Fullerton College Program Review and Planning
Self-Study for Instructional Programs
Fall 2021

Statement of collaboration

The program faculty members 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 comprehensive 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 and Planning Committee.

Jon-Michael Hattabaugh

Jon-Michael Hattabaugh   Dec 16, 2021

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Elsa Perez

Elsa Perez   Dec 16, 2021

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Jennifer LaBounty   Dec 16, 2021

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A Note on terminology

"Program review" is the blanket term for all parts of this process. This document is a comprehensive "self-study." Fullerton College defines "program" as a course of study leading to a degree or certificate. A department may contain more than one program. With consultation with the Program Review and Planning Committee, a department may decide to write a separate self-study for each program within its department.

1.0 Executive Summary (Please write this section last, but include it here at the front of the self-study.)

Executive Summary
The Counseling & Student Development Division and Student Support Services Division conducted a formal Instructional Program Review during the 2021-2022 academic year. The self-study was written by Dr. Cristina Arellano, Juan Pablo "JP" Gonzalez, Jon-Michael Hattabaugh, Lorena Marquez, Elsa Perez, and Deanna Smedley, and was submitted to Drs. Arman and LaBounty , Deans of Student Support Services and Counseling and Student Development Divisions. The Instructional Program Review contains programmatic strengths, areas of improvement, and opportunities for future growth.

The program review emphasized the following programmatic strengths:
1. Curriculum supports the achievement and growth of our diverse student population;
2. The Counseling & Student Development Division and Student Support Services Division offers a robust number of Counseling courses;
3. Counseling Curriculum are intentionally designed to close the achievement gap and includes elements of educational planning;
4. Counseling courses promote student resources on campus were students can receive personal, academic, and career guidance;
5. Counseling faculty are aware of year-to-year societal shifts and use data to adapt Counseling course offerings and curriculum to meet student needs;
6. Counseling faculty have the ability to quickly transition Counseling curriculum to an online setting;

The following areas of improvement were identified:
1. Potentially offering evening and weekend Counseling course sections to meet the needs of students that work or prefer alternative time slots;
2. Recognition and elimination of persistent equity gaps;
3. Increase institutional funding of adjunct Counseling faculty;

Opportunities for future growth included:
1. Professional Development and/or Learning Opportunities to address equity gaps in the classroom;
2. Intentional efforts to designate specific Counseling faculty to lead workgroups that review practices and policies within the classroom that may unintentionally negatively impact student completion and success rates;
3. Replace retired Counseling faculty and create new full-time Counseling faculty positions to address college needs and move towards the American School Counselors Association (ASCA) recommended 250:1 student-to-counselor ratio;
4. Increase Counseling course offerings for special student populations (EOPS, Umoja, Student-Athletes, STEM, Puente, Foster Youth, Veterans, CalWORKs, DSS, etc.);
5. Secure funding for emerging technology in the classroom

2.0 Mission

Please explain briefly how your program contributes to the college's mission, vision, core values, and goals. Highlight any new contributions since your most recent self-study. If your department has a mission statement, please share it. If not then please consider discussing one with your colleagues.

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 & Student Development 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 Faculty serve students in and outside of the classroom in a multiplicity of ways with the college's mission and values in mind. Our Counseling & Student Development Division offers a diverse range of Counseling courses that serve students in the discovery process of choosing their career and major pathway, as well as supporting overall student academic and personal success. For instance, we offer COUN 140 F Educational Planning to our local high school students through our dual enrollment service. In addition, we provide our students three unit courses such as COUN 151 (Career and College Success), COUN 135 F (Introduction to Leadership Development) and COUN 163 F (Personal Growth and Life Success) among others.

The Counseling & Student Development Division and Student Support Services Division courses include the following:

*COUN 071 – Adaptive Computer Access
COUN 072 – Learning Assessment
*COUN 075 – Adaptive Computer Access: Learning Strategies
COUN 100 – Orientation for College Success
*COUN 101 – The College Experience
COUN 110 – Teaching as a Career
*COUN 135 –Introduction 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 and College Success
COUN 152 – Diversity in the World of Work
*COUN 160 - Academic Success
COUN 161 – Assertion Skills/Communication
*COUN 163 – Personal Growth and Life Success
COUN 193 – Financial Life Skills
COUN 199 – Counseling Guidance Independent Study

* The Counseling & Student Development Division and Student Support Services Division offers sections of specialized Counseling courses for our special populations based on their unique needs. These special populations may include;

A. Extended Opportunity Program & Services (EOPS)
B. Disability Support Services (DSS)
C. Puente
D. Cooperative Agencies Resources For Education (CARE)
E. Student-Athletes
F. STEM
G. UMOJA
H. Re-Entry Connect
I. Grads2Be
J. CalWORKs
K. Veterans

The Counseling & Student Development Division and Student Support Services Division
 has a history of successful course completion for underrepresented students which compares favorably to campus wide data. For Latinx students who comprise over 50% of the college population, Counseling course completion rates is 88.7% over the past 5 years, and course success rates are almost 15% higher than the campus in general. In addition, course completion rates are also high for males, DSS, LGBTQ and low income students, with a completion rate above 88% for these student populations, and an 80% percent completion rate for Foster Youth. Success rates for DSS and LGBTQ students is also notable, with a success rate above 77%. The data shows that through our Counseling courses we are contributing to closing the achievement gap and advancing student learning. Students are prepared to learn and be responsible leaders by participating in the Counseling course objectives which include:

1. Developing a student educational program plan (SEPP). All of the Counseling curriculum includes an element of SEPP. This step guides the student into the appropriate coursework and towards the completion of their educational and career goals. Much of this work is continued through one-on-one counseling appointments, even after the Counseling course is completed by the student.
2. Developing an understanding of competencies that promote college success 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 among others.
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 workplace readiness skills including communication, leadership, cultural literacy, teamwork, critical thinking/problem solving, decision making, job interview skills, in

addition to 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. Fostering campus and community relationships by promoting student participation in Service Learning, internships, and Career and Technical Education opportunities on and off campus.

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

Foundational to the Counseling & Student Development Division and Student Support Services Division's approach to student development is the belief that academic and career preparation promotes the flourishing of student's individual lives and that of their community. Our curriculum focuses on the understanding of the human being as it relates to academic, career, and life success. Topics covered in our courses include self-awareness, motivation, confidence, understanding of the system of higher education, the development of academic skills, transfer and career exploration.

Our curriculum also informs students on the specific steps involved in identifying and selecting a major and career. In supporting students major and career exploration, values, interests, skills, personality, temperament, and short and long term goals are explored and clarified. This knowledge is then applied by the students to build awareness of job opportunities in their field and to understand the incremental steps and processes required to graduate and transfer or enter the workforce. In addition students come to 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 Counseling courses is invaluable to their life-long success, motivation, and appreciation for learning and ongoing career management.

Core Values:

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

The Counseling & Student Development Division and Student Support Services 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 Center, the Cadena Center, the Financial Aid office, the Academic Support Center and the Health Center, among others. Students are also encouraged to participate in a plethora of special programs including the North Orange Promise Program , the STEM Success Learning Community, Puente, DSS, Umoja, VRC, Grads2Be, ISC, EOPS/CARE/CalWORKs/FYSI. In our courses, the experience of community is created through the use of group and service projects, in

addition to classroom discussions, all of which allow students any opportunity to get to know one another, develop a sense of community and all will while developing great skills that will transfer to their other courses, the campus and the communities they will interact with . Students are often given credit in counseling courses for participating in campus activities such as Dia de Los Muertos, Kindercaminata, Major Declaration Day, 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, Guided Pathways Initiative (committees and workgroups), the Curriculum Committee, the Program Review Committee, the SEAC 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 respect, 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, racial and cultural 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 Counseling faculty further promotes the knowledge of a variety of viewpoints and supports the mission of the college in nurturing an inclusive environment. Faculty involvement in various campus initiatives (Antiracism Taskforces), committees (Diversity Committee, SEAC), shared Governance (Faculty Senate), and professional development learning opportunities support the work that is already being done in the classroom.

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 Counseling & Student Development Division and Student Support Services 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. Both divisions are committed 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.

We do this in all of our counseling courses, but 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. Extended Opportunity Program & Services (EOPS) – The primary purpose is to prepare students to transfer to a four-year university, complete an associate's degree or earn a vocational

certificate in order to acquire desirable career-related skills to obtain rewarding employment as a result of their educational experience.

b. Disability Support Services (DSS) - advocates the integration of qualified students with disabilities into the mainstream of Fullerton College's programs and services

c. Puente Program - For students who are educationally disadvantaged

d. STEM Success Learning Community- A cohort model first-year experience and beyond program that promotes successful outcomes for students in STEM pathways

e. Cooperative Agencies Resources for Education (CARE) - For EOPS single parents receiving cash aid

f. Athletes – For student athletes navigating the educational pipeline while also managing unique policies that impact their athletic eligibility?

g. Veterans - For students who are current or former members of the armed forces

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

k. Grads2Be – For undocumented students and students with mixed status families

l. Umoja - For Black/African American and other students

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.

Counseling coursework 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, and beyond. 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 John Holland (STRONG) and Myers and Briggs (MBTI) are introduced and applied as students focus on temperament and interests as a vehicle for defining career choices. Students are encouraged to research potential majors and vocational interests in a variety of ways including online, through the Career Center, and through participation in internships with participating community organizations. Students are also introduced to the importance

of networking, professionalism, resume writing, and interviewing skills, as well as online social presence to prepare them for the world of work. 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.
California Community Colleges as never before are being called upon to educate and train students for the jobs needed to keep the country economically competitive. The Counseling & Student Development Division and Student Support Services Division supports the continued growth of both full-time and part-time Counseling faculty by encouraging participation in ongoing professional development through workshops, trainings, and conferences to stay updated in the field of community college counseling and instruction. During the past five years, Counseling faculty participated in a variety of trainings regarding graduation and transfer course acceleration, Guided Pathways, AB705 policy and implementation efforts, Career Technical Education, STRONG and MBTI Career Assessments, and Community Partnership.

The Counseling & Student Development Division and Student Support Services Division
 provides structured monthly counseling department meetings that include the following topics; guided pathways, updates/changes to counseling courses curriculum, updates/changes to articulation (private, AA, CSU, IGETC & majors), curriculum and program updates/changes from other divisions such as Math, Humanities, Fine Arts etc., and update/changes to policies and procedures such Excused Withdraw, online forms (e.g. graduation application, academic renewal etc.). All counseling meeting recordings and materials are made available to all Counseling faculty in a Canvas Shell that is regularly updated. The information that is being shared during these structured monthly meetings is instrumental to Counseling faculty as we serve students through our counseling services and instruction.

The Covid-19 pandemic presented challenges and opportunities for training. Counseling faculty participated in the Online Teaching Certificate and/or other approved online teaching trainings, Title V, Zoom, and ADA compliance trainings offered though distance education. The campus has provided continuous trainings that support our Counseling faculty to meet the changing needs of students in this remote learning environment.

Inclusivity - We support the involvement of all in the decision-making process.
Counseling faculty form a workgroup each year, based on volunteers, to evaluate data and trends for our course offerings from previous academic years, to then make recommendations on future course offerings to the rest of the Counseling faculty. Information about the recommended course offerings (including the number of sections per course, mode of instruction, days/times of the week, and part of term offerings) is emailed to all faculty, and then discussed in a department meeting. Since the Spring 2020, we have had many meetings where course offerings/modes of instruction, and other pertinent information has been discussed while remaining flexible due to ongoing changes with COVID-19 and CDC recommendations. Conversations around course offerings, also include discussions and recommendations about course offerings for our feeder high school students, with input four our high school partners.   Anytime there is a request or conversations about counseling course offerings for

special populations (High School students, Promise Program, Guided Pathways), Counseling faculty discuss options/choices and make recommendations as a collective.

Teaching faculty bring individual expertise to the classroom and we share best practices and share resources to support one another. Some of the resources we have shared include syllabi, assignments, lecture presentations, and other teaching materials to collaborate on innovative ways to provide instruction and enhance teaching and learning throughout the division. A shared Canvas shell has been created to store these resources and for all faculty to be able to access them. Counseling faculty have developed a Counseling 151 workgroup to focus attention in best practices in this course, which is our most popular course because of its focus on career exploration. Recommendations have been made to create workgroups to discuss best practices and for some of our other course with high enrollment.

