



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Counseling Department

Counseling and Student Development Division

Statement of Collaboration

The program staff 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 staff involved in the self-study.

Participants in the self-study

- Jennifer LaBounty, Ed.D. (Dean of Counseling and Student Development)
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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Jennifer K. LaBounty, Ed.D.		Dean of Counseling and Student Development	1/17/2023
_____ Printed name of Principal Author	_____ Signature	_____ Title	_____ Date
Jennifer K. LaBounty, Ed.D.		Dean of Counseling and Student Development	1/17/2023
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Gilbert Contreras, Ph.D.	 <small>Gilbert Contreras (Jan 17, 2023 11:14 PST)</small>	VPSS	1/17/2023
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1.0 Mission and Goals

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

Fullerton College 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.

Counseling Department Mission: The Fullerton College Counseling Department provides student-centered counseling services to support the achievement and growth of our diverse student population with the intent of helping students develop their highest potential, fulfill their goals, and promote life-long success.

The Counseling Department supports Fullerton College's Mission, Vision, Core Values, Goals and Objectives in many ways. For example, the Counseling Department fosters a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members through the following:

- **Counseling Services:** The Counseling Department provides academic, career, and personal counseling services for students through individual appointments, general inquiry/drop-in sessions, group advising sessions, and eAdvising. The faculty and staff also give students resources and referrals for mental health, basic needs, student services, and academic support.
- **Instruction:** The Counseling Division offers courses tailored to students' needs to maximize their academic potential and experience. Examples of courses include: COUN 101 F The College Experience, COUN 135 F Intro to Leadership Development, COUN 151 F Career and College Success, COUN 160 F Academic Success, and many others. Instruction extends into the community, partnering with off-campus high schools as we support potential students as they transition to college.
- **Networking/Coordination:** The Counseling Department faculty and staff are incredibly involved with various programs and activities across the campus to support student needs. For instance, they participate in outreach events at local high schools and businesses within the community. In addition, counseling department staff and faculty serve on most college committees and lend their voice to the college's decision-making process, keeping student needs at the center. Many of our counseling faculty have taken on coordination roles for programs like Puente, STEM SLC, Reentry, Outreach, Teachers Pathway Program, and others, to support the successful learning and development of our students.
- **Staff Development:** The Counseling Department faculty and staff attend regular training activities and conferences both on campus and off campus to keep abreast of the latest information for their professional growth and development. The counseling faculty also develops and facilitates training for full-time and adjunct counselors so they can continue to guide and support students on their academic and career journey. Professional training enhances the quality of counseling services through skill development, innovation, professional growth, teamwork, and positive relationships.

The Fullerton College 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.

Fullerton College Core Value: Community- We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Fullerton College Goal Two: Objective Four- Cultivate a Culture of Equity; Fullerton College will strengthen and support a diverse and inclusive campus culture; Foster a sense of belonging where all are welcome, and student basic needs are addressed.

The Counseling Department at Fullerton College supports both the Fullerton College Mission and the Counseling Department Mission by guiding our diverse students as they enter flexible pathways for their educational and career growth, where these students earn certificates, associate degrees, and meet their transfer goals. We do this by employing talented, culturally aware, student-centered, faculty and staff to support and guide students with their career exploration, choice of major, academic planning, instructional support, time management, transfer guidance, and we often serve as an inquiry and support hub for students to access resources and support services across campus. Serving as a hub aligns with Fullerton College's core value of community, where the college is committed to promoting a sense of community that enhances the well-being of our campus and surrounding areas. In addition, as we assist students in accessing resources and support services across campus, we are intentionally supporting Fullerton College's goal two, objective four, which is to "Cultivate a Culture of Equity" by fostering a sense of belonging where all are welcome, and their student basic needs are addressed. Moreover, the Educational and Facilities Master Plan (2020) revealed that Fullerton College needed "to create more accessible spaces where students, faculty, staff, and members of the community, can meet and engage with one another." As a result, the Counseling Department completed a remodel in 2020/2021 with the express goal of providing a welcoming environment for our students, staff, and faculty, to engage, meet, study, relax, and feel a sense of community.

Fullerton College Goal One: Objective One-Promote Success for Every Student; Fullerton College will prepare students for success through the development and support of exemplary programs and services; Create a clear pathway for every student.

The Counseling Department has 27 full-time counselors, and 40 adjunct counselors who serve departments and programs across campus to support the various and unique needs of our students. For instance, we have counselors who support our instructional departments by serving as liaisons to ensure that there is bilateral and multilateral communication and support between departments to better serve our students, remove barriers, and to intentionally create a sense of community support. These counseling faculty liaisons also collaborate with our instructional faculty to develop flexible and accurate program maps that "create a clear pathway for every student," which directly supports Fullerton College's goal one, objective one. In addition, the Counseling Department's Articulation Officer (AO) works in collaboration with instructors, counselors, and the Guided Pathway office to further guide and approve these program maps.

Fullerton College Goal Two: Objective Two- Cultivate a Culture of Equity; Fullerton College will strengthen and support a diverse and inclusive campus culture; Increase equity in hiring and training.

The Counseling Department is responsible for hiring, training, resourcing, and providing guidance to all counselors across the campus, no matter the program or department they are serving, which clearly aligns with Fullerton College's goal two, objective two, which states that "Fullerton College will strengthen and support a diverse and inclusive campus culture," through the objective of "increasing equity in hiring and training." For example, the Counseling Department faculty coordinator(s) collaborate with various departments to ensure that all counselors receive training and career growth opportunities. In fact, several

full-time counseling faculty serve on a training workgroup that develops and facilitates mandatory training each semester for our adjunct faculty and additional training for our full-time faculty. The following programs/departments are supported by full-time or adjunct counselors, and all receive consistent training, resources, and support from the Counseling Department: Puente, Honors, Outreach, Study Abroad, STEM SLC, Reentry, Administration of Justice Pathway Program, Teachers Pathway Program, EOPS, CARE, CalWORKs, FYSI, Financial Aid, International Students, SDSI, Student Athletes, Grads2Be, LGBTQIA2S+, DSS, Transfer Center, Veterans, Umoja, First-generation, Guided Exit, and Academic Probation.

The topics and areas of training are often decided on by surveying counselor and student needs and areas of interest or growth. For example, in 2018 counseling faculty had a department discussion about the need for counselors to be MBTI (Myers-Briggs Type Indicator) and SII (Strong Interest Inventory) certified. Since these personality and career assessments aid in students' decisions to choose a career and major, it is imperative that counselors are professionally trained to administer these assessments and accurately analyze those results. As a result, in 2019, the Counseling Department secured funding and brought professional trainers to campus for an intensive two-week training course offered to all full-time and adjunct counselors. After counselors became MBTI and SII certified, more counselors could teach counseling courses where these assessments are part of the curriculum. The certification also allowed more counselors to meet with students one-on-one to go over their results after taking the MBTI and SII assessments through the Career Center or after taking the Super Strong (a shorter version of the SII) online. In fact, the Counseling Division secured funding so that any student, or potential student, can take the Super Strong online for free. Moreover, since MBTI and SII have costs associated with them, rather than passing those assessment costs on to the student, we secured lotto funds, and all these assessments are now free to our students, removing any obstacles to students taking the assessments.

The Counseling Department trainings are also formulated with a focus on Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA) and a data-informed approach that also includes campus and statewide initiatives. In addition, the Counseling Department supports learning and growth opportunities offered through staff development, conference attendance, and webinars, that increase skill development and cultural competency.

The following are *some* of the various conferences, webinars, workshops, and trainings with a DEIAA focus that have been attended by Counseling Department faculty and staff over the last few years:

- Supporting Autistic Students in Community College
- DEIAA/Equity Forums
- NCORE
- The Moral Courage Method of Communicating Across Divide
- Latinx Summit
- Racelighting BIPOC
- Asian Pacific Americans in Higher Education (APAHE) Conference
- African American Transfer Tipping Point Webinar
- Indigenous People's Day presentation and workshop
- Critical Race Theory, Democracy, and Climate Collapse: All our Fates Are Linked
- Cultural Somatics for Embodied Racial Healing
- Disability Advocates Faculty & Staff Association

- The Silent Suicides: Why the Model Minority Myth is a Killer
- NOCCCD Anti-Racism Campaign Pre-Launch Event
- United Collegiate Women’s Leadership Conference
- Visions for a Racially Literate Faculty
- The Impact of Colonization & Racism on American Indians
- FERPA for Higher Education Training
- Trauma Informed Counseling
- ACCCA: Restoration, Reinventing, Responding, Relating and Re-envisioning
- USC Race and Equity: Recovering from COVID-19 Racial Inequities
- USC Race and Equity: Affirming Students of Color in Counseling and Advising

Over the last four years, the Counseling Department has been able to hire five additional full-time counseling faculty. Though these hires were not growth positions, since they replaced retirements, we are fortunate to add more diverse faculty to our campus culture. In fact, in 2021, the Counseling Department was acknowledged by the Office of Diversity and Compliance for hiring and maintaining diverse faculty and staff that more closely resemble our student body.

Though DSS, EOPS, CARE, CalWORKs and FYSI hire their own counseling faculty based on specific qualifications for their programs, there are often Counseling Department faculty that participate on their hiring committees and tenure review committees to maintain a collaborative and consistent approach. Furthermore, the Counseling Department coordinates counseling meetings for all counselors on campus, as well as counseling specific trainings, and provides all matriculation and articulation resources in addition to facilitating counseling objectives and activities in support of our diverse student body.

Another way the Counseling Department has supported student needs is by participating in a campus-wide pilot for each division to have an Instructional Success Team (IST). The IST is comprised of a Data Coach, a Professional Learning Coach, an Equity Coach, and a Student Support Coach. Our team is made up of full-time counseling faculty across the Counseling and Student Development Division and the Student Support Services Division, and our classified professionals. This is a new way of thinking about and organizing professional learning at Fullerton College. IST originated in Guided Pathways and was based on a desire “to provide division-focused support that engages faculty in identifying areas for improvement and collaboratively determining appropriate strategies for achieving more successful outcomes for students.” As a result, our IST meets regularly and presents at our department meetings providing information and recommendations.

2.0 Program Description/Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this program.

The purpose of the Counseling Department is to support the exploration and development of the career, academic, and personal goals of all students. Counseling faculty and staff are committed to providing counseling and guidance services to meet the unique and diverse needs of each individual student. Counselors are professional, credentialed faculty who use data, the student’s prior academic history, and their life experiences, to assist them effectively and successfully in reaching their personal and professional goals. Counselors work closely with the student to formulate an individualized student educational program plan (SEPP) to serve as a roadmap for the student to follow to meet their goals. In addition, the Counseling Department recognizes the significant role career counseling and guidance play in student retention and success. It is understood that a student who can clearly identify their college goals and have clear guidance in

how to do so will more likely succeed and complete their college education. The Counseling Department also works to remove obstacles that may impede a student’s progress. As a result, students are referred to various on campus and off campus resources such as workshops and activities that provide academic support, tutoring services, financial aid, student service programs, basic need assistance, mental health support, campus engagement programs and activities, and other community programs. Furthermore, the Counseling Department often hosts college-wide student-centered activities that promote goal clarity and achievement, such as Major Declaration Day (MDD) or the First Gen campaign. In addition, counselors may refer students to enroll in counseling courses, and other self-development courses to support their personal and professional development.

