planning (CLP) Center and the relocation of High School Outreach has provided the additional space needed to accommodate new full-time counseling faculty serving special populations such as CTE, Athlete, and STEM students. The changes have also contributed to accommodating and expanding career and workforce and high school outreach services.

**SAP #7: Computers in the Career and Life Planning/Workforce Center and the open Counseling Center labs need to be maintained and upgraded/replaced as needed.**

The continual maintenance of computers in the Career and Life Planning/Workforce Center and Counseling Center labs ensure that counseling, registration, career and workforce related workshops/information sessions, professional development trainings, and Counseling Courses



optimally operate and meet objectives.

**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?**

**SAP #1: To replace retiring counselors and replace additional growth positions in all departments of the Counseling Division**

The program review based instructional funding for full-time faculty supported the hiring of twelve new full-time counselors which has contributed to more robust counseling and instructional services to General Counseling, STEM, CTE, EOPS/Calworks, Cadena/Transfer Center and the Athletic student populations.

**SAP #2: Increase classroom space for Counseling Division Instruction and other designated areas for group educational and career planning as well as other related SSSP activities.**

No resources were allocated. This SAP has not been met and campus dialogue continues with various stakeholders.

**SAP #3: Increase full-time counselors teaching units per semester within load from 3 units to 6 units.**

SSSP funding is backfilling counseling appointment hours to allow for full-time counselors to teach 6 units as part of load.

**SAP #4: Increase counseling course offerings for special student populations (EOPS, Foster Youth, Veterans, CalWORKs, DSS).**

This will be addressed in individual program self-study

**SAP #5: Develop Math work and support groups through Adaptive Computer lab (COUN 071 F and COUN 075 F) to increase completion and success in Basic Skills Math courses.**

This will be addressed in the individual program self-study

**SAP #6: To accommodate the addition of more full-time counselors, the previous Career and Life Planning (CLP) space needs to be reconfigured. This would involve relocating the High School Outreach (HSO) staff to previous Workforce Center.**

The remodel of the Career Life Planning Center allowed for an additional counseling office for the newly hired Career and Technical Education Counselor. Moreover, the relocation provided for the

addition of six counseling stations for part-time counseling faculty to conduct counseling appointments.

**SAP #7: Computers in the Career and Life Planning/Workforce Center and the open Counseling Center labs need to be maintained and upgraded/replaced as needed.**

Basic maintenance to the Career and Life Planning/Workforce Center and the open Counseling Center is provided by ACT staff, which ensures that that counseling, registration, career and workforce related workshops/information sessions, professional development trainings, and Counseling Courses optimally operate and meet objectives.

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

**SAP #1: To replace retiring counselors and replace additional growth positions in all departments of the Counseling Division**

We were able to hire new faculty since the last study, however it is important to point out that SSSP has sustained most of these positions. Due to limitation and matching parameters, this may not be sustainable for future replacement or growth positions. The state is currently considering a different funding model that may affect future hirings using SSSP. Therefore, future funding for counseling faculty are being requested through General funds to providing institutional support on this endeavor.

**SAP #2: Increase classroom space for Counseling Division Instruction and other designated areas for group educational and career planning as well as other related SSSP activities.**

The SAP was not achieved. Additional teaching space was not allocated and as a result, this presents an ongoing challenge to offer multiple sections during time periods that are most popular for students and limits on-going group counseling sessions to be scheduled using borrowed classrooms.

**SAP #3 Increase full-time counselors teaching units per semester within load from 3 units to 6 units.**

Opportunities for counseling faculty to teach 6 units a part of load both semesters has been reinstated.

**SAP#4: Increase counseling course offerings for special student populations (EOPS, Foster Youth, Veterans, CalWORKs, DSS).**

Individual program self-study will address this

**SAP #5: Develop Math work and support groups through Adaptive Computer lab (COUN 071 F and COUN 075 F) to increase completion and success in Basic Skills Math courses.**

Individual program self-study will address this

**SAP #6: To accommodate the addition of more full-time counselors, the previous Career and Life Planning (CLP) space needs to be reconfigured. This would involve relocating the High School Outreach (HSO) staff to previous Workforce Center.**

Not applicable as funding was allocated and SAP was achieved.