In the Counseling courses, student feedback and participation are highly valued and decision-making strategies are included and discussed. Counseling faculty seek input from students regarding their counseling needs and other educational needs which is then shared and discussed amongst the Counseling & Student Development Division and Student Support Services 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 & Student Development Division and Student Support Services Division.

Innovation - We support innovation in teaching and learning.
The Counseling & Student Development Division and Student Support Services Division
continues to collaborate with our feeder high schools (AUHSD, BOHSD, FJUHSD and PYLUSD) by providing sections of COUN 140, COUN 141, COUN 144, and COUN 151 through dual enrollment services. During the AY 20/21 there were 3 unique Counseling courses offered at the high schools and these included COUN 140 – 46 sections, COUN 144 - 2 sections, and COUN 151 – 3 sections, for a total of 51 Sections offered. Previously we had offered COUN 100 sections as the primary dual enrollment course, however through dialog and collaboration between high school districts and Counseling faculty, it was decided that the main course that would be offered across the different high schools would be COUN 140, as it serves the needs of the high school students. These students are able to earn college credit, learn valuable information about educational options, and developing a Student Educational Program Plan (SEPP) with the Counseling faculty of the class. These courses have been offered remotely since the start of the pandemic.

Keeping in mind trends in our discipline, our economy, and our student's needs, we actively engage in the redesign of our curriculum to ensure our courses are relevant to what our students need. Since our last Program Review cycle, we have redesigned the curriculum for COUN 151 – Career and College

Success and COUN 163 - Personal Growth and Life Success, and now these courses are UC transferable, supporting more of our students who benefit from our curriculum and who are UC bound.

Additionally the following courses have recently gone through some curriculum revisions and are being stewarded through the curriculum process.

- COUN 152 – Diversity in the World of Work – Explores the influence of factors such as ethnicity, culture, gender, age, abilities, socioeconomic status, and spirituality influence the work environment.

- COUN 160 - Academic Success – This course is designed to promote student success with a focus on college success strategies, college culture, educational and career planning. With these revisions we are seeking to convert this from a 2 to a 3 unit course and for it to be UC transferable.

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

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 faculty and they are very important to both divisions. Counseling faculty and student relationships are thoughtful, empathic, and supportive. Counseling faculty 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.
There continues to be a high demand and need to bridging the academic and career preparation between the K-12 system and the post-secondary systems in California. The Counseling & Student Development Division and Student Support Services 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) continues to strengthen and our collaborative efforts includes the offering of 66 sections of Counseling 140, Educational Planning and most recently 3 sections of our COUN 151 – College and Career Success in the local high schools. These course offerings encourage and support the matriculation of graduating high school seniors to Fullerton College. The Counseling & Student Development Division and Student Support Services Division was also a key partner in supporting the North Orange Community College District, and specifically Fullerton College, with the implementation of the Anaheim Pledge program, a partnership with the Anaheim School District. The Anaheim Pledge which was implemented in AY 18/19 and it aimed to increase student's preparation for meaningful engagement in Jr. & High School, postsecondary education, career pathways and to responsible citizens. Students participating in the Anaheim Pledge were strongly recommended to enroll in COUN 148 during their first year at Fullerton College in order to provide them with support

in their transition to college. The Counseling & Student Development Division and Student Support Services Division has continued to provide support to students from our local high schools and the community in general when two state assembly bills (AB-19/AB-2) were put into motion in our district and the Anaheim Pledge was expanded and rebranded to the North Orange Promise program. Counseling faculty continue to provide support to new incoming students participating in the North Orange Promise by encoring new students to enroll in one or more of the many counseling courses offered based on each student's needs. Through these initiatives, and through our dual role as Counseling Faculty we support students in their transition to college through instruction and our counseling services.

Respect – We support an environment of mutual respect and trust that embraces the individuality of all.
Counseling faculty seek to empower individual students and to honor the inherent value of all students. Counseling faculty 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.
Counseling faculty in both divisions 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 Promote Success For Every Student.
Objective 1: Create a clear pathway for every student.
Objective 2: Enhance workforce training opportunities.
Objective 3: Improve student critical thinking skills
Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness.
Objective 5: Encourage completion of degrees for students enrolled in Career technical programs.

The Counseling curriculum contributes to student success by offering students a variety of courses through which to learn about study skills, college success strategies, academic options, career choices, student support services, and college policies and procedures. Much of the subject matter in the Counseling courses contribute to the preparation of at-risk students and supports course retention. Individual attention is paid to each student in the exploration and 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.   Students are exposed to all of their educational options, including Career Technical Education. 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, and through our dual role inside and outside of the classroom,

every student has access to working closely with a Counseling faculty to maintain a current and accurate educational plan based on the students goal/s. Through our Counseling curriculum we also teach and model a variety of competencies necessary for students' academic and long-term career success. These competences include career and self-development, leadership, communication, professionalism, critical thinking, teamwork, equity and inclusion, and use of technology. Furthermore, students are exposed to the importance of gaining experience in their field of interest to build upon their skills which are necessary to be competitive in the workforce. Students learn how to effectively develop a resume, prepare for an interview, and of the importance of networking. Finally, personal growth and development are promoted as students prepare for leadership roles both on campus and in their communities. Through targeted courses in STEM, Puente, EOPS & CARE, along with attention to Veterans, Student-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 disproportionally impacted students.

Through our Counseling courses we encourage and support

Goal 2: Fullerton College Will Cultivate A Culture of Equity.
Objective 1: Remove institutional barriers to student equity and success.
Objective 2: Increase equity in hiring and training.
Objective 3: Increase outreach to and recruitment of students from underserved populations.
Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed.

The Counseling & Student Development Division and Student Support Services Division promote equity in hiring and training by purposefully hiring Counseling faculty that represent the North Orange County Community College District student demographics and undergoing training that strengthens cultural competence. Counseling curriculum is also intentionally designed to create a culture of diversity, equity, inclusion, and belonging for all students. Examples include Counseling 140 (Educational Planning) where students are exposed to college life, responsibilities, and provided with resources to help them achieve academic, personal, and career success. Similarly, Counseling 135 (Introduction to Leadership Development), 151 (Career and College Success), and 152 (Diversity in the World of Work) encourage students to appreciate and value cultural diversity. Counseling 151 also actively removes institutional barriers to students' equity and success by providing free educational assessments (Ex: MBTI & STRONG Inventory Assessments). Each of these courses also incorporate class projects, activities, and discussions that engage them in critical conversation and help foster a sense of belonging in both the classroom and on campus. Finally, the counseling and student support services divisions offer programs such as EOPS, Puente, and STEM that recruit and support students who are first-generation, students of color, financially disadvantaged, and/or disproportionately impacted by existing societal inequities.

Goal 3: Fullerton College Will Strengthen Connections With Our Community.
Objective 1: Create and expand partnerships with local K-12 and higher education institutions.
Objective 2: Create and expand relationships with local businesses and civic organizations.
Objective 3: Be a cultural hub for the local community.

The Counseling & Student Development Division and Student Support Services Division continue to strengthen its connections with our community through partnerships that promote and support the achievement and development of our diverse student population, their families and community. Our Counseling Faculty, through our dual role in instruction and student services support these efforts through our dual enrollment services, as well as our heavy involvement in various initiatives such as the Anaheim Pledge, the North Orange Promise Program, and Guided Pathways.

During the 20/21 Academic Year the Counseling & Student Development Division offered 3 unique Counseling Courses to students in our local partner high schools (Placentia/Yorba Linda, Anaheim, Brea Olinda and Fullerton Joint Union High School Districts), through our Dual Enrollment Services. These courses included 51 Sections which were broken down as such, 46 sections of COUN 140 – Educational Planning, 2 sections of COUN 144 – Career Motivation and Self Confidence, and 3 sections of COUN 151 – Career and College Success. The Counseling & Student Development Division and Student Support Services Division in collaboration with our high school partners, decided to offer Counseling 140 as the main course to support high school students as they prepared to transition to Fullerton College. Through the Counseling 140, high school students are introduced orientation to college life and responsibilities; overview of graduation and transfer requirements, campus policies, resources, and it includes the development of an individual educational plan. Prior to the 19/20 AY, the main Counseling Course offered through dual enrollment was Counseling 100, however in our efforts to listen to the needs of our local K-12 partners, and the students we serve through this partnership, the Counseling faculty decided that Counseling 140 was a better courses to support students participating in Dual Enrollment. The Counseling and Student Development Division expanded our course offerings through our dual enrollment services beginning with Spring 2021 and offered 2 sections of Counseling 151 to students in the Anaheim Unified School District.

In addition to our Dual Enrollment efforts, the Counseling & Student Development Division and Student Support Services Division supported new incoming high school students participating in the Anaheim Pledge which began in AY 18/19, by offering Counseling 148 to all incoming students that academic year. With the expansion of the Anaheim Pledge due to assembly bills AB-19 and AB-2, and thus the rebranding of the Anaheim Pledge to the North Orange Promise program which has a larger reach of students, it was decided that incoming new students would be recommended counseling courses when appropriate and based on students individual needs. The Counseling and Student Development Division, not only supports these efforts through instruction, but also through our work in Student Services.

The Counseling & Student Development Division and Student Support Services Division has also been an integral part of the design, planning, and implementation of Guided Pathways. The Counseling & Student Development Division and Student Support Services Division have Counseling faculty in each of the four pillars, to bring our voice and perspective to this initiative. However, the Counseling faculty through our curriculum, have always supported students in the process of understating career pathways, identifying majors suited for various careers, and we prepared students to take what they

have learned to do research, and make decisions on the selection of a major and/or career, and understand the tools and skills needed for life long career management. However, through this new initiative, we are collaborating with the campus as a whole, and forging new partnerships and strengthening relationships to create a more welcoming, inclusive, college culture that focuses on supporting student success from an instructional and student services lens.

Lastly, we support our students in making connections with institutions of higher education such as the CSUs, UCs and private universities, as well as connections with local business and civic organizations by connecting students to student support services on campus that work closely with our university partners and community and civic organizations, and by teaching them of the importance of these connections. In our courses, and in our counseling sessions we recommend that students connect with University Representatives, that they reach out to faculty and staff at the universities of interest, as well as recommending that students connect with employers and organizations that support their interests and goals. Both divisions serve as a college culture hub for students and our community, as we serve students in and outside the classroom and support them in a many ways.

Goal 4**:** Fullerton College will Commit to Accountability and Continuous Quality Improvement.
Objective 1: Promote transparency in the shared governance and decision-making processes.
Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs.
Objective 3: Provide professional and career development opportunities for students, faculty and staff.

The Counseling & Student Development Division and Student Support Services Division are committed to accountability and continuous quality improvement. Examples include rigorous faculty evaluations (Ex: tenured faculty, adjunct faculty, and new hires) and attending conferences, trainings, and workshops. Counseling faculty also create counseling curriculum that focuses on recognizing key leadership characteristics and encourages students to develop their leadership abilities. This knowledge can then be utilized by students in the classroom, workplace, or at home to participate in shared governance, decision-making processes, and create just, equitable, and inclusive societal change. Students are also provided with professional and career development opportunities in the classroom (Ex: resume writing, interview skills, networking) and on campus (Ex: career center workshops, career fairs, guest speakers). Finally, the division recognize students financial, physical, and technological needs and facilitate/connect students with campus resources.

 3.0 Students
Because there is a nearly infinite amount of student data that can be studied, please focus your analysis on the trends that stand out. The Office of Institutional Effectiveness (OIE) is providing data that will help you zero in on bottlenecks, gateways, and student equity issues. As per accreditation standards, OIE data will be broken down by race, ethnicity, gender, and other demographic categories. One of the purposes of this section is to identify inequities and make plans to remedy them.

3.1 Enrollment demographics

3.1.1 Using the data provided by the OIE, briefly describe the enrollment trends in your program over the past five years.