The Counseling Department staff and faculty play a vital role in contributing to the college through shared governance, committee participation, professional development, and other campus activities. For example, there are staff and faculty who serve on various committees which have roles in recommending policies or practices that inform the decision-making of the college and the district. Some of these committees are President’s Advisory Council (PAC), Faculty Senate, Classified Senate, United Faculty, the Student Equity and Achievement Committee (SEAC), the Diversity Committee, Guided Pathways and all subgroups, Curriculum Committee, DEIA Taskforce, Strategic Enrollment Management (SEM) workgroup, and many more.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, do not include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
(Dean of Counseling)	1	100%	12	General	1
Classified					
Administrative Assistant III	1	100%	12	General	1
Administrative Assistant II	1	100%	12	General	1
Administrative Assistant I	1	100%	12	General	1
Student Services Specialist	3	100%	12	Categorical	3
Student Services Specialist (Articulation)	1	100%	12	General	1
Student Services Specialist (Matriculation)	1	100%	12	Categorical	1
Business Analyst II	1	100%	12	Categorical	1
Faculty (full-time)					
Counseling Faculty	22	100%	12	General & Categorical	22
Counseling Faculty (Instruction)	2	100%	12	General	2
Counseling Faculty (Articulation)	1	100%	12	General & Categorical	1
Counseling Faculty (Matriculation)	1	100%	12	Categorical	1
Counseling Faculty (Transfer Center)	1	100%	12	General	1

	<p>clerical duties such as filing, organizing and sorting documents to their students (adults with disabilities).</p> <ul style="list-style-type: none"> • Wise Vol: Various students - 40 hours 			
Interns	<ol style="list-style-type: none"> 1. Observe the Counselor during Zoom and/or In Person Counseling Sessions. 2. Learn about pertinent counseling resources (websites, application, conferences, etc.) needed to help students attain Certificates, Associate Degrees, and transfer information. 3. Learn through student scenarios how to develop abbreviated and comprehensive educational plans, keeping in mind high unit majors /STEM, other college transcripts, advanced placement and college policies. 4. Attend applicable counseling related trainings/meetings. 5. Learn how to effectively answer quick questions during drop-in counseling (when applicable). 	<p>418 (3 interns)</p>	NA	NA

	<ul style="list-style-type: none"> 6. Learn how to effectively utilize the features within Degree Works to create and enter student educational plans. 7. Observe and learn how to utilize Student Success Checklist, Banner and OnBase to look up pertinent student information that is needed for educational planning (Other college transcripts, clear students). 8. Understand policies that impact student academic progress and success (Probation/Dismissal) 9. Observe Counselor during instruction for Counseling Courses (COUN 151 specifically) 10. Assist with projects relevant to Counseling or Instruction 			
Total Hours & Costs		519	\$0	NA
			Total FTE	

2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

The Counseling Department has twenty-seven full-time counseling faculty who report to this department. Four of these counselors were hired full-time with specific assignments and responsibilities that do not lend themselves to counseling students one-to-one. For example, two counseling faculty were hired as instructional counseling faculty to teach counseling courses as 100% of their load. In addition, one of these two instructional counseling faculty is currently 100% assigned as the Outreach Faculty Coordinator. Furthermore, we have one full-

time counselor who has Matriculation duties as 100% of load and one full-time counselor who has Articulation duties as 100% of load. It is also important to mention that in addition to the twenty-seven-full-time counseling faculty who report directly to the Counseling Department within the Counseling and Student Development Division, one full-time counselor has 100% of their assignment in the Transfer Center. Therefore, considering reassignment and area of responsibility, this leaves us with twenty-two full-time faculty who have both counseling and instructional responsibilities for the Counseling Department at Fullerton College.

The Counseling Department is responsible for providing counseling services to all students at Fullerton College (one-on-one counseling and guidance appointments, Group Advising, Drop-In/General Inquiry, eAdvising, both abbreviated and comprehensive education plans, career assessments and analysis, registration assistance, graduation check, guided exit support, transfer guidance, clearances, referrals, and assistance completing forms, such academic renewal, appeals, etc...). In addition, Counselors often support the campus by coordinating activities, programs, events, or initiatives and are given project time to do so. For example, the Guided Exit pilot has 5 full-time counselors with project time on various days of the week. As a result, the Counseling Capacity needs of the college are much greater than what the Counseling Department can provide with only twenty-two full-time counselors. To give an example, the campus-wide student headcount for 2021-2022 was 26,171, and we are hoping to grow these numbers back to pre-pandemic levels (around 33,000 students). Yet, after a 3-year analysis of Counseling Capacity (2020-2021, 2021-2022, 2022-2023) we have an average of 17,994 available hours per year to meet with students. With our full-time counseling faculty availability, we are not even able to offer each student one appointment per YEAR. For instance, if we currently have 26,171 individual students on campus and if each student had at least one appointment with a counselor *per semester*, we would need at least 52,342 available hours over the year. Currently, we are short 34,348 hours per academic year. If we are working to increase enrollment, thereby increasing student headcount, we will also increase the deficit in available counseling hours for our students.

****These available hours are based on a 1245-hour contract load for our full-time counselors minus reassigned time, teaching as POL (part of load) (6 units max per semester), department/division meetings, project time, and other regularly scheduled meeting commitments. This does NOT include Professional Development, Conferences, Sick time/PN, or other non-scheduled meetings that arise.**

Due to our counseling capacity issues, the Counseling Department has become dependent on 40 adjunct counselors who assist us in meeting the minimum needed for counseling services. This means that **64.5%** (40/62) of our faculty that provide counseling services are adjunct counselors. Adjunct Counselors can work a maximum of 23 hours per week (67% of a full-time load). However, the available funding to hire and maintain adjunct counselors has decreased significantly due to the merging of SSSP, Basic Skills, and Equity into the Student Equity and Achievement Program. Though the campus has used other funding streams to temporarily support adjunct counselors, we are projected to move forward with a budget cut of \$900,000. In fact, during fall 2022 and spring 2023, we have reduced our adjunct counselor's maximum hours from 23 per week to 17 per week to support these cuts. Yet, with increases in pay and benefits, the cut in hours will not offset the projected budget reduction of \$900,000 or more. Moreover, if all adjunct counselors work 17 hours per week over an academic year, we will add about 30,600 hours, which is still a deficit when we need 34,348 hours to have at least one

counseling appointment per semester for students. In addition, the 30,600 hours available from our adjuncts is reduced even further since many of our adjunct counselors do more than support our regular counseling sessions and services; they also assist us in teaching our Dual Enrollment Counseling Courses (about twenty sections per semester) and our counseling course offerings at the campus. In addition, many of our adjunct counselors are assigned to support specific student populations in varied programs or departments, which decreases their availability for counseling services in the Counseling Department. See the list below.

We have 30 adjunct counselors serving students in the following areas:

- Financial Aid (5)
- Transfer Center (2/3)
- Grads 2 Be (1)
- LGBTQIA2S+ (1)
- DSS (1)
- Veterans (2)
- Umoja (1)
- Student Athletes (3.5)
- SDSI (1)
- Reentry (1)
- STEM SLC (2)
- CE (2)
- Puente (1)
- Probation/Dismissal (1)
- Transfer Pathway Program (1)
- AJ Program (1)
- International (2.5)

As a result, we are still experiencing a shortfall to complete one-on-one counseling and guidance appointments, Group Advising, Drop-In/General Inquiry, eAdvising, to create both abbreviated and comprehensive education plans, to perform career assessments and analysis, to assist students in registering, to complete graduation checks, Guided Exit support, transfer guidance, to complete clearances, referrals, and assistance completing forms, such academic renewal, appeals, etc....It would benefit the college to hire at least five additional full-time counselors to increase counseling capacity and support career counseling, financial aid students, and student athletes. These positions could increase counseling capacity by adding over six thousand available counseling hours.

** ALL adjunct counselors are funded through SEA (Student Equity and Achievement), formerly SSSP (Student Success and Support Program) and funding has been severely reduced by the college. Therefore, there have been cuts to adjunct hours and future cuts may be needed, which will increase the need to hire more full-time counselors with stable funding.

Counseling Faculty Positions Needed:

- Two full-time counseling positions assigned to General Counseling
- One full-time counseling position assigned to Career Counseling

- One full-time counseling position assigned to Financial Aid
- One full-time counseling position assigned to Student Athletes

The Counseling Department currently has nine full-time Classified Professionals to meet the needs of general counseling, special programs, and administrative support. In addition to hiring student assistants and hourly staff support, our classified professionals are often working overtime or earning comp time to meet the needs of the department. Therefore, there are several classified positions needed to support the department and the division.

Classified Positions Needed:

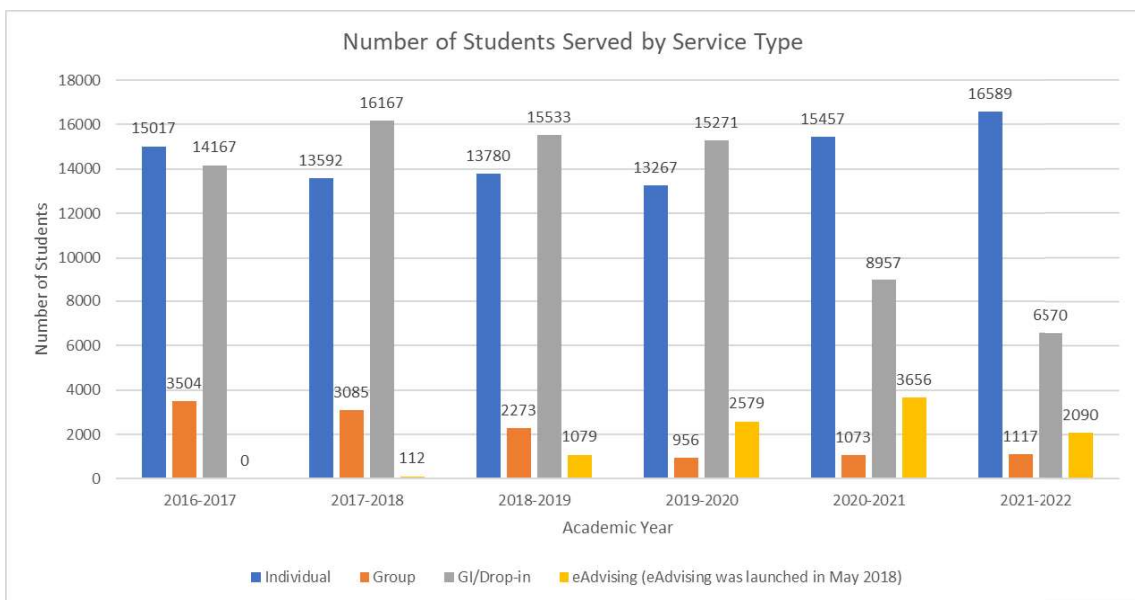
- Student Services Coordinator (Counseling Department)
- Student Services Coordinator (Reentry Program)
- Student Services Specialist (Counseling Department-Front desk)
- Student Services Specialist (Counseling Department—Guided Exit Support)
- Student Services Specialist (Student Case Management utilizing Starfish)
- Administrative Assistant II (All Special Programs—Puente, STEM SLC, Reentry, Student Athletes)
- Business Analyst I (MIS data for the college, Counseling Division data needs, SARS, DegreeWorks, Software, support for Business Analyst II)

2.5 How many students are served? How has this number changed since the last review?

Our Fullerton College KPI data indicates a campus-wide headcount of 26,171 students in 2021-2022, which is down 16% from 2019-2020’s headcount of 31,556 students. There was also a campus-wide decline of about 22% in FTES from 16,642 in 2019-2020 to 12,926 in 2021-2022. The campus is strategically working to increase our headcounts and FTES because of the decline associated with the COVID-19 pandemic.

For the Academic year 2021-2022, the Counseling Department had 13,899 individual (unduplicated) students access a one-on-one counseling appointment through the Counseling Department; a little more than half of all students attending the college (26,171). In addition, there were 16,589 students served through one-on-one counseling appointments, 6,570 students served through GI/Drop-in appointments, 2,090 students served through eAdvising, and 1,117 students served through Group Advising appointments. Furthermore, there were 13,956 individualized student educational program plans (SEPP) completed.

As evident with the chart below, the Counseling Department saw a decline in students served through counseling appointments and group appointments during the height of the pandemic, which aligns with the college. However, we have seen an increase in filled appointments for the 2021-2022 academic year, which may be a result of offering counseling appointments in multiple modalities. It will be important to continue to watch these appointment trends, analyzing modality more closely.



In addition to the number of students who access these counseling services, we also have students who access our Counseling Department for various resources and support. However, we have not historically tracked these students, which warranted this being an outcome goal moving forward and specifically for this Program Review.

2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this program?

- **Reorganization of Division**
 - Since the last program review self-study, there have been many changes in organizational structure and staffing.