**SAP #7: Computers in the Career and Life Planning/Workforce Center and the open Counseling Center labs need to be maintained and upgraded/replaced as needed.**

Not applicable, this SAP is currently being met

## 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)	<p>Increase the number of rooms designated to Counseling to support the growing demand for Counseling instruction.</p> <p>Counseling courses play a critical role in student success as it relates to certificates, degree attainment and transfer. Currently, the demand for both instruction and group counseling modalities exceeds the availability and capacity of rooms allocated to the Counseling Division. In order to continue to provide a robust selection of course offerings and meet state mandates as delineated in current legislation, additional classrooms must be designated to the Counseling Division.</p>
List College goal/objective the plan meets:	<p>Goal 1: Fullerton College will increase student success.</p> <p>Objectives: 1-6</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>Currently, there are two classrooms allocated to the Counseling Division (Room 126 and Room 1013).</p> <p>Division Dean, Lisa Campbell Vice President of Student Services, Dr. Gilbert Contreras Vice President of Instruction, Dr. Jose Ramon Nunez</p>

	<p>Department Chair, Flor Aguilera-Huerta</p> <p>The faculty and administrators will meet to discuss additional room designation no later than October 1, 2018 for 2018-19 academic year.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>The increase in the number of rooms available to support the growing demand for Counseling instruction will result in the following:</p> <ul style="list-style-type: none"> <li>● Increase in number of Counseling course selection offerings.</li> <li>● Increase in number of comprehensive educational plans (produced through Counseling courses).</li> <li>● Increase in overall student success (degree and certificate attainment and transfer) and retention rates for students who complete Counseling courses.</li> <li>● Accommodate complex scheduling of courses</li> <li>● Accommodate students' diverse schedules</li> </ul>	
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are being requested for this project.	
<p>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.</p>		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>		

## STRATEGIC ACTION PLAN # 2

Describe Strategic Action Plan: (formerly called short-term goal)	Increase the number of Interdisciplinary Studies (IDS) degrees awarded.	
List College goal/objective the plan meets:	College Goal #: 1 Objective #: 1, 2, 3, 4, 5, 6	
Describe the SAP: (Include persons responsible and timeframe.)	<p>Counseling faculty will increase the number of annual IDS degrees awarded.</p> <p>This SAP will be achieved by educating, encouraging, and assisting eligible students with applying during educational planning sessions and counseling courses.</p> <p>In fall 2018, the Division counseling faculty will strategize opportunities to reach out to students who have completed more than 30 units and review both the IDS degree requirements and the benefits of having a degree in relation to workforce opportunities.</p>	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>The increase in number of annual IDS degrees awarded will result in the following:</p> <ul style="list-style-type: none"> <li>● Increase in student degree attainment and graduation rates</li> <li>● Decrease the student achievement gap</li> <li>● Increase in student persistence</li> </ul>	
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are being requested for this project.	
<p>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.</p>		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		

<b>Total Requested Amount</b>		
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STRATEGIC ACTION PLAN # 3	
Describe Strategic Action Plan: (formerly called short-term goal)	<p>Counseling faculty will review and rewrite counseling courses as necessary for UC transferability.</p> <ul style="list-style-type: none"> <li>● COUN 101 F, The College Experience</li> <li>● COUN 135 F, Introduction to Leadership Development</li> <li>● COUN 151 F, Career / Life Planning</li> <li>● COUN 163 F, Personal Growth and Life Transitions</li> </ul>
List College goal/objective the plan meets:	<p>College Goal #: 1 Objective #: 1, 2, 3, 4, 5, 6</p> <p>College Goal #: 2 Objective #: 2, 3, 4, 5</p> <p>College Goal #: 3 Objective #: 2</p>
Describe the SAP: (Include persons responsible and timeframe.)	<p>COUN 163 F - Pending UC approval</p> <p>COUN 151 F - Submit for curriculum review in 2019-20</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>The UC transferability of Counseling courses will result in the following:</p> <ul style="list-style-type: none"> <li>● Student enrollment increase in Counseling courses</li> <li>● Student increase in transfer university options</li> </ul>
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funds are being requested for this project.
<p>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.</p>	

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)	New counseling faculty will be hired to maintain current levels of instructional and counseling services.
List College goal/objective the plan meets:	<p>College Goal #: 1 Objective #: 2, 3, 4, 5, 6</p> <p>College Goal #: 2 Objective #: 2, 3, 4, 5</p> <p>College Goal #: 3 Objective #: 2</p>
Describe the SAP: (Include persons responsible and timeframe.)	Considering that Fullerton College is increasing our partnerships with local high schools and launching a new guided pathways initiative, we will need to hire replacement faculty just to maintain current levels of instructional and counseling services. Additional counseling growth positions are essential to meet the growing demand for counseling services in relation to our community partnerships and in creating guided pathways.
What <i>Measurable Outcome</i> is anticipated for this SAP?	<p>The hiring of new faculty will result in the following:</p> <ul style="list-style-type: none"> <li>● Increase counseling and instructional services to meet state mandates</li> <li>● Increase students completing student educational plans to meet SSSP and enhanced registration requirements</li> <li>● Increase the number of students completing degrees and transfer</li> </ul>