Overview

Counseling courses play an integral role in promoting student success in college. Courses offered through our division cover General Education requirements as well as transferable and non-transferable electives that support students in a variety of areas. These areas include: career exploration, matriculation, academic support for special populations, academic success strategies, personal development and life skills, and how to make a successful transition to college, among others. Enrollment trends in Counseling courses over the past five years have fluctuated due to various factors with an average rate of 4,274 students per year (seat count). This five year period witnessed a high of 4,614 enrollments in 2018/2019 and a low of 3,695 in 2020/2021 . The decline in enrollment in Counseling courses can be connected to two main things: a drop in enrollment district-wide in 2019/2020, and the fallout caused by the COVID-19 pandemic, in particular in AY 2020/2021. In focusing on data points that stand out, during the AY 18/19 there was an increase in the number of students registered in COUN courses. This increase was, in many aspects, tied to our partnership with the Anaheim School District and the implementation of the Anaheim Pledge program. The following year, two state assembly bills (AB-19/AB-2) were put into motion in our district and the Anaheim Pledge was expanded and rebranded to the North Orange Promise program. The North Orange Promise grants free tuition to all new college students regardless of their high school district or financial need; this initially impacted enrollment at our campus in a positive way. While one may have expected an ongoing increase in enrollment due to the benefits of the North Orange Promise, we witnessed a decline from 2019-2021. Reasons for this decline, include: a decrease in the number of high schools students graduating from high school, lower college enrollments in general, and most notably the ongoing pandemic that has impacted enrollment state and campus-wide for a variety of unforeseen reasons.

Notable Enrollment Trends

When examining the 15 Counseling courses offered over the last five years, the most eye catching statistic is that COUN 148 had an increase of 477% between AY 16/17 and 20/21. This notable increase was directly tied to the inception of the Anaheim Pledge in 2018/2019. Those who opted to participate in the program were encouraged to enroll in COUN 148-Human Potential-in addition to READ 127-College Literacy Skills- in their first year. The goal of having students take each of these courses was to promote personal development and reading skills in order to increase successful outcomes and retention rates. Though enrollment was high in Fall 2018, it faltered in Spring 2019 and, as a result, recommendations were made in the following year to only promote courses to first-year students based off individual needs and goals. This recommendation, after careful consideration by Counseling faculty, directly reduced offerings and enrollment in COUN 148 in subsequent semesters. Special programs like the STEM Success Learning Community (STEM SLC) and Puente Program still offer COUN 148 as part of their first-year support curriculum, but offerings were minimal in 2020/2021 and will most likely stay that way for the immediate future. This example highlights the Counseling faculty's awareness of the role our courses play for various populations of students in addition to an ability and willingness to adapt what is put in the schedule from year to year.

Additionally, during the 18/19 and 19/20 academic years there was a noticeable shift in the course offerings and enrollments of COUN 100-Orientation for College Success- and COUN 140-Educational Planning. This change in offerings, with the number of sections of COUN 100 being replaced by COUN 140 was a direct result of adapting to the Dual Enrollment needs of our local high school partners. By the numbers, this can be seen in the astonishing 1472% increase in enrollment over the five year data set. In explaining how this decision came about, it must be mentioned that the Counseling and Student Development Division's High School Outreach program is a critical piece to the puzzle. High School Outreach cultivates relationships with our local high school districts which creates opportunities for collaboration with our Counseling and Student Development Division. Their program has continued to expand their reach in our surrounding communities and has increased the types of services provided in a variety of innovative ways. This, in addition to the North Orange Promise, has given the Counseling and Student Development Division the ability to make well-informed decisions in order to maximize enrollment and promote successful transitions for local high school students into Fullerton College.

Regarding other trends in enrollment, COUN 071, 072, and 075 are consistently offered each semester. These courses, taught by our Disability Support Services (DSS) faculty, give students in the DSS program a chance to receive additional support via learning assessments and guidance with adaptive technologies. They fill each term and highlight a growing need for more specialized counselors to increase offerings in the future. Furthermore, COUN 151-Career and College Success- has consistently filled each semester despite fluctuations in enrollment across the Counseling and Student Development Division. This particular course is offered the most across all Counseling curriculum as it provides a holistic approach to career and academic development. In 2020/2021 there was a noticeable decline in enrollment for COUN 151, which was consistent with overall enrollment trends at FC. Despite this fluctuation, our faculty see this as being tied to circumstances brought on by the pandemic and not a trend that will continue into future academic years.

Overall, we anticipate that the demand for Counseling courses will continue to increase in future academic years as enrollment recovers post-pandemic. This is due to a variety of factors, including statewide initiatives like Guided Pathways which promotes early major/career exploration and clearly defined career/transfer options. The content covered in courses like COUN 151 and COUN 160-Academic Success- complements the goals of Guided Pathways, eases the transition to the college setting, and promotes successful outcomes for students in completing their academic goals. Additionally, we now have technology that gives us the ability to offer student friendly remote services while maintaining the tenets of comprehensive counseling practices. This has changed the landscape of the counseling profession, for the better, and will be something that allows for increased access and support for our entire campus community. Increased access to services will increase contact with our students and can allow more opportunities for our counselors to make appropriate referrals to the courses we offer. Lastly, because more students have been taking courses in the remote realm over the past two years, we anticipate increased demand for Distance Education (DE) offerings moving forward. Current and future students now have an entirely new skill set in being comfortable with various learning modalities, specifically DE, and our Division is committed to offering our courses in a way that acknowledges and captures this silver lining of the pandemic.

3.1.2 Using the data provided by the OIE, describe the student population your department serves. Do you have a way of determining which students are your majors, for example through a gateway course? Please explain.

Students enrolled in Counseling courses over the last five years represent a variety of diverse backgrounds. Based off data provided by OIE regarding race and ethnicity, our enrollment mirrors the demographics of the larger Fullerton College population. Notably, course enrollments indicate serving a higher percentage of Latinx (8.9% higher) and African American students (1.4% higher) when compared to all other programs at Fullerton College. In looking at gender demographics, our Counseling courses serve 54.5% female students, 41.5% male, and 4% that indicate a different gender identity. Students of all ages benefit from taking Counseling courses, but in AY 2020/2021 51% of all enrollments were by those under 20 years of age. This indicates a desire and need for our Counseling courses by many new college students hoping to gain greater awareness in making a successful transition into the college experience. Counseling courses offer strategies to alleviate that transition as well as promote personal development, how to effectively explore career and educational pathways, and strategies for academic success.

Additionally, in AY 2020/2021 74% of students enrolled in Counseling courses were classified as low income, a percentage that is mirrored across all other programs on campus. To increase access to resources and to work towards eliminating gaps in equity, our Division has secured funding to pay for all career assessments for students in any of our career development related courses. This undertaking, though not yet institutionalized, serves to remove a barrier that may have previously discouraged or prevented students from enrolling in one of our Counseling courses. Maintaining a focus on equitable outcomes, our Counseling faculty are hopeful that because this barrier has been removed we will witness a boost in enrollment in post-pandemic offerings.

Furthermore, California community colleges are known to be open access campuses that provide an affordable education which, with many students qualifying for financial aid, and now with North Orange Promise Program so this may increase the number of students choosing Fullerton College as their starting point for an education. We also know that many students begin college undecided about their major so free tuition, and Counseling courses like COUN 151 and 144, offering career exploration as a main focus in the curriculum could increase the number of students choosing to enroll in our courses. When comparing enrollments in the 20/21 AY, 79% of students enrolled in our courses indicating receiving a degree and/or transferring as their academic goal while at Fullerton College. This high percentage shows that students who take Counseling courses are transfer directed and speaks to the value of Counseling curriculum. Counseling courses, which revolve around personal and career development transcend demographics and work towards connecting Fullerton College's diverse student population to their academic and career pathways.

In terms of programs offered, the Counseling & Student Development Division houses four Interdisciplinary Studies Associate in Arts degrees. Counseling courses are included in two of the four degree emphases, which are Social Sciences and Social Behavior and Self-Development. The Social Sciences emphasis includes Counseling 151, 163 and 152 as options within the 18 required units. Within the Social Behavior and Self-Development emphasis a student is required to take at least 1 of the 12

Counseling courses listed to fulfill the Growth and Purpose area of the degree. While we don't offer a specific entry counseling course that would indicate a student's intention to purse one of these degrees, COUN 151 F- Career and College Success- is our highest enrolled course and can be seen as a gateway to not just our degrees, but also other programs on our campus because of the content it covers and its widespread reach/high enrollment.

3.1.3. Which classes have the highest demand and why? Are they offered regularly -- at different times of the day and week, in different formats (in-person, on-line, hybrid)? Please explain.

Since the 2016 academic year, COUN 151-Career and College Success- has been our highest enrolled course (8,915 enrollments). As such, it is consistently offered every term (Fall, Spring, Summer) and is delivered in different modalities to meet student needs (in-person, hybrid, online). The course is multi-faceted and focuses on student development through the lens of career and college success. The topics covered are accessible for students that are in various stages of their academic and/or career development, which is a main reason that it has many sections with high fill rates each term. Additionally, it is taught as part of various special programs like the STEM Success Learning Community and Puente, and was also taught as part of the TAP program until Spring 2019. COUN 151 courses have been offered at various times of the day, during different days of the week, and over different parts of term, to maximize flexibility and options for students that are looking to take it. With our eventual return to campus and as we welcome more students pursuing their education at Fullerton College because of the North Orange Promise, we anticipate the demand for COUN 151 sections to increase. With this increase, the department will need to make data driven decisions to ensure that offerings remain in varied modalities and during different days and times throughout the week. One area for consideration is to examine offering more evening and night sections so that we increase our ability to capture students who prefer in-person classes but work during the day or have other commitments preventing them from taking morning/afternoon sections.

Other courses offered consistently during the summer, fall and spring terms include COUN 071, 072, 075 delivered by our DSS program. These courses, while not in the top 5 course with most enrollments, are offered every term to provide educational accommodations and ensure access to support for students with disabilities. As previously mentioned, enrollment trends in our COUN 100 and 140 courses reflect our dual enrollment efforts with local high school districts with the goal of better preparing students for transitioning to Fullerton College. Within the enrollments trends regarding these two course, during the 2020/2021 academic year, our department decided to switch to primarily offering COUN 140 via Dual Enrollment based off the needs communicated by our local high school partners. This decision directly impacted COUN 100 sections offered and is the reason why the data shows a steep drop in its enrollment/offerings.

To ensure student needs are being met, our Department collaborates through a workgroup each academic year that makes decisions on future course offerings. Through this group, enrollment trends are examined and scheduling recommendations are made to maximize enrollment and flexibility in courses offered. Furthermore, with the move to remote instruction due to the Covid-19 pandemic, more Counseling faculty have received their Online Teaching Certification to be able to teach in online/hybrid modalities, and be in compliance with accreditation standards. The silver lining of the pandemic is that it

has increased the number faculty that can teach many of our course offerings in multiple modalities, and this is something that we need to keep in mind as we return to campus. Complementing this, we know that students from our local high schools, have developed new transferable skills due taking courses in a remote environment. From this, we can only anticipate that this will increase demand for more online and hybrid course delivery options once the pandemic subsides. As such, our workgroup will continue to make data driven decisions on how and when courses are offered to ensure that we are meeting the needs of a variety of pathways and educational goals.

3.1.4 Please describe how your course offerings match students' preparation and goals.

All courses offered through the Counseling Division represent an area dedicated to student development. COUN courses deliver content that promote student success and speak to a variety of areas that meet student needs (personal, academic, career). This holistic approach can be seen through courses such as:

- COUN 072- Learning Assessment

- COUN 101- The College Experience

- COUN 135 - Introduction to Leadership Development

- COUN 141- Career Exploration

- COUN 151- Career and College Success

- COUN 152- Diversity in the World of Work

- COUN 163- Personal Growth and Life Success

- COUN 193-Financial Life Skills

In terms of student preparation and goals, our course offerings provide options that speak to various stages of academic and career development. With courses that count for transferable general education credit and transferable electives, it is no surprise that a large number of transfer bound/degree seeking students take our classes. To give context, in the 2020-2021 academic year, 79% of all Counseling course enrollments were by this transfer/degree seeking population. From this number, it can be inferred that our classes assist students in earning degrees, help them complete transfer requirements, and, overall, highlights the value that they bring to a plethora of educational pathways.