- The Student Services wing was reorganized to reduce the number of programs, services, and employees, reporting to the Counseling and Student Development Division since the Enrollment Services Division and Student Support Services Division were much smaller. As a result, some of the programs with full-time counseling faculty left the Counseling and Student Development Division and now reside in the Student Support Services Division. These programs are: EOPS, CARE, CalWORKs, FYSI, DSS, and Veterans. As a result, the Counseling Department made sure to collaborate across divisions to support all counseling faculty and ensure all counselors had the same access to discipline related meetings, professional development opportunities, instructional opportunities, and other discipline related activities.
 - The district offered a retirement incentive since the last Counseling Department Program Review and 6 counselors, the Dean of Counseling and Student Development, and both the Administrative Assistant II, and Administrative Assistant III all retired. These vacancies have all been filled (minus one counseling position), though much historical knowledge was lost due to the retirements and new practices and procedures were initiated. On the other hand, hiring more staff and faculty to fill the vacancies gave the opportunity to have new perspectives and bring more diversity to the department.
- **COVID—March 13, 2020, to Present**
- A worldwide pandemic mandated most businesses, and specifically, California Community Colleges, to work remotely for a little over 2 years (spring 2020 remote and return fall 2022). As a result, new modes of service delivery and communication had to be initiated, which led to purchases of new software or repurposing of other software so we could maintain high-touch support and services for our students. Some impacts of the COVID-19 Pandemic are:
 - A steep learning curve and a new way of living and working for faculty, staff, and students
 - Extra time needed to develop and implement training
 - Additional time added temporarily to counselors' schedules, so counselors and students felt comfortable and competent with these new systems and ways of being
 - A switch from paper documents to online documents
 - Laptops, technology, and home supplies were needed to complete duties
 - CHAT features and Texting services were made available
 - Return to campus with new hybrid schedules and protocols for absenteeism
 - Vaccine Mandates
 - Accommodations for staff and faculty who have health concerns related to COVID-19
 - Many staff, faculty, and students had fears of returning to campus, so there were increases in anxiety
 - Many staff, faculty, and students lost loved ones through the pandemic and that has taken an emotional toll on their well-being
 - Decline in student enrollments, especially for some of our most disproportionately impacted student groups
 - Increase in basic needs support for our students

- Increase in mental health referrals and academic support referrals
- The impact of the pandemic over the last couple of years has led to significant changes for the Counseling Department. We had to adjust the way that services and support were delivered to our students. For example, prior to the pandemic, counseling appointments were offered in-person only. Though, we had a workgroup who were discussing offering online counseling sessions with students through zoom, we had not initiated counseling sessions in that modality until we became remote. Everyone had to be trained to use zoom for counseling and we developed protocols and practices to ensure we continued to meet FERPA regulations. In addition, all faculty needed a laptop and extra monitor to make sure they could toggle between screens to share various articulation and career websites, GE sheets, class schedules, forms, etc... with students during their appointments. Email communications increased exponentially as reminders and next steps were sent to students after their appointments. We became very dependent on technology and often VPN, and remote access would fail, causing additional workarounds. Furthermore, we had to find software very quickly that would allow us to transfer all our paper forms to online forms. The Counseling Department purchased Formstack for the entire college facilitating training and access to the software. Then we had to devise processes and routing patterns for these forms and teach everyone how to use them. We began using Adobe sign for many of our documents and had to learn that feature as well. We also initiated phone appointments in addition to zoom appointments. We had to rely on the software Softphones, which often did not work well and had to adapt again by utilizing Google Voice. As a result, staff, faculty, and students had to continuously adapt over a two-year period, which can add to levels of stress and uncertainty.
- There is also an unforeseen benefit by going through many of these changes and that is having a variety of modalities to offer our students for counseling sessions and other services. Some of these welcome changes in how we interact with students due to the pandemic are:
 - Chat Feature was implemented to communicate in real time with students who have simple questions or are interested in scheduling a counseling appointment
 - Cadence Texting Software was purchased and implemented as an additional way to connect with students and remind them of due dates, changes, or upcoming appointments
 - Online Scheduling through SARS. Students can now schedule counseling appointments in many ways: phone, Chat, in-person, or using our online scheduling system
 - EAdvising became more prevalent, and we had to train and block more time on counselors' schedules to answer eAdvising questions
 - Group Advising and GI/Drop-In services are now offered in-person and online to meet the needs of our diverse students
 - All Counseling courses were updated to be offered in hybrid, zoom, fully online, or fully in-person modalities. All counselors must be online teaching certified to teach in hybrid, zoom, or online modalities
 - We expanded our hours of operations by opening late three days a week and offering counseling services and support most Saturdays.

- **Guided Pathways –A statewide initiative to support student success has been implemented at the campus since the last Program Review was completed for the Counseling Department.** Many of the key components of Guided Pathways have directly impacted the work of Counselors. For example, Guided Pathways consists of “Four Pillars” and counselors play a professional role in supporting each pillar:
 - “Clarify the Path” – create clear curricular pathways to employment and further education
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 - Counseling and instructional faculty have been working with the Guided Pathway team to create clear program maps within each division
 - “Enter the Path” – help students choose and enter a program pathway
 - The Counseling Department developed and facilitated a campus-wide event, “Major Declaration Day (MDD), Pathways to Success: Exploration, Declaration, Graduation.” MDD is an annual event to support students in their career exploration by providing career assessments and counseling guidance while connecting them to the college's major pathways
 - The matriculation counselor in collaboration with the Guided Pathway team and others are modifying the student orientation to make it more engaging for our students and to support them as they begin their educational journey
 - Counselors meet with students one-on-one to discuss their career interests, to interpret career and personality assessment results, and to create a student education program plan (SEPP) to help them enter the appropriate path to reach their personal, professional, and academic goals
 - “Stay on the Path” – help students stay on their path
 - Counselors use intrusive counseling techniques to connect with students and confirm they are following their education plans and revising if necessary
 - A team of counselors reach out to all students on academic probation and support their success with various interventions such as workshops, academic renewal, a limit placed on the number of units taken per semester, referrals for academic supports, such as tutoring and other resources and referrals to remove basic need and mental health obstacles
 - Special programs within the Counseling Department often have targeted supports to help their students stay on their path (Puente, STEM SLC, Reentry, Honors, Student Athletes)
 - Guided Exit is a pilot project based on a collaboration between A & R, the Transfer Center, and the Counseling Department to advance completion

of degrees and increase transfer. The initiative provides intended support for students, targeting efforts for disproportionately impacted student communities to stay on path

- “Ensure Learning” – ensuring that learning is happening with intentional outcomes
 - Guided Exit to Completion counselors work directly with students near and/or at the gate in completing academic milestones towards their intended degree, certificate and/or transfer. Through educational planning and counseling support, students learn to best equip themselves with academic options, and they are exposed to college policies and processes helping them understand how to advance their goals and complete their intended outcomes. This intrusive counseling supports all the complexities of the student’s journey including discussing other college transcripts (OCT’s) so they learn how their academic decisions affect their collective academic history and how that formulates their trajectory in meeting their goals of degree/certificate completion or transfer
 - Several Counseling courses are designed to provide students strategies and tools to support their academic success.
 - **Starfish** is new software adopted by the college in support of the Guided Pathways initiative. Starfish is intended to provide case management and other academic support for Fullerton College students. The facilitator of this new software system is our Business Analyst II who resides in the Counseling and Student Development Division. Not only has this increased his workload, but this has also been a change for the Counseling Department as various programs and services pilot Starfish in the classroom and outside of the classroom. For example, one facet of this pilot is the “Happy Hornet” campaign, where instructors refer their student(s) to Counseling by reframing the referral in a positive way. These referrals are great, but also impact counseling capacity as more students contact the Counseling Department seeking support.
 - **AB705**--was written to clarify existing regulations and ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course. AB705 has really impacted the practices in Counseling, especially related to assessments, and educational planning.
 - **AB 1705** expands the provisions established in AB 705 (2017) by explicitly requiring community colleges not only to place students directly into transfer-level English and math courses but also to ensure that students enroll in those courses. However, before students can be placed in an appropriate math course, it is important to determine the student’s major due to program pathways having varied math requirements. As a result, AB 1705 placed a higher demand on counselor capacity since many students are frequently undecided on their major. These students are often recommended to take a counseling course focused on identifying a career choice, so a major pathway can be determined. Other students may be referred to the Career Center so they can take personality and career assessments before meeting with a counselor for interpretation and guidance. Therefore, an undecided student often needs several appointments with a counselor before a math course can be determined and placed on the student's educational program plan (SEPP).

- **AB 1805** provides students with easily understandable community college placement policies and requires colleges to report the percentage of students placed into college-level courses.
 - **Political Climate**—Both the global and local political climate over the last several years has profoundly impacted the Counseling Department.
 - **Global Political Climate:** Changes in leadership often translate to changes in policy. With a new President of the United States in 2016, and subsequent changes in leadership for Education, Foreign Policy, and Immigration, many of our students felt uncertain about getting an education in the United States. Although California has much more liberal policies and practices, the Federal Financial Aid policies became more restrictive and not supportive of our Undocumented Students. Our college and our Counseling Department had to navigate restrictions and find support for our students. Counselors met with many students who were frightened to identify themselves and wanted to drop out of college altogether. Some of our students had family members deported after an increased presence from ICE (Immigration and Customs Enforcement) and were left without family support, financial stability, and were experiencing increased rates of depression and anxiety. In fact, officers from ICE often came to the Counseling Department showing their badges to our classified and hourly staff requesting student information. We had to train the staff to stand by FERPA guidance and share that they cannot release student information without a warrant. This was stressful for staff, faculty, and students.
 - **Racism, Hate, and Discrimination:** Over the last several years media sources have been inundated with news stories detailing overt and heinous acts of racism internationally, nationally, and locally. For example, George Floyd, a 46-year-old black man in the U.S. city of Minneapolis was murdered by Derek Chauvin, a 44-year-old white police officer on May 25, 2020, leading to protests, a demand for change, more political divide, and increased acts of racism and violence. Anti-Black or African American hate crimes continue to be the largest bias incident victim category, with 2,871 incidents in 2020, a 49% increase since 2019. Additionally, there were 279 anti-Asian incidents reported in 2020, a 77% increase since 2019. The other largest categories of hate crimes include anti-Hispanic or Latino incidents (Department of Justice). One specific news source claims that Asian hate crimes increased another 339% nationwide from 2021 to 2022 (NBC News). In addition to race, gender and gender identity hate crimes increased by 34% since 2019 (Department of Justice). This has increased fear, anxiety, depression, and mental health concerns for staff, faculty, and students. Many of the Counseling appointments with students became ones where students expressed fear, anxiety, and depression. Mental Health referrals increased. We also had staff and faculty with the same fears, anxiety, and depression. We held meetings to discuss these topics and worked to develop practices to support students and others. The Counseling Department made a concerted effort to support staff and faculty to attend workshops, conferences, and training to improve their cultural competency, knowledge and understanding, and coping strategies. We also redesigned office spaces to be more welcoming, but to also increase feelings of safety.
 - **Local Political Climate:** There have been many changes in leadership in our district and on our campus. These changes, even if temporary, often impact organizational stability and planning processes of the college and specifically departments and programs. In

addition, new state initiatives impact the college, and some areas are impacted more than others. The Counseling Department has taken on more responsibilities with Guided Pathways, AB705, the new funding formula, Vision for Success, movements towards a case management model, and more. Yet, the department has suffered severe cuts with the merging of SSSP, Equity, and Basic Skills. There is much pressure to meet the demand for increased responsibility but with less funding and an increased need for staffing. This combination often leads to a decline in morale, which has been a reality for the Counseling Department. In addition, the importance of sharing our narrative with the campus community has become more apparent than ever when many assumptions are made about the department's role, staffing, funding sources, and resources, so there is also pressure for faculty and staff to provide this narrative, while also focusing on supporting the students and transforming lives.

- **SEAP (Student Equity and Achievement Program):** The Counseling and Student Development Division has historically utilized general funds (mostly for staffing) and Matriculation funding, or Student Success and Support Program (SSSP) funding to meet the needs of the department and our students. However, after the merging of SSSP, Basic Skills, and Equity, into the Student Equity and Achievement Program (SEAP), we have experienced a cut of nearly one million in our budget allocation. This has had devastating consequences. Although funding for our adjunct counselors is being supported temporarily by other funding sources, this will not continue and will affect the services and support we can offer the college.
- **Vision for Success** -- making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all (<https://www.cccco.edu/About-Us/Vision-for-Success>). The central core function of the State Chancellor's Office Vision for Success is to provide our students with intentional support from their onboarding to completion. The Counseling Department plays a strong role in supporting students from onboarding to completion by providing the college with a new student orientation, by offering Group Advising appointments to get the student started, by providing career assessment and interpretation appointments and courses, by creating student educational program plans (SEPP), by providing guidance, support, resources, and referrals, while working to eliminate barriers and achievement gaps for all students.
- **Department liaisons-** in 2019, the Counseling Department began identifying counselors to serve as program liaisons. These counselors are intended to support our instructional departments by serving as liaisons to ensure that there is bilateral and multilateral communication and support between departments to better serve our students, remove barriers, and to intentionally create a sense of community support. These counseling faculty liaisons also collaborate with our instructional faculty to develop flexible and accurate program maps in collaboration with Guided Pathway and the Articulation Officer (AO).
- **Guided Exit** – The Counseling Department has been instrumental in leading guided exit to completion efforts to advance student success, transfer, and completion. For the past few semesters, we have collaborated with Admissions and Records and the Transfer Center to provide intrusive and targeted support for students who are close to completing their degrees and/or transferring, focusing on students from the most disproportionately impacted groups. These initiatives are data-informed, focusing efforts that align with Guided Pathways, equity objectives, and institutional goals.