	<ul style="list-style-type: none"> <li>● Maintaining the number of counselors to student ratio appropriate for the size of the campus</li> <li>● Replace counseling faculty that will be taking district incentives in spring 2018</li> <li>● Increase our capacity to meet the counseling demands created by community partnerships</li> </ul>
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	\$100,000 per counseling position	General Fund
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	Varies, will equal \$100,000 per growth position	General Fund

### STRATEGIC ACTION PLAN # 5

Describe Strategic Action Plan: (formerly called short-term goal)	A new low unit counseling course will be developed to award UC and CSU transferable credit to students participating in the Northern California Trip.
List College goal/objective the plan meets:	<p>College Goal #: 1 Objective #: 1, 2, 3, 4, 5, 6</p> <p>College Goal #: 2 Objective #: 2, 3, 4</p>



	College Goal #: 3 Objective #: 2	
Describe the SAP: (Include persons responsible and timeframe.)	The counseling faculty will develop a new UC and CSU transferable low unit counseling course designated to the Northern California Trip coordinated through Cadena Transfer Center. The course includes participating in a mandatory number of hours equivalent between 1-2 units. The course will be an opportunity for students to receive units towards their transfer goals as they participate in the Northern California orientation, campus presentations, university campus tours, and any incumbent travel involved in the Northern California College Tour.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The new UC and CSU transferable low unit course will result in the following: <ul style="list-style-type: none"> <li>● Increased participation in the Northern California Trip which serves to promote transfer and student success.</li> <li>● Students will complete units that are part of their overall transferable units for UC/CSU</li> <li>● Increase transfer rates, helping to close the achievement gap among our marginalized student populations</li> <li>● Expose first generation students to transfer options that may have not been in their initial educational goal</li> </ul>	
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funding required at this time	
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.		
<b>Type of Resource</b>	<b>Requested Dollar Amount</b>	<b>Potential Funding Source</b>
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		

Computer Software		
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.)

1. The Counseling Division has had, and will continue to have, Counseling faculty retirements that will impact our Counselor to student ratio. We will need to hire replacement faculty just to maintain current levels of instructional and counseling services. While new faculty hiring may occur in the near future, additional counseling growth positions are essential to meet the growing demand for counseling services in relation to our new partnerships such as the Anaheim Pledge (pending Fullerton Joint and in creating guided pathways.
2. Fullerton College recently partnered with Anaheim Union High School District to approve The Anaheim Union Educational Pledge. A similar partnership is in its final stages with Fullerton Union High School district. The purpose of these partnerships is to commit to providing all students with an intentional comprehensive support system that integrates students families and is designed to ensure students have access to opportunities and services that prepares them for success. The Counseling Division will have a big role in the development and implementation of The Anaheim pledge, which will include dual enrollment courses, summer transitions courses, and support to students while they are enrolled at Fullerton College to ensure students reach their educational goal. While Fullerton College already offers COUN 100 courses at the high schools in the districts mentioned above, the number of sections offered in the next 4-6 years may increase and new curriculum may be needed to help guide the students and their families through the educational pipeline.
3. Fullerton College is expected to be awarded funding to implement Guided Pathways, a multi-year state program designed to provide all California Community Colleges with the opportunity to implement Guided Pathways for the purpose of significantly improving student outcomes. Fullerton College is currently having discussions about the best process for developing the work plan of how Guided Pathways will look like at our college. The Counseling Division is anticipating playing a major role in both developing the work plan and in implementing various initiatives to reach the intended goals of the Guided Pathways. The Counseling Division may need to increase the number of courses offered through dual enrollment at the local High Schools as well as develop new curriculum to help students identify a major and educational goal within their first year of college. With the Anaheim Union Educational Pledge, and pending partnerships, as well as the Guided Pathways program, counselors will need to reach a wider

number of students to provide support and guidance and this will need to be done not only through counseling sessions but also through our instructional services.