3.1.5 Does enrollment vary by semester? Please describe how course offerings are adjusted to meet student demand and help students reach their academic goals.

COUN 151 as well as our courses offered through our DSS program (071,072, 075) have been offered consistently, every semester, for the last five years. Counseling faculty meet every year to assess enrollment trends in previous years and then make recommendations for offerings for the upcoming academic year. Course offerings have been pretty consistent over this time period with special attention paid to the modality, date/times, and part of term offerings to better serve student needs. There are some courses only offered in one semester, such as COUN 110 every Fall, yet that is only due to it being

delivered as part of a special program (Teacher Pathways Program). Another trend you will see is that courses primarily offered via Dual Enrollment (COUN 100 & 140) are only available in Fall and Spring semesters in order to parallel our local high school districts' calendars. Our faculty collaborate during Department meetings to assess the current curriculum offered and have made changes to those offerings based on the needs of students at our campus and at our local high schools.

3.2 Student Achievement and Equity (and student demographic profile)

3.2.1 Using the data provided by the OIE, briefly describe student achievement rates in your program over the past five years: completion, success, degrees/certificates, transfer, licensing, job placement, wage improvements (not all of these measures apply to every program).

Completion rates across counseling courses have been steady for the past 5 years, with an average completion 88.1%. During the AY 19/20 there was a completion rate of 89.0% despite it being the beginning of the COVID-19 pandemic, but during the AY 20/21 there was a decline in enrollment which is most likely due to the impact of the COVID-19 pandemic and remote instruction. However even with a (percentage) decline, the completion rate in counseling courses was still high at 85.1% for AY 20/21.

Student success rates in counseling courses have also stayed relatively stable during the last five years with an average success rate of 75%.   Over that time period, the highest success rate was in AY 18/19 at 78.3% and the lowest was most recently in the 20/21 academic year at 69.6%. It can be inferred that the drop experienced last year can be explained by the shift to remote instruction due to the surrounding pandemic.   The 19/20 AY was the first year where students had to adjust to new modalities of instructions and not by choice, and this included thousands of new students who were also learning to adjust to college. As students were learning to manage their new academic reality they were also having to deal with the rise of COVID-19 rates, direct or indirect COVID-19 exposure, an increase in COVID-19 deaths, struggling with instability and with unmet basic needs due to job loss or fear of working due to exposure, and the intense political climate. All of these factors combined added stress and anxiety to students lives, and this trickled down to students success in their academics, including counseling courses. Overall, students taking Counseling and Guidance courses have experienced success rates that were either higher or equal to all other programs at Fullerton College.

In respect to completion of awards in our Division, over the last five years 5,694 Interdisciplinary Studies (IDS) AA degrees were earned by students across the four different emphases (see tables in 3.2.1). The four emphases include: Arts and Human Expression, Science and Mathematics, Social Sciences, and Social Behavior and Self-Development. Additionally, beginning in AY 18/19, 3,501 certificates were given out for the CSUGE (2,683) and IGETC (818) options. This increase was directly related to un update to the process that students have to follow in order to apply for the certificate. This update eliminated unnecessary steps for our students and immediately increased the amount of certificates awarded.

Focusing on the degrees in our program, the four emphases within the Interdisciplinary Studies degree provide students opportunities to earn awards within their transfer pathways. Students come to Fullerton College with a plethora of academic goals, and the IDS degrees serve many different populations of students. Taking into account the state's new funding formula, these degrees allow our

campus to capture many students, who may otherwise not have earned a degree, as they exit Fullerton College and move onto the university level. Outside of the value that they bring to students within their pathways, there is a monetary value that they give to our campus, which affects our programs in a variety of positive ways. As such, the versatility of the degrees, earned by both transfer and non-transfer students, prove to be invaluable for our students and our campus alike.

Moreover, in a report compiled by our Office of Institutional Effectiveness (IE), an examination of the degrees disaggregated by race/ethnicity and special populations provides important context to the populations of students who receive them. This study, showing data from Summer 2015- Spring 2021 produced a variety of takeaways, but in regards to student achievement and equity, here are the most notable :

1. 4,294 students received an IDS degree or degrees since 2015
   a. More than 2 in 5 students during this time period earned at least one IDS degree
   b. Race/Ethnicity
      i. 56.4% Latinx
      ii. 3.4% Black/African American
   c. Special Populations
      i. 8% Student-Athletes
      ii. 8.1% DSS
      iii. 17.7% EOPS
2. 2,234 (52%) only received an IDS degree or degrees
   a. 1 in 5 students only earned an IDS degree or degrees
   b. Race/Ethnicity
      i. 53.2% Latinx
      ii. 5.4% Black/African American
   c. Special Populations
      i. 12.6% Student-Athletes
      ii. 8% DSS
      iii. 12.6% EOPS
3. COUN courses are part of 2 degree emphases: Social Sciences and Social Behavior and Self-Development
   a. Social Sciences emphasis degree earners:
      i. 1.5% Black/African American
      ii. 61.2% Latinx
   b. Social Behavior and Self Development degree earners
      i. 7.1% Black/ African American
      ii. 63.2% Latinx
4. 71.1% of students who earned an IDS degree(s) have enrolled at a four-year institution which indicates that students who earn an IDS degree are highly likely to be heading towards transfer
5. For students only earning an IDS degree or degrees (N=2,234) over seventy percent have enrolled at a four-year institution
   a. Race/Ethnicity
      i. 82.6% Black/African American

          ii. 70.1% Latinx

6. 850 students used the non-transfer GE pattern to receive an IDS degree or degrees
   a. Race/Ethnicity
      i. 57.8 Latinx
   b. Special Populations
      i. Student-Athletes: 24.5%
      ii. DSS: 9.3%
      iii. EOPS: 8.9%
      iv. Certified Student Veterans: 2.2%
   c. Important Context
      i. IDS degrees capture a variety of academic goals, not solely transfer.
      ii. 39.2% of students in this group participate in one the special populations indicated in the report (see list above)
7. Within the state's funding formula for the Student Success Allocation, the IDS degrees prove to be a valuable asset for both our students and our institution.
   1. https://ie.fullcoll.edu/wp-content/uploads/sites/27/2021/11/IDS-Degrees-at-FC_October-2021_102121.pdf

Total degrees and certificates awarded during this five year period totaled 9,195, which gives indication to their reach and ability to improve equitable outcomes for students. The four IDS degrees serve to capture the needs of transfer students giving the ability for those that are applying broadly an opportunity to receive an AA from our college. This is especially true for those pursuing transfer pathways in the STEM and Arts fields. The two emphases in Arts and Human Expression and Science and Math give way to award students who are pursuing these pathways. For these students, transferring is complicated and requires multiple courses in major preparation to be competitive and meet eligibility requirements. If they are applying broadly to multiple universities, they may not be able to follow our traditional local or transfer patterns. For example, a student transferring in a Computer Science field may have to complete portions of multiple sequences in Computer Science, Math, and Science disciplines. This may mean that not all of our high level Computer Science, Physics, or the entire Math sequence will be completed prior to transfer. Adding to this, Computer Science transfer programs have high admission standards across the state. Students have to hustle to be efficient in how they take their courses each term, where finishing a transfer GE pattern (IGETC, CSU) is not typically advised. This results in it not being necessary or required to complete all courses to fulfill our discipline specific AA/AS degrees. Instead, these students follow a more direct educational plan focused on limited GE and mostly major preparation required desired transfer institutions. The IDS in Science and Math captures this type of pathway- giving students who have shown success in rigorous curriculum the chance to receive a degree before exiting Fullerton College.

The experience described above is just one example of how IDS degrees serve the needs of students at our campus. Furthermore, campus-wide data acknowledges that black students are significantly underrepresented in enrollment and in degrees and certificates awarded each year. Despite this, the

data shown in the KPI dashboard indicates that black students receive IDS degrees at a significantly higher rate than degrees offered in any other division. For example, 21 degrees were awarded by our Division in 2021 as compared to only 9 in Social Sciences, 2 in Humanities, and 3 in Natural Sciences (KPI Dashboard data). Though these numbers are small across the board, the gap in the amount of degrees awarded highlights another facet to the value that the IDS degrees bring to our campus- reducing gaps in equity for specific student populations.

 Ultimately, as seen by the data report referenced above, the IDS degrees offer important opportunities for students in special populations to earn degrees, and, overall, bring versatile options for our campus to award success and completion to a wide-range of students following various academic goals and career pathways.

3.2.2 Please pay special attention to equity issues -- where a group of students has an achievement rate that is below average. What factors can explain this?

When examining equity gaps in success rates, notable disparities exist across ethnicity demographics for our Black/African American and Native Hawaiian/Pacific Islander students. An examination of KPI data, indicated that success in Counseling courses is similar when compared to the wider campus yet still lower amongst these two groups. Other groups of students where a noticeable equity gap exists across all programs, including Counseling courses, are amongst males, Foster Youth and low income students. With so many factors that contribute to student success plus acknowledging the ongoing pandemic, it is difficult to pinpoint exact reasons for these percentages. Our faculty are aware that, even though our courses are focused on personal development and achievement, equity gaps still occur withing our completion and success rates. Through honest conversations, it was determined that components contributing to this, include:

- Implicit bias
- Limited belief about student abilities or readiness
- Having a deficit vs strengths-based mindset
- Inconsistent interventions for struggling students (e.g., method, timing, follow-up, etc.)
- Lack of professional development
- Differing perspectives among faculty regarding late work, attendance policy and grading practices
- Lacking time amongst faculty to discuss noticeable trends in the data and to take action to make recommendations for change
- Institutional barriers (e.g., access to resources on a timely manner, campus culture, campus policies, etc.)

These are just a few examples of factors that may be producing equity gaps for the aforementioned student populations. Future efforts and professional learning opportunities should focus on addressing best practices in these areas in order to decrease their presence inside and outside of the classroom.

3.2.3 Does your department have regular discussions about equitable grading, attendance, late-work, and extra credit policies, or about other strategies for helping students succeed? Could reforming classroom policies help more students succeed? Please explain.

The Counseling & Student Development Division and Student Support Services Division has faculty representation on shared governance committees focused on student equity and instructional best practices, such as our SEAC and Anti-Racism Task Group. Faculty Representatives give monthly reports which lead to discussions regarding equity in the classroom and strategies for helping students succeed.

In addition, Counseling faculty participate in professional learning activities on and off campus (trainings, workshops, conferences) that address student equity and inclusion in order to support implementation of best practices. Our department then collaborates to address these best practices across our most widely offered courses. Workgroups have been formed and Canvas shells have been established to make the products of these discussions widely available to all Counseling faculty. These efforts are ongoing and acknowledge that using a critical lens is paramount when it comes to reforming classrooms policies and practices to increase completion and success rates of students in our courses. With that said, there is always room for improvement. The focus of our department's efforts changes from semester to semester with, unfortunately, some topics being forced to take a backseat or only be discussed in a limited capacity. This can affect the depth and frequency of conversations around topics related to strategies to help students succeed in the classroom. As such, more intentional effort should be made to put specific counselors in charge of workgroups focusing on reviewing practices and policies within the classroom that may be unintentionally be negatively impacting students completion and success rates in our courses. In addition, we should schedule monthly meetings to address our classroom policies, equity gaps, and discuss recommendations for reasonable changes within our classroom policies and practices that focus on reducing barriers for students, while supporting students development and increase the completion and success rates for all students. This has already started with our COUN 151 course, but also needs to be expanded across our curriculum to ensure best practices are being continuously discussed and implemented to make improvements, but with a greater focus on the evaluation of our classroom policies and procedures.