2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your program.

- **AB705**--was written to clarify existing regulations and ensure that students are not placed into remedial courses that may delay or deter their educational progress unless evidence suggests they are highly unlikely to succeed in the college-level course. AB705 has really impacted the practices in Counseling, especially related to assessments, and educational planning.
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Chancellor's Office Vision for Success is to provide our students with intentional support from their onboarding to completion. The Counseling Department plays a strong role in supporting students from onboarding to completion by providing the college with a new student orientation, by offering Group Advising appointments to get the student started, by providing career assessment and interpretation appointments and courses, by creating student educational program plans (SEPP), by providing guidance, support, resources, and referrals and working to eliminate barriers and achievement gaps for all students.

- **SCFF (Student Centered Funding Formula):** The Student-Centered Funding Formula is about ensuring community colleges are funded, at least in part, in how well their students are faring. This is a dramatic change from an FTE only model. For instance, general apportionments to community college districts are now based on three calculations:
 - A base allocation, which reflects enrollment (FTES).
 - There is a supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
 - There is a student success allocation based on outcomes that include the number of **students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units** and the number of students who have attained the regional living wage.
 - Due to a facet of the funding allocation based on outcomes, there is increased responsibility for counselors to guide and support students in choosing a career path earlier, providing all students an educational program plans (SEPP), assisting them to stay on the path, and referring and resourcing students appropriately.
- **Curriculum Changes:** It is extremely important for counselors to keep apprised of all the changes that occur to the curriculum so they can appropriately guide students on their program pathway. This includes curriculum changes at high schools, community colleges, and all universities. For example, In October 2021, California was the first state to require Ethnic Studies as a high school graduation requirement. In addition, after a decision in July 2021, students pursuing an associate degree in California are now required to take an ethnic studies course before they can graduate, and there are similar requirements at California State Universities. If counselors are not trained and devoted to keeping up with these changes, they could misadvise students and delay goal completion. These changes must be updated on Degree Works, on our GE sheets, in our Degree Audits, in our evaluations, in our graduation checks, and in our courses that require educational planning
 - **C-ID:** In 2006, the Academic Senate for California Community Colleges responded to legislative calls for a common course numbering system through the implementation of the Course Identification Numbering System (C-ID). This supranumbering numbering system provides a common, intersegmental mechanism to help in the identification of similar courses. Typically, these courses are lower-division major preparation courses approved by UC and CSU campuses as meeting articulation standards. C-ID numbers are assigned to a specific transfer course and accompany existing local course numbers (<https://www.ccccurriculum.net/c-id/>). This is another area that counseling faculty must be knowledgeable and keep up to date about when advising students. Unfortunately, not all instructional programs support the common numbering of specific

courses, and this can make guiding students more difficult and at times requiring students to take a similar course, making the repetition a barrier for students.

- **Changes in Athletic Eligibility:** During the pandemic, the NCAA changed some of the eligibility requirements for students to help ease the burdens of being in a remote environment. Counselors must keep up with all changes that impact specific student populations, and our student athletes have complicated eligibility requirements.

2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Since the focus of the Counseling Department's previous self-study was on outreach and onboarding activities, we have made concerted efforts over the last several years to look at counseling capacity, student appointments, services provided, and educational planning efforts. Below is data on the number of education plans completed for students who have earned a degree or certificate at Fullerton College. This demonstrates the Counseling Department's commitment to providing our students with an educational plan as support for goal completion. However, it is also an opportunity to grow and provide students with a comprehensive educational plan earlier on their journey. Therefore, most of our new goals in this self-study are focused on early career exploration experiences so students can decide on a major, followed by a comprehensive educational plan by the end of their first year in college.

2019/2020 Awards/Degrees Given: 3,685

Unique Students: 2,131 (since some received more than one degree)

Met with a Counselor: 2,113 (99.16%)

Had an Education Plan on File: 2,013 (95.27%)

Had only an Abbreviated Education Plan on File: 393 (19.52%)

Had a Comprehensive Education Plan on File: 1620 (80.48%)

2020/2021 Awards/Degrees Given: 4,824

Unique Students: 4,634 (since some received more than one degree)

Met with a Counselor: 4,587 (98.99%)

Had an Education Plan on File: 4,390 (94.73%)

Had only an Abbreviated Education Plan on File: 1,035 (23.58%)

Had a Comprehensive Education Plan on File: 3,355 (76.42%)

2021/2022 Awards/Degrees Given: 3,497

Unique Students: 2,201 (since some received more than one degree)

Met with a Counselor: 2,180 (99.05%)

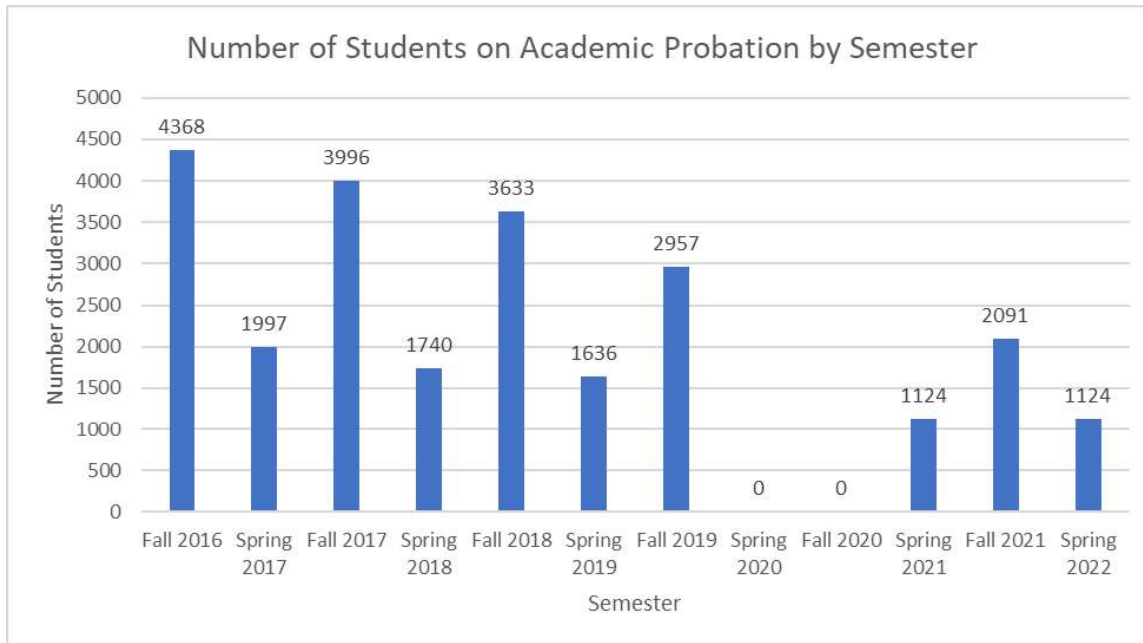
Had an Education Plan on File: 2,052 (93.23%)

Had only an Abbreviated Education Plan on File: 535 (26.07%)

Had a Comprehensive plan on File: 1517 (73.93%)

Another key factor in supporting students with goal completion is providing intrusive counseling to those on academic or progress probation. There are counselors assigned in the Counseling Department to reach out to every student who is on academic or progress probation and provide targeted strategies for successfully passing their classes, increasing GPA (Grade Point Average), and meeting their academic and career goals.

*There was no data for Spring 2020 and Fall 2020 because the campus waived academic probation during the peak of the Covid-19 pandemic.



3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

- One strength of the Counseling Department is its dedication to professional development, growth, and competency. The faculty and staff in the department are afforded the opportunity to attend many conferences, workshops, webinars, training, and activities to support growth in skill set, academic planning and transfer knowledge, cultural competency, trauma informed practices, and more. As a result, the Counseling Department has well trained employees focused on student success, transformation, and DEIAA. Moreover, faculty and staff in the counseling center are student-centered and use a holistic approach to ensure student success.
- Another strength is that the Counseling Department serves as a campus hub for information and support for students. This has become even more evident since the Counseling Center was remodeled and the increase of students visiting our center to sit, study, work on homework, or engage with faculty, staff, and other students. The diverse staff and faculty also serve to create a welcoming environment where students are likely to feel connected by seeing and engaging with those who resemble them.
- More strengths of the Counseling Department include:
 - Faculty and staff serve on most campus-wide committees and contribute to institutional decision-making.
 - The department consistently meets the expectations of campus and state initiatives while providing innovative services.
 - At Fullerton College, 94% of students awarded a degree or certificate had an education plan on file (2020/2021). This statistic demonstrates the significant impact that meeting with a counselor has on student's goal completion.
 - The counseling department pivoted all services to a remote format when the COVID-19 pandemic struck; swiftly moving counseling and support services to an online modality. Upon

the return to campus, multiple modalities are now offered for students, which meets students' diverse needs. Students can meet with counselors in person, via email, and zoom.

- Significant changes and improvements were made to online orientation, data collection, and forms (Formstack, etc.) upon returning to campus.
- The counseling department implemented counseling liaisons for all faculty departments to increase communication and collaboration efforts across campus.
- The counseling department coordinates efforts for targeted populations such as first-generation and black and Latino male students to close achievement gaps and increase their college success.
- The counseling department offers extended hours for students, including evenings and weekends, to ensure every student has an opportunity to be served.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

- The following are weaknesses of the Counseling Department and will need concerted efforts and supports:
 - Counseling Capacity is a real issue for the campus. As demonstrated in 2.4 in this document, the Counseling Department is unable to meet student demand with its current staffing levels. The department is asking for 5 full-time counseling faculty positions and 7 full-time classified positions to support staffing deficiencies.
 - The collapse of SSSP, Equity and Basic Skills in the Student Equity and Achievement Program has resulted in major budget cuts to the Counseling Department and its ability to maintain staffing of adjunct counselors, to support events or activities targeted to students, to pay for attendance at conferences specifically for counselors, to purchase equipment, supplies, software, and ergonomic supports for staff and faculty.
 - Programs like STEM SLC, Reentry, and Student Athletes have no monetary support.
 - STEM SLC has one full-time counselor who has dedicated hours to coordinate its activities and counseling support from 2.5 adjunct counselors. There are over 180 students in the STEM SLC cohort and funding is needed to offer activities, supplies and resources for these students.
 - Reentry has one professional expert and one adjunct counselor supporting this cohort of students. There are about 70 students currently participating in this program, but there are thousands of Fullerton College students identified as Reentry who could benefit from targeted support. Funding is needed to support staffing and the activities, supplies and resources for these students.
 - There are 3.5 adjunct counselors working to support the academic, professional, and personal counseling needs of our student athletes. Funding is needed for staffing and to support activities, supplies and resources for these students.
 - It was fortunate that in the remodeling of the counseling center in 2020, we were able to design a group of cubicles for our adjunct counselors to have designated office space. However, these cubicles are a temporary fix since these spaces do not meet the privacy needs of our students who are often sharing very personal and confidential information. Eventually enclosed office spaces will be needed when moving to the Welcome Center.
 - Degree Works and other Technology are consistently underperforming.
 - Counselors are dependent on receiving completed OCT (other college transcripts) evaluations and graduation application evaluations from the Evaluators in our A & R department. It is

understood that A & R are understaffed, and we encourage the campus to support hiring additional evaluators so students can receive timely guidance from counselors and others.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

- There are numerous opportunities that exist for the Counseling Department at Fullerton College:
 - Growth in hiring.
 - Increase in Counseling Capacity.
 - More comprehensive education plans for students.
 - More career exploration experiences for students.
 - Targeted supports and funding for STEM SLC, Reentry, Student Athletes
 - Right size funding.
 - Providing targeted support for students from onboarding to exit (Guided Exit Pilot).
 - Program development for Reentry students.
 - Support students in multiple modalities.
 - In-reach efforts.
 - Increase student retention and success rates.
 - Counseling will continue to increase intentional support for disproportionately impacted students.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

- The challenges that continue to exist for the Counseling department are:
 - The college and the Counseling Department are not supported with a technological infrastructure that provides seamless use of tools vital to students and services. The current student management information system is limited in supplying information sharing that is critical to working with students and scaling up programs. These challenges are detrimental to the daily role and tasks of counseling faculty. Our current degree audits are often missing information and/or incorrect. The degree audits available to students often provide misleading information and further impact their progress at the college. The completion of educational planning is limited if a degree audit is not correct, therefore impacting a student's path towards completion and/or transfer. Also, other college transcripts are typically unavailable as part of the degree audit, creating barriers and challenges to efficiently support students towards completing educational plans and developing an action plan. The access to documents that impact a student's trajectory such as petitions and other college transcripts are not easily accessible, and counselors are often having to use numerous online platforms/tools to best support students. The Counseling Department consistently experiences issues with technology, often daily, whether the network is down, software systems are not performing as intended, or student information systems have conflicting or incorrect information. These issues may seem minor to some; but they are vital tools for counseling faculty and staff to perform their duties and meet their responsibilities.
 - The greatest challenge is counseling capacity. There must be more counselors to meet the demands of students at Fullerton College.
 - Space is another challenge. The Counseling Department does not have any additional office space to support new hires. In addition, the office spaces that currently exist are not ergonomic. Faculty and staff request ergonomic workstations daily and should have the opportunity to work in an ergonomic environment.