## **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.

### **1.0 College Mission and Goals**

The Counseling Division continues to make strides in the diversity of areas of services, programs and curriculum. As described through our mission, the Counseling Division provides student-centered counseling services to support the achievement and growth of our diverse student population with the intent of helping students develop their highest potential, fulfill their goals and promote life-long success. As highlighted throughout this self-study, offering a range of counseling courses for our diverse student population remains a priority for our students.

Most noteworthy is the Counseling Division's history of successful completion for underrepresented students which compares favorably to campus wide data. For Hispanic students who comprise over 50% of the college population, counseling course success rates are almost 15% higher than the campus in general, thus contributing to closing the achievement gap and advancing student learning.

### **2.0 Program Data and Trends Analysis**

Findings taken from Key Performance Indicators reveal that since the last self-study:

- Enrollment and Counseling sections have increased
- FTES generation slightly increased
- FTEF fluctuated
- Fill rates overall remained steady
- Course retention and success rates remained stable

In light of overall favorable KPI findings, as well as the introduction of a number of new laws and trends (SSSP, AB 288, Guided Pathways, Assembly Bill 705), the Counseling Division continues to demonstrate adaptability and innovation in the face of constant and rapid change. Among the initiatives that have been effective in providing quality instruction to diverse student audiences while meeting growing demand are online/distance education and the Coun 50 F turned 100 F CSU/UC transferable courses offered to high school partners.

### **3.0 SWOC**

Weaknesses and challenges to the programs include the lack of facility space for program growth; the need for counseling offices to provide Title V required counseling visits for EOPS; and the need for adjustments still to be determined to meet SSSP requirements and growing partnerships with feeder high schools.

The program strengths and opportunities include the high demand for counseling courses that consistently rank above the college average in terms of retention, serve at-risk populations, and provide students with the skills necessary for success in college. Counseling courses provide a foundation for developing student self-awareness, major and career selection while also contributing to the completion of CSU General Education, Fullerton College General Education and two of the four AA degrees in Interdisciplinary Studies.

#### **4.0 SLO Assessment**

With the exception of the Interdisciplinary Studies Associate's Degrees, which have not been agreed upon at a program level, 100% of counseling courses have identified SLOs and ongoing SLO assessment that address ISLOs. As the assessments continue over time, changes will be made to increase student success.

#### **5.0 Progress Towards Previous Goals**

The progress towards the previous goals from the last program review cycle has been mixed. Replacement and Growth Counseling positions were approved, supporting the hire of 12 counselors.

#### **6.0 Strategic Action Plans**

The program has five Strategic Action Plans. These are as follows:

SAP #1: Increase the number of rooms designated to Counseling to support the growing demand for Counseling instruction.

SAP #2: Increase the number of Interdisciplinary Studies (IDS) degrees awarded.

SAP #3: Counseling faculty will review and rewrite counseling courses as necessary for UC transferability (COUN 101 F, COUN 135 F, COUN 151 F, COUN 163 F).

SAP #4: New Counseling faculty will be hired to maintain current levels of instructional and counseling services.

SAP #5: A new low unit counseling course will be developed to award UC and CSU transferable credit to students participating in the Northern California Trip.

These plans reflect the Counseling Division's dedication to the goals and objectives of the college including increasing student success, reducing the achievement gap and strengthening connections with the community.

## 9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, pamphlets, etc.), when they were last reviewed, and denote the publication is accurate in all representations of the College and program missions and services. In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the internet, please provide a sample of the publication with your program review self-study.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Counseling Website	December 2017	Yes	www.counseling.fullcoll.edu

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

## Routing & Response Page

Originator → IMS → Appropriate President's Staff Member → Program Review Chair

### Originator

*Electronically submit completed Program Review to Division Dean/IMS for review.*

### Appropriate Immediate Management Supervisor (IMS)

#### RESPONSE

Lisa Campbell

Printed name of IMS

Dean of Counseling

Title

12-12-17

Date

*Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

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

☐ *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:*

\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
\_\_\_\_\_

### Appropriate President's Staff Member

#### Acknowledging Receipt

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

*Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*



## Fullerton College Mission Statement

### MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

### VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College  
President's Advisory Council and  
accepted by President Schulz  
May 2017.*

### VALUES

#### Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

#### Diversity

We embrace and value the diversity of our entire community.

#### Equity

We commit to equity for all we serve.

#### Excellence

We honor and build upon our tradition of excellence.

#### Growth

We expect everyone to continue growing and learning.

#### Inclusivity

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

#### Innovation

We support innovation in teaching and learning.

#### Integrity

We act in accordance with personal integrity and high ethical standards.

#### Partnership

We work together with our educational and community partners.

#### Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

#### Responsibility

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