With Counseling faculty teaching and also supporting students via counseling appointments, and other efforts, a mounting challenge is creating dedicated time to be able to address these issues. An upcoming effort to assist faculty with this goal, is the creation of the Instructional Success Team pilot program, which aims to have a faculty representative from each division, along with a data coach and an equity coach working together to then make recommendations to our divisions about efforts to reduce equity gaps and increase students success rate in our courses. While our division already works together to address these issues, having a dedicated team members focusing on these topics can lead to more intentional efforts to implement changes. Acknowledging that Counseling faculty serve dual roles on our campus highlights an apparent need to increase the hiring of more full-time faculty. This ensures that ongoing efforts to address equity gaps allows the space for workgroups to form while maintaining and increasing the availability of counseling appointments.

3.2.4 Please write a brief Equity Action Plan. What strategies can you implement to close this gap in student achievement within the next five years? What professional learning, curriculum development, or other forms of support does your department need?

Equity Action Plan

Strategies for Success

The scope of counseling curriculum revolves around student development. Within this context, courses are updated every couple of years to make sure they are current and are bringing forth the most culturally relevant topics as possible. Even with continual collaboration, there is still significant room for improvement. This can be addressed through adopting a more intentional focus on how curriculum is developed and delivered. Secondly, our faculty can benefit from professional development opportunities focused on improving cultural competency. Furthermore, in terms of addressing equity gaps, strategies must be developed and implemented as we move forward in our efforts to promote student success. A main starting point for this occurs with increasing awareness that the gaps exist and are prevalent in our courses. This awareness can cultivate collaboration and give way to a collective "buy-in" by our faculty in understanding the need for addressing best practices and strategies for success in the classroom. With a data-driven approach, and an understanding that there are multiple factors that impact student success, our Counseling & Student Development Division and Student Support Services Division plans to use the following as a guide to addressing equity gaps over the next five years:

- Examine how our course content is being delivered
- Create assignments that are culturally relevant so that students from diverse backgrounds can relate and apply their knowledge
- Increase awareness of campus resources and how to access them.
- Actively search out Online Educational Resources (OER) for alternative textbooks to increase early access to required textbooks
- Develop workgroups to address equitable practices consistent with campus wide efforts
- Increase professional learning opportunities
- Analyze data annually and adapt strategies to emerging trends
- Strategize to put more intentional "in-reach" efforts towards disproportionally impacted student populations, which may be less likely to seek out support (Males, low income, Black/African American).
- Adopt departmental policy changes that serve to implement best practices in the classroom with the goal of increasing equitable outcomes

Professional Learning

Continued professional development is critical to understanding current trends and implementing best practices to engage and support our students. There is a plethora of opportunities for professional learning on and off campus and many faculty take advantage of these each academic year. However, it may be best for some trainings to be offered to our Counseling faculty as a collective during low peak times. A recent example of this was that faculty from the Counseling & Student Development Division and Student Support Services Division were able to attend a 4-day training in January 2020 to become certified in the Strong Interest Inventory and MBTI assessments through the Myers-Briggs Company.

This training and the resulting certifications that all participants received is important for our competency in interpreting the results of the assessments, which are directly related to curriculum of Counseling 151, which is our highest enrolled course each academic year.

Full-time and adjunct Counseling faculty alike need to have the opportunity for professional learning experiences each academic year. These trainings should be intentional and focus on the equity gaps we are trying to address or another specific need of the division which impacts student success. An example of this, which could directly impact our work with students in the classroom, is training all counselors through the Cultural Curriculum Audit Training that was developed at Long Beach City College. Topics that are covered include: Implicit Bias, Redesigning Course Content, Understanding Success and Equity Data, Teaching Men of Color, and Grading through an Equity Lens. These trainings includes topics relevant to making changes in our classrooms, curriculum development, and policies and practices to better support all students, especially those from disproportionally impacted populations.

In addition, as online teaching has become the primary mode of instruction due to the COVID-19 pandemic, many faculty in our division have received the Online Teaching Certificate through training provided by our Distance Education Department. Our faculty have proven versatile and open to change in adopting best practices for teaching in both asynchronous and synchronous remote environments over the past two years. In moving forward, we anticipate that, even after a return to in-person instruction, online teaching and the use of remote teaching strategies will continue to be utilized by faculty and appreciated by students with various learning styles. As such, continual professional development opportunities for our faculty to increase their skills in this area will benefit both to faculty and students in moving towards more successful outcomes.

In summary, immediate action can be taken by our division to participate in professional learning opportunities and to develop ongoing workgroups that address the following areas:

- Increasing Cultural Competency
- Addressing Implicit Bias Inside and Outside of the Classroom
- Curriculum Development/changes
- Classroom Policies and procedures
- Utilization of OER resources to reduce cost of books
- Career Assessment Interpretation
- Resume and Cover Letter Best Practices
- Emerging Technology in the Classroom

Curriculum Development

The Six-Year Review Curriculum Committee process, requires that faculty examine our course offerings and make necessary updates to fit the emerging needs of our diverse student population. This undertaking allows Counseling faculty the opportunity to critically examine our course content as well adapt the scope of each course to ensure that topics are relevant and maintain a focus on guidance and personal development. An example of this is the recent update to COUN 152- Diversity in the World of

Work- which was revamped to cover more culturally relevant topics, increase the depth of understanding various cultural groups, while maintaining the original scope of the class- personal development through diversity consciousness in the world of work. Moving forward, future efforts in curriculum development will align with the previously mentioned strategies in this section regarding student success and professional learning.

Needs of the Department

Needs of the Counseling Division that require ongoing support and funding include the following:

1. Replacing full-time counselors that have retired and hiring additional growth positions in all departments of the Counseling & Student Development and Student Support Services Divisions. A goal would be to move towards the recommended 250:1 student to counselor ratio as provided by American School Counselors Association (ASCA):
   a. Efforts to bridge the gap between our current ~ 760:1 ratio would be by hiring a full-time counselor each year for the next 10 years. This would put the ratio to around 565:1.
   b. https://www.schoolcounselor.org/About-School-Counseling/School-Counselor-Roles-Ratios
2. Institutional support of the funding of adjunct counselors, currently paid for through SEA funds.
3. Increasing funding for adjuncts to provide support for General Counseling and in our specialized populations (e.g. Student-Athletes, STEM, Puente, Teachers Pathways, Dual Enrollment, Umoja, etc.)
   a. It is invariably important to have both full-time and part-time counselors working with special populations and in support of the emerging initiatives like the North Orange Promise and Guided Pathways programs.
4. Maintaining classroom space used for Counseling Instruction, group educational and career planning, as well as other related matriculation and student success workshops.
5. Maintaining the current process where full-time counselors, in General Counseling, have the opportunity to teach 6-units in load.
   a. This increases instruction by full-time faculty allowing for more widespread implementation of best-practices and strategies gained through professional learning opportunities.
6. Increasing counseling course offerings for special student populations (EOPS, Umoja, Student-Athletes, STEM, Puente, Foster Youth, Veterans, CalWORKs, DSS, etc.).
7. Develop Math work and support groups through the Adaptive Computer lab (COUN 071 F and COUN 075 F) to increase completion and success in Math courses offered.
8. Funding to increase access to resources and to work towards eliminating gaps in equity,
   a. Professional learning opportunities (guest speakers, conferences, trainings...)
   b. Paying for career assessments for students used by Counseling faculty in our Career Development courses (COUN 151, 141, 144, 160).

        i. Examples: MBTI and Strong Interest Inventory, and Super Strong Assessments via Myers-Briggs Company. This undertaking, though not yet institutionalized, serves to remove a barrier that may have previously discouraged or prevented students from enrolling in one of our courses and also could help eliminate equity gaps.

9. Funding for emerging technology in the classroom:
   a. Example: In classroom cameras to give the availability to in a hybrid modality that combines in-person and remote meetings. This method of instruction has been adopted by CSU Long Beach with the goal of increasing instruction in various modalities to meet emerging needs of students as we transition out of the pandemic. Source: https://www.csulb.edu/academic-technology-services/instructional-design/hyflex-instruction

Additional Considerations to Support Recommendations: The Dual Role of Counseling Faculty

Counseling faculty play many roles for our campus community. As both instructor and provider of comprehensive counseling services, full-time and part-time faculty have responsibilities pulling them in many directions. Being involved in the implementation of statewide initiatives as well as in support services that are tailored to special populations are just a few of the ways that general counselors take on specialized roles outside of the classroom. Some of the recent initiatives which have impacted this include:

- Guided Pathways Workgroups
  - Counseling faculty Co-Chairs on each pillar
  - Direct impact on counselor schedules and increase in case loads
- Starfish Early Alert (workflow, scheduling, less time)
  - Involvement in pilot program
  - Understanding that implementation will put increasing demand on counselor appointments and follow-up
- North Orange Promise Program
  - Counseling services have been tailored to assist in onboarding and follow-up services for students who participate
- Increases in Dual Enrollment Sections
  - Increased number of sections taught

The aforementioned recommendations to adapt instructional practices and address equity gaps, undeniably, will take intentional effort and time to implement. As such, and in acknowledging the dual role that counselors play, it is evident that our campus must take seriously the call to hire more full-time and part-time Counseling faculty to provide ongoing support with these efforts.

3.3 Student Achievement and Pathways

1. Using the data provided by the OIE, briefly describe how students have moved through your program over the past five years: unit accumulation, prerequisites, corequisites, substitutions, gateway courses, and bottleneck courses. (Not all of these measures apply to every program.)

   In the past five years, we have had the most enrollment in the following gateway counseling courses:
   - COUN 151 F Career and College Success (3 units)
   - COUN 100 F Orientation for College Success (1 unit)
   - COUN 140 F Educational Planning (0.5 unit)
   - COUN 101 F The College Experience (2 units)
   - COUN 163 F Personal Growth and Life Transitions (3 units)

   All the Counseling courses mentioned above have had over 85% course completion rate and at least 66% success rate. We wanted to highlight that the COUN 100 F course had a 93% course completion rate and 90% success rate. Furthermore, when it comes to students repeating our counseling courses, COUN 151 F had the highest percentage of students who repeated the course with a 6.1%. Our counseling courses do not have prerequisites or corequisites.

   When it comes to identifying disproportioned impact among our top four enrolled courses by race and ethnicity, the following data was captured:
   - COUN 151 F Career and College Success (3 units)
     - 671 Black/African American students enrolled and 42.5% completed the course. In regards to closing the achievement gap, we needed 167 Black/African American students to complete the course compared to other students taking the course.
     - 42 Native Hawaiian/Pacific... students enrolled and 50% completed the course. In regards to closing the achievement gap, we needed 7 Native Hawaiian/Pacific... students to complete the course compared to other students taking the course.

   - COUN 100 F Orientation for College Success (1 unit)
     - 339 Unknown students (small amount of students with a particular identity) enrolled and 85% completed the course. In regards to closing the achievement gap, we needed 21 unknown students to complete the course compared to other students taking the course.
   - COUN 101 F The College Experience (2 units)
     - 63 Black/African American students enrolled and 41.3% completed the course. In regards to closing the achievement gap, we needed 21 Black/African

American students to complete the course compared to other students taking the course.

- 61 Unknown students (small amount of students with a particular identity) enrolled and 60.7% completed the course. In regards to closing the achievement gap, we needed 8 unknown students to complete the course compared to other students taking the course.

- COUN 163 F Personal Growth and Life Transitions (3 units)
  - 30 Black/African American students enrolled and 56.7% completed the course. In regards to closing the achievement gap, we needed 5 Black/African American students to complete the course compared to other students taking the course.