- When a student submits an evaluation request for another college transcript to the A&R office, the return time for completion ranges from 3-6 months. The evaluation completion of other college transcripts is essential to determine the remaining courses student's need to meet their educational goals. The turnaround time for evaluations is a significant challenge the counseling department encounters while working with students.

4.0 Outcome Assessment

4. Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	<p>Previous: The counseling department will develop ESL Group Advising Sessions to meet the needs of this population</p> <ul style="list-style-type: none"> • SAO: The intended outcome is to facilitate a smooth transition into FC for ESL students 	Dec. 1, 2017	Continuously updated per academic year and semesterly as needed. Also have adapted General Presentation to accommodate all students including ESL students	Continuously updated per academic year and semesterly as needed	7 cycles. Presentations are updated yearly and additional updates were made to accommodate a remote environment
2.	<p><i>Previous: Will not be measured moving forward:</i> The Outreach office is located under Educational Programs and Partnerships: (Promise), which they will be addressing in their Program Review</p> <p>The Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night to facilitate a successful transition for students into Fullerton College.</p> <ul style="list-style-type: none"> • SAO: The outreach office will 	N/A	N/A	This outcome will not be assessed by the Counseling Department as the Outreach Office is now housed under Educational Programs and Partnerships (Promise) and will be assessed in a separate Program Review	N/A

	accommodate 300 attendees to demonstrate expansion of program through the Fullerton College High School Senior and Parent Night				
3.	<p><i>Previous: Will not be measured moving forward:</i></p> <p>Students completing the new student Online Orientation will understand the matriculation/SSSP process at Fullerton College as evidenced by a passing score on the Quiz embedded at the end of orientation</p> <ul style="list-style-type: none"> SAO: All students who successfully complete new student Online Orientation will understand the various steps of the matriculation/SSSP process 	N/A	N/A	There is no way to quantify or say with confidence whether a student understood the matriculation/SSSP process at Fullerton College just from completing the online orientation. Other factors may have led to the students understanding of the process. As a result, this is no longer a goal.	N/A
4.	<p><i>New:</i></p> <p>Increase the number of career exploration experiences during a student's first year</p>	N/A	N/A	N/A	N/A
5.	<p><i>New:</i></p> <p>Track student contacts by Fall 2023 within the Counseling Department</p>	N/A	N/A	N/A	N/A

6.	<i>New:</i> Students will receive a comprehensive educational plan by the end of their second semester.	N/A	N/A	N/A	N/A
7.	<i>New:</i> Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population	N/A	N/A	N/A	N/A
8.	<i>New:</i> Increase completion of degree/certificate for Black and African American students	N/A	N/A	N/A	N/A
9.	<i>New:</i> The Counseling Center will increase Counseling Capacity by at least 5% over the next 3 years, adding 900 additional counseling hours.	N/A	N/A	N/A	N/A

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	The counseling department will develop ESL Group Advising Sessions to meet the needs of this population <ul style="list-style-type: none"> SAO: The intended outcome is to facilitate a smooth transition into FC for ESL students 	Measured by the number of students participating in ESL group advising as tracked in SARS	Tracked in SARS and requested through MIS Analyst	No	ESL students have unique needs and in evaluation of these needs both ESL and General Group Advising presentations were revamped to make more accessible to ALL student populations. Revision of terminology was primary and ESL presentation included

					slides with specific info related to ESL.
2.	New Goal #1: Increase the number of career exploration experiences during a student's first year	The counseling department will evaluate the data collected to analyze the number of career exploration experiences utilized during a student's first year.	The counseling department will determine the criteria for each career exploration experience. Once determined, data will be collected using SARS tracking software and retrieved from the Career Center.	Yes.	These interactions will enhance students' experiences at Fullerton College, establishing a student-centered approach to student support services.
3.	New Goal # 2: Track student contacts by Fall 2023 within the Counseling Department	The counseling department will evaluate the data collected to analyze the types of services students utilize.	The counseling department will use SARS tracking software to determine the number and reason code of students visiting the counseling center.	Yes.	Tracking student contacts in the counseling department will allow the department to plan staff accordingly, determine student demand for services, and examine trends in the tracking data.
4.	New Goal # 3: Students will receive a comprehensive educational plan by the end of their second semester.	The Counseling department will gather and evaluate data collected to identify the number of completed Educational Plans on Degree Works by the student's second semester at Fullerton College.	Ed Plan data is stored in Banner and will be requested from OIE	Yes	The information will inform us on the student's progress and achievement toward their educational goals at Fullerton College such as, degree, certificate, and transfer completion.
5.	New Goal # 4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population	Measured by comparing the number of comprehensive ed plans for Black/African American students compared to general	Ed Plan data is stored in Banner and will be requested from OIE	Yes	Information will help inform: 1) Student progress towards goal completion and transfer, 2) Design counseling practices to best serve African American/Black student population

		student populations			
6.	New Goal# 5: Increase completion of degree/certificate for Black and African American students	Develop a baseline for the percentage of completion of degree/certificate for Black/African American student. Once we have a baseline we have information to compare to moving forward	Degree and certificate completion data is stored in Banner. Disaggregated data will be requested from OIE	Yes	The information will help inform Guided Exit barriers and strategies to supporting student completion and transfer. The data will provide facts towards advancing Counseling Division and campus equity for Black and African American students
7.	New Goal # 6: The Counseling Center will increase Counseling Capacity by at least 5% over the next 3 years, adding 900 additional counseling hours. ** $17,994 \times 5\% = 899.70$.	Counseling Capacity is determined by examining the available counseling contract hours for each counseling faculty (minus teaching as POL, reassigned time, committee responsibilities , coordination of programs) and comparing those hours to needed hours of counseling based on student headcount (with a goal of each student have 1 counseling appointment each semester)	The full-time counseling faculty contract calendars, SARS counseling software for scheduling, teaching assignment as POL, regular and consistent scheduled commitments are all used in an excel sheet to determine counseling capacity. Student Headcount is made publicly available each year through CCCCCO datamart and our campus Office of Instructional Effectiveness.	Yes. SARS can determine individual student appointments based on student ID #. However, this Outcome is based on counseling capacity determined by availability at the individual counseling faculty level.	The results will help us determine our college's counseling capacity needs so we can support each student by offering adequate numbers of counseling appointments and other counseling related services.

4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Outcome goals from previous Self-Study:

Online Orientation:

Between 2016-2022, 71,380 students had attempted the online orientation and of those students, 59,709 (83.65%) had successfully completed the online orientation and 11,671 (16.35%) had attempted but did not complete the online orientation.

Though this is not an outcome goal moving forward, the online orientation has been redesigned with increased opportunities for student engagement and retention. The orientation content has been updated to provide the student with an immersive experience to better understand and prepare them as they onboard and become successful in the classroom. In addition to introducing the various educational opportunities to students, the orientation helps them learn about processes, resources, and supports available. There are many who assert that students who attend their college orientation are more likely to pass their classes and graduate than those who do not (<https://www.bestcolleges.com/blog/college-orientation-need-to-know/>).

ESL Group Advising (GA): The establishment of an ESL GA led to improvements of our General Group Advising presentations by using terminology and language that is more accessible to ALL students including ESL students. The Counseling Department also developed a Spanish language presentation and are looking into adding additional languages (Vietnamese, Korean, etc.) to be more inclusive.

New Outcome Goals from Current Self-Study:

New Goal #1: Increase the number of career exploration experiences during a student's first year.

Increasing the number of career exploration experiences during a student's first year at Fullerton College is pivotal to a student's decision-making, confirming academic, and personal goals. The Counseling Division has developed a comprehensive framework to facilitate career exploration and support students through intentional and meaningful experiences called Pathways to Success: Exploration, Declaration, Graduation. The objective is to connect students to career and counseling resources that support both personal and academic goals. Counselors assist students in exploring career and major options. Counselors also will provide one-on-one appointments to interpret the career assessment results with students. A campus-wide event, Major Declaration Day, provides students with career and major pathways information. Additionally, Counseling collaborates with the First-Year Experience Faculty Community of Practice Pilot to facilitate, provide, and design career exploration activities and a Canvas page to increase student engagement and exploration. These interactions will enhance students' experiences at Fullerton College, establishing a student-centered approach to student support services.

New Goal #2: Track student contacts by Fall 2023 within the Counseling Department.

The ability to track student contacts in the counseling department will allow the department to schedule staff according to student traffic, determine student demand for services, and examine trends in the tracking data. Once data is received, the department can examine it and improve the student services provided.

New Goal #3: Students will receive a comprehensive educational plan by the end of their second semester.

Current institutional data strongly suggests that if a student meets regularly with a counselor and completes an educational plan, they are more likely to complete their degree or certificate. As a result, the goal is for students to receive a comprehensive education plan early in their academic journey increasing the likelihood of their goal completion. In fact, students receiving a Comprehensive Student Educational Program Plan (SEPP) by the end of their second semester will know the course requirements for their major and will know the sequence of courses they need to enroll in to meet their educational, career, and/or transfer goals. In addition, students who are undecided about their major will be informed of the career exploration resources and courses available to assist them in the career exploration process. Ensuring students have a completed comprehensive educational plan on file by the end of their second semester will increase the number of undecided students enrolling earlier in career exploration courses and will increase timely interactions with Career Center staff and resources. This will also require that students meet with a counselor at least once a semester during their first academic school year.

New Goal #4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population who have a comprehensive education plan on file.

The Fullerton College Counseling Department is working to close the 30% equity gap between Black students and general population students who have comprehensive educational plans on file. This goal was informed by current data from OIE, highlighting an opportunity to provide intentional support for our Black student community. The OIE data shows 46% of Black/African American students have a comprehensive education plan on file compared to 76% for all other students. The Counseling Department is committed to eliminating achievement gaps as a priority and equity metric. This goal will improve the number of undecided Black students enrolling in career exploration courses and provide them with increased interactions with Career Center staff and resources. Other programs like EOPS and Umoja should also see an increase in Black students' participation due to the specialized support these programs offer. These increases will also allow Black students to gain access to specialized and intentional academic counseling that promotes completion and transfer. The plan to close the gap between the general population and Black students' comprehensive educational planning completion will encourage students to meet with a counselor at least once a semester during their first academic year.

New Goal#5: Increase degree/certificate completion for Black and African American students.

The Counseling Department realizes the changing landscape of our higher education system, college processes, barriers, diversity of student demographics, enrollment, and technology and how those impact degree/certificate completions. Recent data points shared by OIE indicate awards (degrees) confirmed for Fall 2020- Spring 2022 and disaggregated by ethnicity identified that 4,156 degrees were awarded, and of those, 154 Black or African American applications for degree were submitted and only 75 were confirmed (48.7%). This data further cemented the need to design and implement high-impact practices and student engagement to support degree/certificate completion for Black and African American students as this student population is experiencing the most significant disproportionate impact. The Counseling Department is moving forward with designing and operationalizing initiatives

to support Black/African American student communities. The goal is to scale up current Guided Exit to Completion efforts and increase both the graduation submissions and degrees awarded.

New Goal #6: The Counseling Center will increase Counseling Capacity by 5% or 900 counseling hours over the next three years.