According to our bottleneck analysis data, the following counseling courses have the lowest percentage success rate within the last five years:

- COUN 193 F Financial Life Skills (2 units) with 62.5%
- COUN 151 F Career and College Success (3 units) with 65.6%
- COUN 160 F Academic Success (2 units) with 66.3%
- COUN 135 F Introduction to Leadership Development (3 units) with 67.5%
- COUN 148 F Human Potential (1 unit) with 73.1%

Furthermore, the following five counseling courses have the highest percentage of students repeating:

- COUN 075 F Adaptive Computer Access Learning Strategies (.5-2 units) with 32.2%
- COUN 071 F Adaptive Computer Access (.5-2 units) with 29.9%
- COUN 151 F Career and College Success (3 units) with 6.1%
- COUN 163 F Personal Growth and Life Transitions (3 units) with 3.2%
- COUN 101 The College Experience (2 units) with 1.9%

In addition, the following five counseling courses have the highest number of withdrawals:

- COUN 151 F Career and College Success (3 units) with 1,272
- COUN 100 F Orientation for College Success (1 unit) with 239
- COUN 140 F Educational Planning (.5 unit) with 236
- COUN 101 F The College Experience (2 units) with 182
- COUN 163 F Personal Growth and Life Transitions (3 units) with 149

Lastly, the following five counseling courses have the highest percentage of withdrawals:

- COUN 135 F Introduction to Leadership Development (3 units) with 20.9%
- COUN 193 F Financial Life Skills (2 units) with 20.8%
- COUN 160 F Academic Success (2 units) with 16.9%
- COUN 163 F Personal Growth and Life Transitions (3 units) with 15.5%
- COUN 151 F Career and College Success (3 units) with 14.3%

2. For transfer degree programs: **N/A According to PR handbook, our program does not have an ADT.**

3. Please provide an update on the curriculum mapping you have done, perhaps in collaboration with Counseling. Are all programs (degrees and certificates) mapped? Based on course offerings for the last two to three years, could a student complete the map(s) you have created? If so, please demonstrate this with some facts from your schedules. If not, how will you address these discrepancies?

   The Counseling & Student Development and Student Support Services Divisions offers students Interdisciplinary Studies (IDS) Associate of Arts Degrees in four specific areas of emphasis: Arts & Human Expression, Science & Mathematics, Social Behavior & Self Development and Social Sciences. In addition, students are offered two types of certificates: CSU General Education Certification and IGETC Certification. All four IDS Associate of Arts Degrees have been mapped out. The mapping for these degrees is not specific to courses rather to various disciplines. For instance, IDS in Arts and Human Expression, students choose 18 units of coursework within two disciplinaries from a list of restrictive electives. Students who are interested in transferring to the CSU system, have already completed many of the required courses for this degree through CSU general education (e.g. ETHS, HIST, COMM, ART, PHIL, MUS, THEA etc.). In addition, there are some students that have scored a three or more on Advanced Placement (AP) exams and are given credit for specific courses that can be used towards the 18 units.   As for CSU General Education Certification and IGETC Certification those have not been mapped out.

   In most cases, students that have completed units for an Associate Degree for Transfer and/or other degrees, are eligible for one or more IDS Associate of Arts Degrees. If students are eligible for any of the IDS Associate of Arts Degrees, they have the opportunity to apply for the degree(s) the same way that students would apply for any other degrees by submitting an online graduation application through the Admissions and Records website.

4. **N/A According to PR handbook, our Divisions do not offer an ADT.**

3.4 Faculty

1. Using the data provided by the OIE, briefly describe the faculty workload over the past five years: FTF (full-time faculty), PTF (part-time, or "adjunct" faculty), FTEF (full-time equivalent faculty), WSCH per FTEF (weekly student contact hours). (Not all of these measures apply to every program.)

Over the past five years there has been a fluctuation in the number of full-time Counseling faculty within the Counseling & Student Development and Student Support Services Divisions. The fluctuation in full-time Counseling faculty happened as a result of new hires, resignation and retires. In the 2018-2019 academic year there was a re-alignment that resulted in the following areas to report to the Student

Support Services Division Dean: Disability Support Services (DSS), Extended Opportunity Programs and Services (EOPS), CalWORKs, and Veterans Resource Center (VRC). Although this alignment resulted in Counseling faculty reporting to two separate deans, we are still one discipline.

 The data shows that in the 2016-2017 academic year we had 29 full-time Counseling faculty and then a slight increase to 31 in the 2017-2018 academic year. Since that year, we have decreased in numbers and in 2020-2021 academic year we had only 22 full-time Counseling faculty within the two divisions. Within the last five years the highest number of full-time Counseling faculty reporting was 31 and currently we have 27 full-time Counseling faculty in the Counseling & Student Development Division (1 works 100% for the Transfer Center, and 4 others have 100% reassignments in Outreach, Instruction, Matriculation and Articulation) and 10 full-time Counseling faculty in the Student Support Services Division (1 is currently serving as Interim Dean).

Similar to full-time Counseling faculty, we've had a fluctuation in the number of part-time Counseling faculty within the two divisions. At our highest in 2019-2020 we had 45 part-time Counseling faculty and at our lowest we had 37 part-time Counseling faculty in 2017-2018 .

In regards to the WSCH + FTEF/FTEF, as a college the goal is to reach anywhere from 510-525 and we've exceeded the goal throughout these five years.

- 2016/2017 academic year: 690
- 2017/2018 academic year: 680
- 2018/2019 academic year: 720
- 2019/2020 academic year: 711
- 2020/2021 academic year: 670

2. If your department plans to request hiring a full-time faculty member, this is the place to make the argument. Please discuss hiring needs in reference to data analyzed in sections 3.1 to 3.4.

We are currently experiencing a student to counselor ratio of 760:1 which is not the recommended ratio by ASCA (250:1). In effort to bridge the gap between our current ratio, we would need to hire full-time Counseling faculty each year for the next 10 years. This would result in a ratio of approximately 565:1. Due to initiatives and our various dual roles of serving as both instructors and providers of comprehensive counseling services, we have an increase in counseling demands and capacity issues. For instance, with the Guided Pathways Initiative more Counseling faculty will be needed to help students assess, choose, and enter their pathways and to provide additional coursework, support, guidance, and resources to assist students to stay on their pathway. These new initiatives demonstrate a need to have more full-time counselors since we rely greatly on our adjunct counselors who make up the majority of Counseling faculty. Not having enough full-time Counseling faculty often results in less consistency, higher turnover, and a lack of representation on committees and in activities across campus. Therefore, it is imperative that we hire more general counselors in efforts to serve our students in these various

dual roles with the increase in counseling demands and initiatives which have had an impact in our student and counselor ratio.

3.5 Covid

Using the data provided by the OIE, briefly describe how the Covid 19 pandemic affected your department and how your department has adjusted. Did you make temporary changes? Or have you adopted new, long-lasting practices that enhance teaching?

The Covid-19 pandemic has had both positive and negative impacts on the way we serve our students. We as a department had to adapt in order to serve our students throughout this online platform. For instance, we were able to transform our Counseling instruction by using some online resources such as Canvas, Zoom and Microsoft Teams. In addition, more Counseling faculty have received their Online Teaching Certification to be able to teach in online/hybrid modalities, and be in compliance with accreditation standards. One of the impacts that we had at the beginning of the pandemic was that almost all the forms used on campus were not online forms and/or not fillable. The other challenge we had was figuring out which software we would use to transition our hard copy forms and fillable forms into online forms. Our dean was instrumental in this process and was familiar with Formstack. She not only suggested Formstack, but provided training for staff and faculty in our division as well as others on our campus. During some of our Counseling courses, Counseling faculty is able to assist students with specific forms (e.g. course repeat adjustment form, petition to substitute form etc.) and review the process. By having forms online, it created less barriers for our students.

3.6 What has not been asked?

Please tell us about other ways your department has been successful, ways that the previous questions might have missed.

In the 2018-2019 academic year there was a re-alignment that resulted in the following areas to report to the Student Support Services Division Dean: Disability Support Services (DSS), Extended Opportunity Programs and Services (EOPS), CalWORKs, and Veterans Resource Center (VRC). Although this alignment resulted in Counseling faculty reporting to two separate deans, we are still one discipline.

One thing we wanted to bring to the attention of the Program Review and Planning Committee is that our Counseling courses are taught within two separate divisions, within one discipline. This Instructional Program Review Self-Study was in collaboration with Counseling faculty under the Counseling & Student Development and Student Support Services Divisions. Below is a table to provide a visual of what the current numbers are for full-time and part-time Counseling faculty within the two divisions.

Counseling & Student Development Division		
	Full-Time Counseling Faculty	Part-Time Counseling Faculty
General Counseling	*27	42

Student Support Services Division		
Programs/Areas	Full-Time Counseling Faculty	Part-Time Counseling Faculty
EOPS	4	10
CalWORKs	1	2
DSS	****5	**1
Veterans	***1	2

*1 works 100% for the Transfer Center, and 4 others have 100% reassignments
**Also works in general counseling
***Currently Interim Dean of Student Support Services Division
****1 year temporary full-time Counseling faculty position

4.0 Outcomes (Deanna)

4.1 Program Student Learning Outcomes (PSLOs)

Since the last self-studies, the College adopted new Institutional Student Learning Outcomes (ISLOs) and new design principles for PSLOs. Please describe your department's PSLO revisions to date, and your PSLO plans.

Program Student Learning Outcomes for the four Interdisciplinary degrees have been revised and approved by the counseling team. Faculty are in the process of submitting them to the Student Learning Outcomes and Assessment (SLOA) committee for final review and approval. Counseling faculty from Counseling and Student Development and Student Support Services participated in the Guided Pathways symposium coaching sessions addressing redesign of PSLOs. A task force was formed to revise the PSLOs for the four Interdisciplinary programs per new recommendations using the newly developed PSLO Rubric. The PSLOs are inclusive of the necessary criteria, comprising ISLOs, PSLO Redesign Principles,
National Association of Colleges and Employers (NACE) Core Competencies and higher order thinking verbs from Bloom's Taxonomy. The intent is to review the PSLOs for the programs within each instructional review cycle, as program, or courses within the program change to ensure that the PSLOs captures the essence of the program.

The PSLOs for the California State University (CSU) Certificate and for the Intersegmental General Education Transfer Curriculum (IGETC) Certificate are based on General Education SLOs. These certificates differ from other programs in the counseling area, in that the courses in these patterns are

not set by Fullerton College, rather the CSU and UC system. They represent completion of a transferable general education pattern. The faculty plan to abide by the existing PSLOs in place for these certificates.

4.2 PSLO Assessment

The new PSLO design principles encourage departments to use PSLOs as a way of gauging student learning once they have completed a degree or certificate, not just when they have completed a single course. Please describe how PSLOs are assessed or will be assessed in your department.

Faculty plan to begin dialogue about how to assess PSLOs in the interdisciplinary degrees. Due to the nature of these degrees encompassing a variety of disciplines, faculty will be considering a variety of assessment instrument options in discussions. As such, some of the assessment instruments could include High Impact Practices, such as, ePortfolios, metacognitive reflections, exit surveys, focus groups, and more. The goal is to have authentic assessments that are student facing, where students are encouraged to gain insight into their learning, while faculty are providing an engaging and enriching educational experience.

The Articulation Officer will continue to monitor and collaborate with the CSU and UC systems to maintain updates on curriculum for the certificates. The student attainment of the CSU or IGETC certificates will also be reviewed on a periodic basis.

4.3 CSLO Assessment

Briefly describe the timeline your department uses to assess CSLOs on a regular basis and how you use the results to make improvements. This discussion should be based on SLO data, which is available on eLumen. (Your division's SLO reps can help with this.) Please include relevant CSLO charts or graphs in an Appendix. Since the last self-study, you should have assessed the CSLOs of every course that you have taught, at least once. If that is not the case, please describe how you will accomplish this as soon as possible.

Counseling and Student Development courses are assessed frequently per academic year. Faculty are highly encouraged to assess their courses during primary terms, including spring and fall. The faculty have been successful with 93% of counseling courses being assessed on an ongoing basis based on the Course and Statistics Report for this cycle.

Spring 2020 faculty faced a unique situation when assessing CSLOs due to COVID 19. There were concerns from faculty about student performance at this time in comparison to other regular semesters. Due to this unique circumstance, the full-time Counseling faculty suspended assessment of CSLOs for spring 2020. However, the data indicates that only one course, Coun 193, has not been assessed in this cycle. It is important to note that some courses are not offered continuously, or were cancelled, which can contribute to gaps in data results. To continue retrieving robust data, the SLOA

representative will continue to hold yearly trainings for faculty on how to input data assessment into eLumen, and highly encourage faculty to continue completion of course assessment on an ongoing basis every primary term, (spring and fall).