Though this is a new goal and has not yet been assessed, the future assessment of this goal will help the college not only increase available counseling appointments and counseling related services for our students but will allow us to routinely analyze counseling capacity. Numerous studies have demonstrated that students who can clearly identify their college goals and have clear guidance in how to do so will more likely succeed and complete their college education. Therefore, having accessible and available counseling appointments and services for each student at Fullerton College will increase each student's ability to identify their goals and succeed.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

Outcome goals from previous Self-Study:

ESL Group Advising (GA): The establishment of an ESL GA presentation made the information in Group Advising more accessible and pertinent to the ESL population. This revision also led to a reexamination of the accessibility and clarity of the General Group Advising presentation. As a result, the department chose to change and edit the information and terminology to make it more accessible to all students. Additionally, voiceover work and subtitling on the GA online presentations (ESL and General) allowed us to also accommodate our sight and hearing- impaired student population. This was done by slower and clearer speech and spelling out of website addresses. By making our Group Advising presentations easier to understand and more accessible for our students, it increases the likelihood that they will retain the information.

New Outcome Goals from Current Self-Study:

New Goal #1: Increase the number of career exploration experiences during a student's first year.

Increasing the number of career exploration experiences for students during their first year will expose them to major options that will lead to their future careers. Once students select a major, they can plan their courses to complete their educational goals. They will immediately take courses toward their major and be able to achieve their goal of earning a degree, certificate and/or transferring to a four-year college or university. As a result, students learning will increase, and they will achieve their educational goals promptly. Additionally, this goal will meet the requirements for AB 1705- students complete transfer-level math and English during their first year at the community college.

New Goal #2: Track student contacts by Fall 2023 within the Counseling Department.

The ability to track student contacts will allow the counseling department to analyze the student populations and services utilized. The counseling center can provide in-reach to student populations less likely to seek counseling assistance. Visiting the counseling center offers a direct link for students to enhance their learning and achievement by being exposed to student-centered services.

New Goal #3: Students will receive a comprehensive educational plan by the end of their second semester.

Students who complete a comprehensive educational plan by their second semester are more likely to achieve their educational goals at Fullerton College. They will be informed of the appropriate course requirements to enroll in each semester pertaining to their educational goal at Fullerton college such as, degree, certificate or/and transfer completion. In addition, students will understand the variety of educational options that Fullerton College offers for them to make an informed decision on major/career choice.

New Goal #4: Increase the number of comprehensive educational plans for Black/African Americans students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

Black students with a comprehensive educational plan are more likely to achieve their academic goals at Fullerton College. Black students will have pertinent information needed to complete their educational goals, such as degree, certificate, or/and transfer completion. In addition, students will understand the variety of educational options and supports specific to this population to make an informed decision on major/career choice. This goal was informed by current data from OIE, highlighting an opportunity to provide intentional support for our Black student community. The OIE data shows 46% of Black/African American students have a comprehensive ed plan on file compared to 76% for all other students. The Counseling Department is committed to eliminating achievement gaps as a priority and equity metric.

New Goal#5: Increase degree/certificate completion for Black and African American students.

Completing a degree or certificate among Black students strongly correlates to their transferring and gaining of meaningful employment. For example, many institutions, both private and out of state, require students to complete an associate degree to meet admission requirements. In addition, Black students are more likely to earn meaningful employment if they have received training in a specific content area. State legislation and higher education institutions like the California State University system continue to support legislative measures for students to complete an Associate Degree for Transfer as a vehicle for transfer to a university. Fullerton College provides robust transfer services to all students, with the intention of successful planning for degree completion to transfer. Further, the college will need to address the gap between Black and general population students to increase degree/certificate completion among Black students. We need to access and analyze data for certificate completion, OIE provided information to solidify equity goals highlighting graduation data. For the Fall 2020- Spring 2022 academic year, disaggregated data points by ethnicity identified that 4,156 degrees were awarded, and of those 154 Black or African American applied and only 75 were confirmed (51% were not awarded). This data further cemented the need to design and implement high-impact practices and student engagement to support degree/certificate completion for Black and African American students as this student population is experiencing the most significant disproportionate impact.

New Goal #6 The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

Though this is a new goal and has not yet been assessed, it is expected that an increase in available and accessible counseling hours will increase both student learning and achievement. To begin with, many students who meet individually with a counselor often receive tailored referrals for academic services and program support to remove barriers and increase success outcomes. Therefore, the more students who can access individual counseling sessions, the more who will access other campus supports (tutoring, library services, mindful growth, financial aid, behavioral health support, student service programs, self-development courses, etc...) to remove academic, personal, and professional obstacles. This will directly lead to student learning and success. Moreover, numerous studies have demonstrated that students who can clearly identify their college goals and have clear guidance in how to do so will more likely succeed and complete their college education. When students meet with counselors, they not only receive help with career assessments and analysis, which assists students in choosing a major, but they also create a Student Educational Program Plan (SEPP), which provides the student a roadmap to reach those goals. Therefore, having accessible and available counseling appointments and services for each student at Fullerton College will increase each student's ability to identify their goals and succeed.

4.5 What challenges remain to make your program outcomes more effective?

Outcome goals from previous Self-Study:

ESL Group Advising (GA): The Group Advising Committee is looking to parse the presentation into “bite sized” portions and add levels of interaction through a badging or “gaming” format. Although we are currently offering GA in both English and Spanish, we would like to add additional languages to support more students in onboarding. However, the GA workgroup is determining which additional languages would best serve our students and community's needs. Moreover, the GA workgroup is looking at revising these presentations by adding video segments such as “How to Register for Classes.”

New Outcome Goals from Current Self-Study:

New Goal #1: Increase the number of career exploration experiences during a student’s first year.

While new counseling-led initiatives such as Pathways to Success aim to increase career exploration experiences, the Counseling Department at Fullerton College is experiencing counselor capacity issues. More counselors are needed to serve students to meet their career exploration needs and improve the outcomes of this goal. The Counseling Department is determining the most effective online locations to offer career exploration experiences. Currently, students are exposed to career exploration experiences in several ways. Students can access career exploration experiences via "MyPath," when a student submits their application to Fullerton College, or via "Hornets Pathways" when a student explores different educational pathways, or while visiting the Career Center. Finally, students will be exposed to more in-depth career exploration by taking the COUN 151 Career and College Success course. The challenge of administering career exploration experiences is impacted by counseling capacity and having enough counselors to interpret career assessment results and provide educational guidance. Further, to provide comprehensive career exploration experiences, current challenges to

scale up a campus-wide Major Declaration Day are impacted by appropriate funding for an extensive career exploration experience for students.

New Goal #2: Track student contacts by Fall 2023 within the Counseling Department.

The counseling department does not have a system in place to track student contacts currently. The current challenge is creating the system. Once created, the department will train the staff to implement and utilize the system.

New Goal #3: Students will receive a comprehensive educational plan by the end of their second semester.

The counseling department at Fullerton College is experiencing counselor capacity issues. More counselors are needed to serve students to meet their academic goals. Fullerton College Counseling appointments are often fully booked at the start of the week, leaving many students unable to meet with an academic counselor. Many students need help identifying an educational goal during their first calendar school year; not doing so often unnecessarily prolongs their stay at Fullerton College. In addition, students may seek guidance from friends, family, and others not qualified to recommend academic courses, often delaying their goal completion.

One of the challenges remaining to make this goal more effective is the lack of technology tools that can assist in tracking the number of students who are enrolled in the courses recommended by a Counselor stated on their Comprehensive Educational Plan (SEPP). In addition, there is pressure on the Counseling Faculty to serve the student demand requesting counseling appointments, where students can meet with a Counselor to develop a Comprehensive Educational Plan on degree works. Currently, we do not have enough Counseling Faculty who can assist with serving all our student population. Furthermore, students who are undecided about their major also experience a challenge in creating a Comprehensive Educational Plan by their second semester due to being identified as “Undecided about their Major.”

New Goal #4: Increase the number of comprehensive educational plans for Black/African Americans students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

While we can use Banner to identify overall data of comprehensive ed plans completed, we need tools to help identify disaggregated data and to confirm if students are registering for the education plan courses. This information also helps inform who may need additional support and how we can connect and encourage students to complete and follow their educational plans. Challenges that impact this goal include integration, purchase and adoption of innovative technology systems that address access and sharing of information that optimize how we can effectively address gaps based on student cohorts and disaggregated data points. Current student management tools do not facilitate data sharing that is accessible for collaboration and intersectional programming. Current technology tools and access to data is limited, so we do not have a tool that captures the student’s entire academic trajectory and completion of milestones. In addition, with current technology, we cannot access deep-level, student cohort information for student’s participation in all support programs to further inform strategies and design intersectional programming.

In addition, there is pressure on the Counseling Faculty to serve the student demand requesting counseling appointments, where students can meet with a Counselor to develop a comprehensive educational plan on degree works. Currently, we do not have enough Counseling Faculty who can assist with serving all our student population. Furthermore, students who are undecided about their major also experience a challenge in creating a comprehensive educational plan by their second semester due to being identified as “Undecided about their Major.”

New Goal#5: Increase degree/certificate completion for Black and African American students.

While Fullerton College provides robust academic options and comprehensive support, services, planning for degree/certificate completion is multi-layered and often complex. Our Black/African American students are impacted by current gaps in our institutional system. We are challenged with institutional drivers such as policies, practices, technology, staffing and funding to further develop and scale-up current career exploration, counseling, and Guided Exit to Completion initiatives. Challenges that impact this goal are multifaceted and require all-around support and intersectional programming with various campus constituents. Data points shared by OIE during the 2021/2022 school year indicate that students who self-identified as Black/African American (1,312 students) were represented across campus groups in greater percentages among, Athletics, EOPS, Promise, and DSS. An on-going challenge includes technology systems that do not currently address access and sharing of information that optimize how we can effectively address these gaps. Innovative technology is needed so we can further analyze student cohorts and disaggregate data points to strategically implement support systems from onboarding to completion. Our technology/software limitations prevent us from providing an accurate and correct degree audit/ progress check prior to a student’s course enrollment.

The current process to apply for a degree or certificate does not require students to meet with a counselor before they apply. Moreover, the evaluation process is often prohibitive, taking months to complete. As a result, this does not allow for timely planning. In fact, our counselors cannot appropriately guide students without complete evaluations, which impacts course planning and subsequent enrollment. In addition, it also delays the opportunity to provide interventions for registration and transfer. The current funding to support counseling capacity to scale up and meet students’ needs continues to impact equitable outcomes for completion. The process for confirmation of certificates varies and is not consistent with degree confirmation and graduation timelines. Certificates are awarded by instructional departments/division offices, whereas degrees are evaluated and awarded through evaluations, Admissions and Records Office. For students seeking to complete both a certificate and degree the process is cumbersome and difficult to navigate as timelines, access to information and applications are not centrally located. This shortcoming is particularly challenging for students who have completed coursework at other colleges.

New Goal #6 The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

The greatest obstacle to increasing counseling capacity is stable funding. A majority of full-time counseling faculty have been hired over the last decade with SSSP (Student Success and Support Program) funds and some general funds. Moreover, all adjunct counselors have been hired and maintained through SSSP funds. Unfortunately, the SSSP funding was drastically cut for the Counseling Department when SSSP, Basic Skills, and Equity combined into the Student Equity and Achievement

Program (SEA). In fact, the Counseling Department is experiencing a \$900,000 reduction for 2022-2023. It is imperative that the campus and district provide more stable funding to increase counseling capacity, so students have access to counseling appointments and a greater likelihood of completing their goals.

4.6 Describe how the program's outcomes are linked to the [college's goals](#).

Outcome goals from previous Self-Study:

ESL Group Advising (GA): The ESL Group Advising presentation connects to all four of the college's goals.

- **Goal 1:** Promote success for every student: A clear pathway for every student is developed via a Student Educational Program Plan (SEPP) which increases completion of courses, certificate and degree programs, and transfer-readiness which leads to enhanced workforce training opportunities.
- **Goal 2:** Cultivate a culture of equity promote success for every student: Creation of an ESL GA presentation increases outreach to and recruitment of students from underserved populations which assists in removing institutional barriers to student equity and success and fosters a sense of belonging.
- **Goal 3:** Strengthen connections with our community: Creation of an ESL GA presentation allows us to support and connect with our ESL population, which is a sizable portion of our campus and off-campus community more effectively.
- **Goal 4:** Commit to accountability and continuous quality improvement: The development of an ESL GA presentation has improved GA including the General GA Presentation and future revisions to the format and inclusion of presentations in various languages will continually improve this support program.

New Outcome Goals from Current Self-Study:

New Goal #1: Increase the number of career exploration experiences during a student's first year.