Discussions on CSLO results and attainment will be happening during this academic year and every year thereafter. Faculty are beginning discussions on current CSLOs to determine whether changes need to be made. Since the last Instructional Review, a new general counseling Canvas page has been created, where a section is designated for class related materials for faculty use. The material is a result of a collaboration with the Career and Life Planning Center and the Coun 151 Best Teaching Practices group, and will aid in the conversations regarding CSLO revisions, and student attainment of CSLOs.

4.4 SLO Equity Analysis

1. Looking at CSLO attainment data, do you find significant differences by race, ethnicity, gender, and other categories? Please include some illustrations of this data in the Appendix. Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

The Performance Report indicates that students overall are meeting expectations for counseling CSLOs at or above 80%. However, African American students are meeting expectations at 69.53%. This is concerning and the faculty strive to promote student success in all ethnic groups. Although the majority of the CSLO data shows positive results as students are meeting the expectations for CSLOs, Counseling and Student Development will begin discussions on improving the existing gaps. Annual review of the CSLO attainment data will lead the discussion, including a closer examination of how CSLOs are being assessed by faculty. Perhaps the method of assessment may need to change based on student needs. For example, if high-stakes tests are determining proficiency in the CSLO, perhaps the method of assessment could be altered to aid the student in learning the content, but also meeting the CSLO expectation.

2. Compare the equity analysis in this section to the equity analysis in Section 3.2. Are there some groups who have lower completion and success rates AND lower SLO attainment rates than other groups? Can new departmental strategies close both gaps? Please explain. [For example, many departments found that their SLO attainment gaps are quite a bit smaller than their success gaps (or the gaps don't exist). This might mean that many students who get a D or lower in a course are actually learning the material (i.e. attaining the SLOs) but they are winding up with a failing grade for other reasons: absences, tardies, missed assignments, missed exams, poor performance on high-stakes assignments.]

In comparing the SLO Performance Report and the Equity Analysis from section 3.2, there appears to be essential data that needs to be addressed. The results do show a disproportionate analysis impact with some categories included from the campus wide Student Equity Plan. Black/African American students

had a significantly lower rate of course completion at 78.7% and course success rate at 48.8%., in comparison to other categories. However, their CSLO attainment rate is higher than the success rate, at 69.53%. Native Hawaiian/Pacific Island students show a completion rate at 76.3% and for course success, a rate of 58.8%. However, their CSLO attainment rate indicates a higher rate, at 91.94%. All other categories have an adequate course completion and success completion rate. This data specifies that students in most of the categories are learning the material and attaining the CSLO, but other factors are at play having a direct impact on course completion and course success. Faculty suspect that the CSLO attainment rate is higher in most cases across the categories for various factors. Faculty believe that the pandemic impacted student lives on various levels, including health, family, socioeconomics, transitioning to an online environment, etc. Faculty also contribute the gap in course success in comparison to the minimal gap in CSLO attainment to students' lack of college success strategies, including, poor time management, inadequate study habits, lack of motivation, and more. As such, the division is participating in the campus-wide Guided Pathways initiative, and several faculty are invested in the Instructional Success Team for Counseling and Student Development and from Student Support Services to address such concerns. Faculty in these divisions will be highly encouraged to participate in professional learning through staff development and outside organizations to expand knowledge and learn strategies to close the CSLO attainment gap, and to ensure all groups, especially the underrepresented and minority groups achieve success in meeting CSLO expectations and successful course completion.

5.0 Other Areas of Program Effectiveness

5.1 Your Department and General Education
Using the data provided by the OIE, please look at students who take your courses for GE credit.

What role does your department play in helping students complete the GE pathway?

Our Counseling Department has worked diligently over the past several years to ensure that the curriculum we offer not only focuses on personal and self-development but also shares a meaningful connection with General Education. On the surface, GE course enrollments have accounted for 47.6% of all enrollments over the past 5 years. This percentage may seem lower than expected, yet upon closer

 examination, it can be explained due to a few factors. These factors include offering multiple sections of through Dual Enrollment for courses that are less than 3 units, which do not count towards General Education credit, as well as having 13 courses in this data set that do not meet GE requirements. Along the General Education options that students have, 4 of our courses meet at least one area on our local AAGE pattern, and 3 meet a requirement on the transfer CSUGE pattern. Considering only 3 of those 4 have been offered in the last 5 years, the previously mentioned 47.6% figure can then be perceived as a strong indicator of our student-centered approach and focus on GE pathways.

Overall, the majority of our 3-unit courses offered in any given semester provide students the opportunity to earn credit towards our local AAGE pattern as well as the CSUGE pattern. These courses include COUN 151, COUN 163, COUN 135, and COUN 152. Along with the AAGE pattern, COUN 135 satisfies Area E (Lifelong Learning and Self-Development), with COUN 151, 152, and 163 meeting both

area D.2 (Theory and Research in Individual and Group Behavior) and E requirements. COUN 152, which was recently updated, meets the Multicultural Graduation Requirement for graduation and we plan to offer more sections in the near future. Additionally, when looking at the CSUGE pattern, COUN 151, 135, and 163 all fulfill the Area E (Lifelong learning and Self-Development) requirement. Our curriculum is constantly evolving in order to stay current with student's needs and to support competition of general education. We have recently made revisions to our COUN 152 course to meet Area D (Social Sciences) on the CSUGE pattern, which will be submitted for Fall 2022 approval. When approved, this will mark the first time at Fullerton College where Counseling Curriculum has had a course in a Social Science area on a transfer pattern. Altogether, our presence on both the AAGE and CSUGE patterns highlights how our Department focuses on providing meaningful experiences while maximizing the types of credit they earn in their pathways.

Do you offer GE courses at a variety of time slots and at a frequency that allows students to fulfill GE requirements?

In keeping with meeting the needs of our students, our GE courses are offered through a variety of modalities and times throughout the week. Our faculty meet several times throughout the year to make recommendations for course offerings, always keeping student needs and versatility in our schedule central to the conversation. To give an example, before our campus went to remote instruction due to the Covid-19 pandemic, our highest enrolled course, COUN 151, had offerings in each term for in-person, hybrid, and online formats. Through intentional review of data regarding enrollment trends, we realized that offering sections of our courses in various modalities helped reach students with different needs. A change we made based on this review was increasing the number of late start courses offered in order to capture more students and give those that drop other classes a chance to take a COUN course that will most likely meet some sort of transfer requirement. As such, these late start courses have typically filled to capacity. Moving forward, and as we transition back to campus, providing students with course offerings that span all three modalities as well as increasing our evening and night offerings will only further allow us to serve our students' needs. Ongoing decisions will continue to be data driven and adapt each academic year as we examine trends in enrollment and fill gaps in the schedule for each semester.

5.2 Outside Influences on Your Department

1. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. Please include any other data that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education programs. In these past years, California Community Colleges have signed new legislature and systemic changes that influence and impact the effectiveness of the Community College systems and added Counseling Division matriculations steps under both student services and instruction. The following are examples of current laws and trends.

AB 705 is a bill signed by the Governor on October 13, 2017 that took effect on January 1, 2018. The bill requires that a community college district or college maximize the probability that a student will enter

and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. The bill also 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 math.

AB 705 the act is to increase California community college student access and success by providing effective core matriculation services of orientation, assessment and placement, counseling, and other education planning services, and academic interventions. Existing law requires a community college district or college to maximize the probability that a student will enter and complete transfer-level coursework in English and mathematics within a one-year timeframe. Existing law requires, for those students placed into credit English as a second language (ESL) coursework, community colleges to maximize the probability that the student will complete degree and transfer requirements in English within 3 years. Existing law also requires multiple measures to apply in the placement of all students, as provided.

AB 1805: Student Equity and Achievement Program was in addition to current AB705 and added that as a condition for receiving funding pursuant to the Student Equity and Achievement Program, a community college would be required to do all of the following: inform students of their rights to access transfer-level coursework and academic credit ESL coursework, and of the multiple measures placement policies developed by the community college, as provided; annually report to the Office of the Chancellor of the California Community Colleges the community college's placement policies and placement results; publicly post its placement results; and implement these provisions by a specified date. The bill states the intent of the Legislature that the chancellor's office make the collected placement policies and placement data publicly available, except for personally identifiable information, by posting the data on its Internet Web site or making it publicly available upon request. Continued participation in development and implementation of Guided Pathways (GP) with counselors as part of all GP pillars.

Credit for Prior Learning (CPL) policy reform became effective in March 2020 and was designed to help community college meat goals and commitments outline in the Vision for Success, including increase degree and certificate completion, close the equity gaps and meet California's projected workforce demands. The reform encouraged districts and colleges to provide consistent and equitable access to CPL, promote quality, integrity and equity in award of credit; makes programs more accessible to millions of students without certificates and degrees.

AB 928, Berman. Student Transfer Achievement Reform Act of 2021: Associate Degree for Transfer Intersegmental Implementation Committee; became law on October 06, 2021

Introduced in order to smooth out the ADT approval, adoption, and utilization process, this bill would:

- Create a committee charged for making recommendations to the legislature on ways to improve the transfer process. This bill would establish, until July 1, 2025, the Associate Degree for Transfer Intersegmental Implementation Committee to serve as the primary entity charged with the oversight of the ADT.
- The proposed committee would be made up of the following:
  - Three representatives from each of the system offices of the UC/CSU/CCC.
  - Three representatives from each of the Academic Senates of the UC/CSU/CCC.
  - Three representatives from each of the student body organizations of the UC/CSU/CCC.
  - One member from the California Intersegmental Articulation Council.
  - Three members of the public, one each appointed by the Governor and state legislature.
- Require the UC and CSU to adopt one unified transfer pathway. The bill would require the singular lower division general education pathway, commencing with the fall term of the 2025–26 academic year, to be the only lower division general education pathway used to determine eligibility and sufficient academic preparation for transfer into both segments, and to not lengthen the time-to-degree or include more units than those required under the Intersegmental General Education Transfer Curriculum on July 1, 2021.
- Require community colleges, on or before August 1, 2024, to place students who declare a goal of transfer on their mandatory education plans on the ADT pathway if the student has not opted out, as specified, and if such a pathway exists for their intended major. To the extent that this provision would impose new duties on community college districts, it would constitute a state-mandated local program. The who intend to transfer to the UC or prefer a traditional AA would need to opt out.
- Flexes guided pathway dollars to provide funding to implement the measure.

2. Make sure you are including all degree and certificate programs, including the College's GE program.

IDS Degrees

CSU/IGETC Certificates

3. Please also consider not only your courses, but also prerequisite and corequisite courses that might be offered by a different department.

N/A

4. If AB 705 applies to your program then how are you meeting its mandates?

Clearing for Math and English: In response to AB705, Counseling created the Student Success Checklist to clear for Math and English based on multiple measures such including completion of high school course work.

5.3 Your Program's Active and Applied Learning and High-Impact Practices

1. The College wants to create an inventory of faculty efforts to make learning active and applied. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class,

service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework, or elsewhere in your program.

Example - Counseling 151:

- Resume creation and development using VMock (Career Center)
- EPortfolios
- Informational interviews to better understand the careers being considered
- Interview skills based on sample questions and mock interviews (group and/or individual)
- MBTI/Strong Assessments
- Service-learning hours (department); prior to Covid 19
- Career Center workshops such as career exploration and undecided about you major

2. Are there institutional barriers hindering your department's ability to offer or enhance these learning experiences for students? Please explain.

- Funding for assessments like MBTI/Strong; free based on available funding
- Continue current technology needs such as internet services and laptops/tablets for students
- Access to alternate funding to continue education for students that loose financial aid due to withdrawals (excused withdrawals) caused by the switch from in-person to online during Covid 19 pandemic;
- Possible need for Counseling 199 independent study for student wanting to explore the counseling career
- create a Counseling disciple internship course; internship workshop via Career Center

6.0 Planning

6.1 Progress on Previous Strategic Action Plans

1. Please briefly describe the goals (Strategic Action Plans, SAPs) from your last self-study. How much progress have you made on them? If you have reached a goal, explain how it allows ongoing improvement, especially if you received additional funding.