The outcome of increasing the number of career exploration experiences during a student's first year at Fullerton College is linked to the first goal of the college:

- **GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT and the following objectives: Objective 1: Create a clear pathway for every student, Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness, and Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs.** Career exploration services assist students in determining their major and career goals. Once students determine their major, they can take courses immediately to enhance their educational goals. Suppose a student decides their major during their first year at Fullerton College. In that case, they can establish a clear pathway, increase completion of courses, certificate and degree programs, and transfer-readiness, and completion of degrees for students in Career Technical programs.

New Goal #2: Track student contacts by Fall 2023 within the Counseling Department.

A student contact tracking system will allow the counseling department to see which students are accessing services and which students are not. Also, it will account for the type of services students use at the counseling center. These outcomes align with the second goal of the college:

- **GOAL 2: CULTIVATE A CULTURE OF EQUITY and the following objectives: Objective 1: Remove institutional barriers to student equity and success and Objective 3: Increase outreach to and recruitment of students from underserved populations.** Once the data is collected from student contacts, it can be analyzed to determine which student populations are being served and which services are being used. If it is determined that students from underserved populations are not being served, the department can develop a plan to outreach and recruit students from that population.

New Goal #3: Students will receive a comprehensive educational plan by the end of their second semester.

Providing students with an Individualized Student Comprehensive Educational Plan (SEPP) on file by the end of their second semester attending Fullerton College aligns with Fullerton College's:

- **Goal 1: Promote Success for every Student: Objective 1:** Create a clear pathway for every student, **Objective 4:** Increase completion of courses, certificate and degree programs, and transfer readiness, and **Objective 5:** Encourage completion of degrees for students enrolled in Career Technical Programs.

New Goal #4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

Increasing the number of comprehensive educational plans completed for Black and African American students to close the 30% equity gap will directly advance and align with:

- **Goal 1: Promote Success for every Student: Objective 1:** Create a clear pathway for every student, **Objective 4:** Increase completion of courses, certificate and degree programs, and transfer readiness, and **Objective 5:** Encourage completion of degrees for students enrolled in Career Technical Programs.

New Goal#5: Increase degree/certificate completion for Black and African American students.

Increasing degree/certificate completion and transfer for Black and African American students will contribute to the overarching institutional and equity goals of the campus. More importantly, we will foster an inclusive learning environment where all students succeed and empower our Black/African American student community. These outcomes directly align with:

- **Fullerton College Goal 1: Objective 1-Promote Success for Every Student;** Fullerton College will prepare students for success through the development and support of exemplary programs and services; Create a clear pathway for every student. **Objective 4 –** Increase completion of courses, certificates and degree programs, and transfer-readiness, **Objective 5 –** Encourage completion of degrees for students enrolled in Career Technical programs. **Fullerton College Goal 2 –** Cultivate a culture of equity, **Objective 1:** Remove institutional barriers to student equity and success and **Objective 4:** Foster a sense of belonging where all are welcome, and student basic needs are addressed.

New Goal #6 The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

Increasing counseling capacity will allow more students to access one-on-one counseling sessions, where they will be guided by faculty to choose a career path, receive referrals to remove academic, personal, or professional obstacles, and be supported in completing their courses, certificate, and degree programs, and/or become transfer ready by receiving an individualized Student Educational Program Plan (SEPP). These outcomes directly align with:

- **Fullerton College's Goal 1: Objectives 1, 4, and 5-** Promote Success for Every Student; Fullerton College will prepare students for success through the development and support of exemplary programs and services; Create a clear pathway for every student; Increase completion of courses, certificate and degree programs, and transfer-readiness; Encourage completion of degrees for students enrolled in Career Technical programs.

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

Outcome goals from previous Self-Study:

ESL Group Advising (GA): The ESL Group Advising contributes to institutional SLO's as an early step toward the student taking the proper courses that contribute to Student Learning Outcomes. Construction of Student Educational Program Plans (SEPPs) include courses contributing to communication, critical thinking, information competency, global awareness, and professional development.

New Outcome Goals from Current Self-Study:

New Goal # 1: Increase the number of career exploration experiences during a student's first year.

Increasing the number of career exploration experiences for students during their first year will expose them to major options that will lead to their future careers. Career assessments provide students with self-awareness and focus on their personal interests and how those interests connect to major and career options. This goal aligns with the Institution SLO's titled, **Personal Responsibility and Professional Development:** Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills. A. Self-Awareness: Students will be able to accurately assess their own knowledge, skills, and abilities; to self-motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.

New Goal # 2: Track student contacts by Fall 2023 within the Counseling Department.

The ability to track student contacts will allow the counseling department to analyze the student populations and services utilized. The counseling center can provide in-reach to student populations less likely to seek counseling assistance. During a counseling appointment, a student expresses their goals, creates a plan to achieve them, and can respond to obstacles they encounter. This goal aligns with the Institution SLO's titled, **Personal Responsibility and Professional Development:** Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills. A. Self-Awareness: Students will be able to accurately assess their own knowledge, skills, and abilities; to self-

motivate and set realistic goals; to accept criticism; and to respond appropriately to changing situations.

New Goal # 3: Students will receive a comprehensive educational plan by the end of their second semester.

The program outcomes support the achievement of one of the Institution SLO's that state **Personal Responsibility and Professional Development**. Students receiving a comprehensive educational plan by the end of their second semester will have awareness and information of course requirements they need to enroll in for each semester to meet their educational goals at Fullerton College. Providing students with a Comprehensive Educational Plan by their second semester will increase the chances of students enrolling in the right course requirements to meet their degree/certificate or transfer goals. Students will feel more prepared and motivated to continue their educational journey.

New Goal # 4 Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

Increasing the number of comprehensive educational plans for Black/African American students facilitates opportunities for increased student engagement and self-awareness. Counselors will discuss information critical to student course enrollment directly impacting academic and personal goals. Providing intentional in-reach to ensure our Black/African American students have a comprehensive educational plan increases opportunities for students to learn about their academic options, engage in support systems, develop as students, and strengthen decision-making skills. These experiences are empowering in helping students evaluate their circumstances and analyze their goals to make sound decisions for their future. The program outcomes align to support two Institution SLO's that state **Responsibility and Professional Development and Critical Thinking and Information Competency**. Students can think critically by analyzing their academic goals with a counselor and addressing and evaluating problems and issues in making decisions.

New Goal # 5 Increase degree/certificate completion for Black and African American students

Degree/certificate completion is an accomplishment for students. It positively transforms the lives of students who are historically impacted. Further, completing a degree/certificate influences a student's capacity to take responsibility and personally develop. The program outcomes align to support two Institution SLO's; **Responsibility and Professional Development**. Students will be able to accurately assess their own knowledge, skills, and abilities, self-motivate and set realistic and attainable goals. Students will learn to accept constructive criticism and apply that assessment to their career and personal endeavors. Overall, the acquisition of being **Responsible** and realizing self-efficacy will impactfully influence Black and African American Students.

In addition to developing habits of **Responsibility**, students will be exposed to **Professional Development** pertaining to their desired Career Goals. Degree/certificate completion promotes Career and Life Planning research while understanding the nuances of the student's potential career trajectory. Identifying and completing a degree/certificate in an efficient manner allows the student to efficiently seek out internships, volunteer, and research opportunities, network with potential employers, and the opportunity to discover and potentially change majors promptly if needed. In sum, Black and African American students gain attributes of **Responsibility** and intentionally seek out and

utilize **Professional Development** opportunities by completing a degree/certificate. This will impact students' academic, career, and personal goals.

New Goal #6: The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

Increasing Counseling Capacity will increase the number of students who meet with a counselor, which will also increase the likelihood that a student will have all the pertinent information to choose their major and career pathway and know what is expected. In addition, these students will be afforded a Student Educational Program Plan (SEPP) to guide them on their journey. These counseling supports align with the Institution SLO's titled, "**Personal Responsibility and Professional Development,**" and help students to "articulate their personal values and goals, as well as explain the skills, mindsets, and behaviors necessary to achieve their well-being and professional success."

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Outcome goals from previous Self-Study:

ESL Group Advising (GA): ESL GA is measured by the number of students participating in ESL group advising as tracked in SARS. In the future there may also be a mini quiz with questions to determine the student's understanding of the information presented; this is being discussed by the GA workgroup and may be implemented once the revision to GA is developed into smaller "bite-sized" portions.

New Outcome Goals from Current Self-Study:

New Goal # 1: Increase the number of career exploration experiences during a student's first year.

The counseling department will determine the criteria for each career exploration experience. Once determined, data will be collected using SARS tracking software and retrieved from the Career Center.

New Goal # 2: Track student contacts by Fall 2023 within the Counseling Department

The counseling department will use SARS tracking software to determine the number and reason code of students visiting the counseling center.

New Goal # 3: Students will receive a comprehensive educational plan by the end of their second semester.

We intend to measure the amount of completed student comprehensive educational plans that are on file by the end of the student's second semester by utilizing degree works and the Argos Report database.

New Goal #4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

The counseling department will work with OIE and use information to analyze disaggregated data. Counseling will work with current equity metrics and data points to build a dashboard and obtain qualitative student data to best assess how to design and develop best practices.

New Goal # 5: Increase degree/certificate completion for Black and African American students.

The counseling department will work with OIE and use information to analyze disaggregated data to scale up current guided exit interventions and continue to build upon current strengths. Counseling will work with current equity metrics and data points to build a dashboard and obtain qualitative student data to best assess how to design and develop best practices.

New Goal #6: The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

We will be using student headcount data gathered through CCCC DataMart and Fullerton College's Office of Institutional Effectiveness, and comparing that data to our Counselors schedules using SARS scheduling software, counselor's yearly contract calendars, teaching assignments as part of load, reassignment activities, and other items to inform Counseling Capacity.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

Outcome goals from previous Self-Study:

ESL Group Advising:

The ESL GA presentation's effectiveness is based on the number of participants served. However, future improvements to the presentation along with mini quiz questions will allow us to track the level of understanding the student retains regarding information presented.

New Outcome Goals from Current Self-Study:

New Goal # 1: Increase the number of career exploration experiences during a student's first year:

N/A: We do not have the results at this moment.

New Goal # 2: Track student contacts by Fall 2023 within the Counseling Department

N/A: We do not have the results at this moment.

New Goal # 3: Students will receive a comprehensive educational plan by the end of their second semester.

N/A: We do not have the results at this moment.

New Goal # 4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

N/A: We do not have the results at this moment.

New Goal # 5: Increase degree/certificate completion for Black and African American students

N/A: We do not have the results at this moment.

New Goal # 6: The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

N/A: We do not have the results at this moment.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.

New Outcome Goals from Current Self-Study:

New Goal # 1: Increase the number of career exploration experiences during a student's first year:

N/A: We do not have the results at this moment.

New Goal # 2: Track student contacts by Fall 2023 within the Counseling Department

N/A: We do not have the results at this moment.

New Goal # 3: Students will receive a comprehensive educational plan by the end of their second semester.

N/A: We do not have the results at this moment.

New Goal # 4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Black/African American students and the general student population.

N/A: We do not have the results at this moment.

New Goal # 5: Increase degree/certificate completion for Black and African American students.

N/A: We do not have the results at this moment.

New Goal # 6: The Counseling Center will increase Counseling Capacity by 5% (900 counseling hours) over the next three years.

N/A: We do not have the results at this moment.

4.9 At least one outcome listed in 4.1 should address the following:

A. List the outcomes that focus on individual student learning or actions

Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% equity gap that currently exists between Black/African American students and the general student population.

B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

The Counseling Department will assess by comparing the number of comprehensive ed plans for Black/African American students compared to general student populations using Banner.

C. Identify a process for using outcome assessment data to improve student services programs.

- (1) The processes that will be used for outcome assessments are:
- (a) Request and retrieve data from OIE
 - (b) Disaggregate data
 - (c) Review with Counseling Administration, Counseling Department, and other relevant student support services such as Career Center, EOPS, and Umoja
 - (d) Create and implement a plan of action that will improve the number of “undecided major” Black students in Career Exploration courses and overall access with Career Center staff and resources
 - (e) Work to increase the number of Black students’ participation in FC’s EOPS and Umoja Community
 - (f) Work to increase the number of Black students that meet with a counselor at least twice a semester

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

The process will include analyzing disaggregated data from OIE. Banner will be used to inform the development of dashboards to best identify opportunity gaps. A process to assess outcomes and strategically implement collective efforts will include discussions with various constituent groups for intersectional programming. Starfish will be used as a case management tool to track Black students and notating elements such as major declaration, number of counseling visits, abbreviated and comprehensive education plans on file, referrals for resources and support, and various communications.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? 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?