In our 2017-2018 Self-Study, we had the following five strategic action plans (SAPs):
SAP #1: Increase the number of rooms designated to Counseling to support the growing demand for Counseling instruction.
Progress: Prior to the Humanities Division remodel, we had rooms 126 & 1013 designated to Counseling instruction. Currently, we have rooms 1013, 2024, 2025, 2028, and the Assessment Center as designated rooms for Counseling instruction. Although additional rooms for Counseling instruction have increased, we will continue to advocate for more space due to the increase demands in counseling and impact in our dual roles as Counseling faculty. In addition, there are still plans for a Welcome Center with classroom space designated to Counseling will be part of ongoing future conversations.
SAP #2: Increase the number of Interdisciplinary Studies degrees awarded.

Progress: In the past five years, Fullerton College has awarded 5,694 Interdisciplinary Studies (INDS) degrees. However, we will continue to work towards closing the gap in specific student populations as mentioned in 3.2 data.

SAP #3: Counseling Faculty will review and rewrite counseling as necessary for UC transferability.

COUN 101 F, The College Experience

COUN 135 F, Introduction to Leadership Development

COUN 151 F, Career and College Success (formerly Career/Life Planning)

COUN 163 F, Personal Growth and Life Success (formerly Personal Growth and Life Transitions)

Progress: COUN 101 F is pending UC transferability (fall 2023), COUN 135 F is still not UC transferable, COUN 151 F and COUN 163 F are UC transferable. Most of the Counseling courses mentioned above are UC transferable with the exception of COUN 151 F. Moving forward we will be working towards having COUN 135 F UC transferable since we recognized the value of having our Counseling courses UC transferable.

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

Progress: General counseling has had several faculty retirements: one in 2017, four in 2018 due to the SERP, one resignation in 2019, and a recent retirement in 2019. In 2019, we hired four Counseling faculty in general counseling, one in EOPS, two in DSS and one Counseling faculty the following year (2020). However, we are still down two counselors from previous faculty staffing. In addition, due to new state initiatives and programs that have been implemented within California Community Colleges, we are unable to grow to meet these new demands. We will continue to advocate the need of hiring full-time Counseling faculty to meet the demands of students, new state initiatives and programs. For instance, Financial Aid, Probation/Dismissal, Guided Pathways, AB705, Student Equity and Achievement Program (SEAP), new funding formula, North Orange Promise Program, Dual Enrollment, Grads to Be, Puente (2 cohorts), STEM, Re-Entry Connect, Honors, Teacher Pathway, Athletics, Administration of Justice Pathway, International Student Center, Veterans, Umoja, EOPS, Career Education, Career, Transfer, all need dedicated counselors, which increases counseling demand.

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.

Progress: Goal has not been reached due to state initiatives such as Guided Pathways and COVID-19 restrictions. Future conversations with Director of Transfer Center and   Deans of Counseling & Student Development and Student Support Services will take place.

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program? N/A

6.2 New Strategic Action Plans

Program Review Comprehensive Self-Study

Strategic Action Plans Template

Please fill out this table for each of your Strategic Action Plans.

Your plans might include requests for additional funds. The Program Review Committee will read these and either endorse the request or ask for more information from you. Please keep in mind that the Committee's endorsement does not guarantee additional funding. The President's Advisory Council and Faulty Allocation Committee play major roles in allocating funds and new faculty hires.

Strategic Action Plan (SAP) #1, department (or program) name: Counseling, EOPS & VRC

Describe Strategic Action Plan.	New Counseling faculty will be hired to maintain current levels of instructional and counseling services (EOPS, VRC, General Counseling).
List College goal/objective the plan meets.	Goal 1 (all objectives) Goal 2 (all objectives) Goal 3 (all objectives) Goal 4 (all objectives)
Explain how the request helps the College attain student equity.	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.
What measurable outcome do you anticipate for this SAP?	The hiring of new faculty will result in the following: • Increase counseling and instructional services to meet new initiatives (e.g. Guided Pathways). • Increase students completing student educational program plans (SEPPs) to meet SSSP and enhanced registration requirements. • Increase the number of students completing degrees and transfer. • Maintaining the number of counselors to student ratio appropriate for the size of the campus. • Replace Counseling faculty due to SERP in 2018 (4), retirements in 2017 and 2019 (2 total), and resignation in 2017 (1). • Increase our capacity to meet the counseling demands created by community partnerships.
What specific aspects of this SAP can you accomplish without additional financial resources?	None

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

Type of resource	Requested dollar amount	Potential funding source
Personnel	$110,000 per counseling position	General Fund and/or Categorical
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount	Varies and will equal $110,000 per growth position	General fund and/or Categorical

Strategic Action Plan (SAP) #2, department (or program) name: __Counseling_____

Describe Strategic Action Plan.	Counseling faculty will review and rewrite counseling courses as necessary for UC transferability. • COUN 135 F Introduction to Leadership Development • COUN 152 F Diversity in the World of Work
List College goal/objective the plan meets.	Goal 1 (all objectives) Goal 2 (all objectives) Goal 3 (all objectives) Goal 4 (all objectives)
Explain how the request helps the College attain student equity.	The Fullerton College Counseling and Student Development and Student Support Services Divisions are 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. We do this in all of our counseling courses, but 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: EOPS, DSS, Puente, STEM, Athletes, Veterans, Foster Youth, Probation, Career Education, Grads to Be and Umoja.

What measurable outcome do you anticipate for this SAP?	The UC transferability of Counseling courses will result in the following: • Student enrollment increase in Counseling courses • Student increase in transfer university options
What specific aspects of this SAP can you accomplish without additional financial resources?	No additional funds are being requested for this project.

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

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other		
TOTAL requested amount		

Strategic Action Plan (SAP) #3, department (or program) name: Counseling

Describe Strategic Action Plan.	Provide free MBTI and STRONG Assessments to students in all Coun 151 F courses and through the Career Center.
List College goal/objective the plan meets.	Goal 1 (all objectives) Goal 2 (all objectives) Goal 3 (all objectives) Goal 4 (all objectives)
Explain how the request helps the College attain student equity.	Both divisions are committed 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. Since students are required to take the MBTI and STRONG Assessments in all Coun 151 courses, it would be helpful and equitable to provide this free of change to our students.
What measurable outcome do you anticipate for this SAP?	Offering free MBTI and STRONG Assessments for students will result in the following:

	• An increase in the number of assessments completed by students. • An increase in students declaring a major. • An increase in students enrolling in Coun 151 F courses if the assessments are free. • An increase in students receiving interpretation of their assessment results. • An increase in student educational program plan (SEPP)
What specific aspects of this SAP can you accomplish without additional financial resources?	None

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

Type of resource	Requested dollar amount	Potential funding source
Personnel		
Facilities		
Equipment		
Supplies		
Computer hardware		
Computer software		
Training		
Other: MBTI and STRONG Assessments	$85,000 per year	
TOTAL requested amount	$85,000 per year	General fund or other

6.3 Optional: Long-Term Plans

Your department might have more plans than just immediate requests for funding. If so, please describe them here.

7.0 Executive Summary

Please provide the reader with a brief overview of the highlights, themes, and key elements of this self-study. Please don't include new information you did not discuss earlier. Although you will likely write this section last, please remember to put this summary at the front of your report.

The Counseling & Student Development and Student Support Services Divisions conducted a formal Instructional Program Review during the 2021-2022 academic year. The self-study was written by Dr. Cristina Arellano, Juan Pablo "JP" Gonzalez, Jon-Michael Hattabaugh, Lorena Marquez, Elsa Perez, and Deanna Smedley, and was submitted to Drs. Arman and LaBounty , Deans of Student Support Services and Counseling and Student Development Divisions. The Instructional Program Review contains programmatic strengths, areas of improvement, and opportunities for future growth.

The program review emphasized the following programmatic strengths:
7. Curriculum supports the achievement and growth of our diverse student population;
8. The counseling and student development division offers a robust number of Counseling courses;
9. Counseling Curriculum are intentionally designed to close the achievement gap and includes elements of educational planning;
10. Counseling courses promote student resources on campus were students can receive personal, academic, and career guidance;
11. Counseling faculty are aware of year-to-year societal shifts and use data to adapt Counseling course offerings and curriculum to meet student needs;
12. Counseling faculty have the ability to quickly transition Counseling curriculum to an online setting;

The following areas of improvement were identified:
4. Potentially offering evening and weekend Counseling course sections to meet the needs of students that work or prefer alternative time slots;
5. Recognition and elimination of persistent equity gaps;
6. Increase institutional funding of adjunct Counseling faculty;
7. Open Educational Resources

Opportunities for future growth included:
6. Professional Development and/or Learning Opportunities to address equity gaps in the classroom;
7. Intentional efforts to designate specific Counseling faculty to lead workgroups that review practices and policies within the classroom that may unintentionally negatively impact student completion and success rates;
8. Replace retired Counseling faculty and create new full-time Counseling faculty positions to address college needs and move towards the American School Counselors Association (ASCA) recommended 250:1 student-to-counselor ratio;
9. Increase Counseling course offerings for special student populations (EOPS, Umoja, Student-Athletes, STEM, Puente, Foster Youth, Veterans, CalWORKs, DSS, etc.);
10. Secure funding for emerging technology in the classroom

8.0 Publication Review

The College wants to maintain integrity in all representations of its mission, programs, and services. Please help this effort by reviewing your publications: professional social media profiles, websites,

brochures, pamphlets, etc. Please tell us the date they were last reviewed and if you found them to be accurate in all representations of the College and program missions and services. Information on the college's graphic standards is available here.

1. For each of your program's publications, please provide the URL where the publication can be viewed. If the publication cannot be accessed via the Internet, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.
2. If you find an inaccurate publication, please explain how you will make corrections.
3. If your department maintains a social media presence then please describe it here. What do you use it for? How do you monitor it? Who is in charge of it? In what ways is it benefiting the College and your program? Does it follow the District's social media guidelines?
4. If your program regularly communicates with the wider community, please describe how. What feedback do you get from the community?

8.0 Publication Review:

Website: https://counseling.fullcoll.edu/
- The last major update was in December 2017. Incremental changes have occurred over the past few years. It is projected the Counseling Department will add a designated staff member assigned to updating the website more consistently. All information is currently accurate and up to date.

Instagram: https://www.instagram.com/fullcoll/
- **What do you use it for?**
    - The Instagram page allows us to actively keep students informed of campus resources and information through college-wide initiatives, encourage students to make appointments to see a counselor to develop their educational future plans and goals, and to visibly have a student service presence.
- **How do you monitor it?**
    - The Instagram is monitored daily by staff. We try to post when necessary ~ for example when we have deadlines such as last day to drop/withdraw, graduation application deadlines, availability of appointments, hours of operations, campus closures, etc., we will post on our Instagram so students are aware and informed.

- **Who is in charge of it?**
    - Classified professionals assist in managing the Instagram account and posting information on behalf of counseling.
- **In what ways is it benefiting the College and your program?**
    - Provides resources and guidance to support student academic needs.
    - Keeping students informed of any updates with campus information.

- Encourages students to make appointments to meet with counselors.
- Effectively build communication with other departments and divisions.
- Create exposure for the Counseling Department.
- **Does it follow the** District's social media guidelines?
  - Yes, information posted on the Instagram account on behalf of the Counseling department does meet the District's social media guidelines.

Format notes

Cover Page: standardize for each self-study, with signatures

Executive Summary: on a separate page, all by itself, for ease of processing.

Main body of the report

Appendix A: Key Performance Indicator (KPI) data

The Office of Institutional Effectiveness will provide data for departments to analyze. To answer some of the questions on this form, departments will need disaggregated data that focuses on specific groups. The data will be presented to identify equity gaps among groups, so that departments can plan ways to close those gaps. Departments should also be informed how their student populations compare to the overall college population, and the population of the college's service area.

Appendix B: SLO data

This data is still off-limits to the OIE because it is housed in eLumen. The Faculty Senate only allows faculty members to have access to SLO data on eLumen. The Senate's SLO Assessment Committee will work with its division reps to help departments disaggregate SLO data, just as KPI data is disaggregated in Appendix A.

Appendix C: Other data

In addition to the KPI and SLO data, departments may wish to include other data that it finds in Tableau or other sources.