Counseling has made great strides to ensure students have educational plans on file. Current data identified that 73.9% of students awarded a degree in 2020-2021 had a comprehensive educational plan on file. Equity data indicates a significant difference for Black/African American students for completion of comprehensive educational plans. Disaggregated data highlights that 46% of Black/African American students have a comprehensive ed plan on file compared to 76% for all other students. Historically Black/African American student data shows a disparity when compared to the general student population. These data points strongly suggest that if a student meets with a counselor on a consistent basis and completes an educational plan, they are more likely to complete their degree or certificate. As a result, Black students with a comprehensive educational plan are more likely to achieve their academic goals. Counseling is central to a student’s academic journey and has historically pivoted direction to meet the needs of a changing landscape over the years, leveraging resources and

strengths to serve a diverse student population. In fact, the Counseling Department has pioneered various initiatives, and has routinely developed support programs and services to serve the many needs of students. The Counseling Department will continue to intentionally design race-conscious and meaningful experiences that include opportunities to engage, build community, facilitate major and career exploration, and provide counseling services to increase comprehensive educational plans for Black/African American students. We will continue to work collectively with campus constituents such as UMOJA, EOPS, Promise, Athletics, and others to connect with students and encourage them to meet with a counselor and complete comprehensive educational plans. Additional strategies will be implemented to scale up guided exit efforts focused on providing counseling support and case management for Black/African American students who are near the gate and have completed academic milestones to ensure their educational plans are updated and being followed. The Counseling Department will collaborate with various student support services to establish a Guided Exit pilot program for new students to Fullerton College who have other college transcripts. We have already begun this collaborative work with Admissions and Records, the Transfer Center, and other support programs to increase guidance to students with other college transcripts by preparing comprehensive educational plans for their degree/certificate completion. Counseling is committed to purposefully planning, designing, and implementing interventions and strategies for Black/African American students from matriculation to completion.

Provide support for professional learning. The Counseling department is actively involved across campus through shared participatory governance and are often leading efforts to support and advance equity efforts. These campus-wide discussions facilitate opportunities to grow as professionals and contribute to the college's collective goals. Funding support beyond the campus minimum allocation for professional development is continuously a challenge as the Counseling Department has a variety of professional development needs based on their roles as counselors. The Counseling Department's access to funding for professional development has been decreased over the years, yet the need to continuously learn and attend training is imperative to the discipline. Over the last three years, students' needs have been magnified during the pandemic. Responding appropriately to our diverse student body is vital for counselors and how they advise students, as well as design, and implement strategic initiatives to support Black/African American students. Attending counseling and student development webinars, workshops, and training with a DEIAA focus are a priority for the Counseling Department and funding must be available to provide these professional development opportunities.

This outcome goal listed in 4.9 is a new goal for the Fullerton College Counseling Department. In addition to the specifics outlined in this goal, the Counseling Department plans to disaggregate more of our data to determine if there are other significant equity differences in gender, and other categories. With that being shared, the Counseling Department intends to continue working diligently to close the 30% equity gap in educational planning between the Black student population and the general population.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

The last Program Review for the Counseling Department was completed in 2015. The Strategic Action Plan goals were as follows:

1. The Counseling Department will develop a process to offer large group advising sessions on the same day that they take their placement exams.
2. The Counseling Department will further develop and enhance methods to deliver counseling services and support to students placed on probation.
3. The Counseling Department will develop and implement a process to enable students who are new, continuing, and graduating, or transferring to independently access counseling support and information using online resource while attending FC.
4. Hire one full-time manager and one full-time classified to support SSSP administrative requirements.

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

1. The Counseling Department will develop a process to offer large group advising sessions on the same day that they take their placement exams.
 - This goal was fully implemented in 2016. However, due to AB705 implementation in 2018, assessment exams are no longer given to students for placement in English or Math. As a result, Group Advising sessions are still provided to students and culminate in each student receiving an abbreviated one semester educational plan.
2. The Counseling Department will further develop and enhance methods to deliver counseling services and support to students placed on probation.
 - This goal was fully implemented and continues to evolve. The Counseling Department currently collaborates with A & R to develop lists of all students on academic and/or progress probation. Our Matriculation counselor sends an email letter with an explanation of probation and details next steps, including a meeting with a counselor. Finally, these probation students are called, and an appointment is made with a counselor where the student will discuss interventions, resources, and support for classroom success, improved GPA, and financial aid implications.
3. The Counseling Department will develop and implement a process to enable students who are new, continuing, and graduating, or transferring to independently access counseling support and information using online resource while attending FC.
 - Not implemented.
4. Hire one full-time manager and one full-time classified to support SSSP administrative requirements.
 - An MIS analyst (classified professional) was hired in support of this SAP. A manager was not hired.

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

1. The Counseling Department will develop a process to offer large group advising sessions on the same day that they take their placement exams.

- Group advising sessions are offered prior to and in the beginning of each semester to support student onboarding and provide one semester education plans. Due to AB705 implementation in 2018, assessment exams are no longer given to students for placement in English or Math. As a result, Group Advising sessions are still provided to students and culminate in each student receiving an abbreviated one semester educational plan. This goal is measured by offering Group Advising sessions to students and tracking attendance.
2. The Counseling Department will further develop and enhance methods to deliver counseling services and support to students placed on probation.
 - This goal was achieved but continues to evolve. Probation data for students is collected at the end of each semester using banner and Argos. After a list is created with probation students, these students are contacted by the matriculations counselor and other counselors are assigned to provide intrusive counseling interventions so students will be more successful. The goal is to resource students, so they move out of probation and to limit the chance of their moving into academic or progress dismissal. Moving forward, data will be collected on those students who received intrusive counseling and those who did not receive intrusive counseling support and compare success rates.
 3. The Counseling Department will develop and implement a process to enable students who are new, continuing, and graduating, or transferring to independently access counseling support and information using online resource while attending FC.
 - Not implemented.
 4. Hire one full-time manager and one full-time classified to support SSSP administrative requirements.
 - The goal was not fully achieved since an MIS analyst (classified professional) was hired in support of this SAP, but a manager was not hired.

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

- Group Advising Sessions and Intrusive Counseling for students on probation contribute to the onboarding, retention, and success of our students. These goals have contributed to the way the Counseling Department provides support and resources to our students and are continuously reexamined and developed further to ensure they remain effective.
- The intrusive counseling interventions for students on probation contribute to the retention and success of our students. As counselors guide students with referrals to tutoring and other academic support, their grades improve, and they become more competent and confident. Counselors also support students with their basic needs and mental health concerns by connecting them with the professionals who can help them, thus relieving obstacles that impact their ability to succeed. In addition, counselors assist students and increase success rates by providing the next steps to improving their GPA's, whether that is through course repeats, academic renewal, academic and personal supports, time management, or goal identification.

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

- Counselors are assigned to Group Advising (GA) sessions, which have been immensely helpful in onboarding our new students and orienting them to the college. These students also receive a one-semester education plan which guides them to enroll in appropriate classes. Furthermore, the Counseling Department continues to support Group Advising with a faculty and staff workgroup who ensure the GA presentations are updated, accessible, and easily understood. They are now offered in-person and online, so students have ease of access. They are also offered in English, Spanish, and the online presentations are narrated. We also have closed captioning for our deaf and hard of hearing students. All these efforts occur with staff and faculty on project time, which is a valuable resource dedicated to these Group Advising sessions for students.

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

- Funds were allocated for the hire of one classified professional, an MIS Analyst. This position is instrumental in supporting the data collection and reporting needs of the department, the division, and the college.

6.0 Strategic Action Plans (SAP)

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

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Increase completion of comprehensive educational plans by the end of the second semester for all students, while also employing intentional efforts to increase the number of comprehensive educational plans for Black/African American students over the next 3 years.
List College goal/objective the plan meets:	<p>Fullerton College Goal #:</p> <p>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</p> <p>GOAL 2: CULTIVATE A CULTURE OF EQUITY Fullerton College will strengthen and support a diverse and inclusive campus culture.</p> <p>Objective #:</p> <p>Objective 1: Remove institutional barriers to student equity and success</p> <p>Objective 2: Create a clear pathway for every student</p> <p>Objective 3: Increase completion of courses, certificate and degree programs, and transfer-readiness</p> <p>Objective 4: Encourage completion of degrees for students enrolled in Career Technical programs</p>
Briefly describe the SAP, including title of person(s)	The goals are to Increase the completion of comprehensive educational plans by the end of the second semester for all students over the next 3

<p>responsible and timeframe, in 150 words or less.</p>	<p>years. The goal also includes intentional efforts to increase the number of comprehensive educational plans for Black/African American students to close the 30% equity gap that exists between Black/African American students and the general student population.</p> <p>The Counseling Department is committed to supporting students on their path, by completing comprehensive educational plans for all students by the second semester. We will begin implementation in 23-24. It is understood that educational planning is a key element to student enrollment, persistence, success, and completion.</p> <p>Counseling is committed to removing systemic barriers for our DI student communities. As a result, Counseling has and will continue to design intentional and thoughtful strategies to decrease equity gaps for Black/African American students as identified in the 2022-2025 Student Equity Plan. The OIE data shows 46% of Black/African American students have a comprehensive ed plan on file compared to 76% for all other students.</p> <p>To scale up current counseling and guided exit efforts, the hiring of staff and increasing counseling capacity are critical needs. Staff (classified specialist), counseling faculty and counselor coordinator will be assigned to lead these efforts, including academic counseling, case management and comprehensive support at key milestones.</p> <p>Establish a guided exit pilot program for new students to Fullerton College who have other college transcripts. Work with Admissions and Records, the Transfer Center, and other support programs to increase guidance to students with other college transcripts by preparing comprehensive educational plans for their degree/certificate completion and transfer.</p>	
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Counselors will create a comprehensive educational plan (SEPP) on file by the end of their second semester for all students, which will lead to completion of degrees, certificates, transfer, educational goals. Completion of comprehensive educational plans have indicated a direct correlation with increasing transfer and degree/certificate completion. Additionally, intentional efforts to address barriers and gaps to support DI student population, will directly decrease equity gaps for Black/African American students. It is anticipated that designing and implementing a comprehensive guided exit to completion program, including exit advising opportunities for new students with other college transcripts will provide robust support systems, elevate the student experience, increase enrollment, support student persistence, progress, and completion of academic goals.</p>	
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>None (See SAP # 3 and #4 as all staffing needs are identified there)</p>	
<p>If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.</p>		
<p>Type of Resource</p>	<p>Requested Dollar Amount</p>	<p>Potential Funding Source</p>

Personnel	See SAP # 3 and # 4	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	See SAP # 3 and # 4	

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Increase career exploration experiences tied to educational planning counseling sessions	
List College goal/objective the plan meets:	<p>Fullerton College Goal #:</p> <p>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Fullerton College will prepare students for success through the development and support of exemplary programs and services.</p> <p>Objective #:</p> <ul style="list-style-type: none"> • Objective 1: Create a clear pathway for every student • 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 	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Counselors will develop a comprehensive list of career exploration experiences and begin tracking the number of experiences students are exposed to. For example, some of the experiences may include:</p> <ul style="list-style-type: none"> • Pathways to Success: Exploration, Declaration, Graduation, Major Declaration Day (MDD) and First-Gen activities • Counselors – Career assessment interpretation, academic planning, and career counseling courses • Career Center activities and assessments • Student Services Specialist: Starfish and Case management 	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students who are undecided and have increased exposure to career exploration experiences will be able to select their major and complete their college level English and math for their intended major their first year at Fullerton College.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None (See SAP 3 and SAP 4 which details staffing needs). There are also funds needed for activities and events that will further these efforts.	
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	See SAP # 3 and # 4	
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$50,000	General or Categorical
Other (MDD, First Gen, and other Activities)	\$35,000	General or Categorical
Total Requested Amount	\$85,000	General or Categorical

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Hire 5 full-time Counselors to increase counseling capacity and to serve targeted student populations in Career Counseling, Financial Aid, and Student Athletes
List College goal/objective the plan meets:	<p>Fullerton College Goal #: GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Fullerton College will prepare students for success through the development and support of exemplary programs and services.</p> <p>Objective #:</p> <ul style="list-style-type: none"> • Objective 1: Create a clear pathway for every student • 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
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Counseling Faculty Positions Needed: Two full-time counseling positions assigned to General Counseling One full-time counseling position assigned to Career Counseling One full-time counseling position assigned to Financial Aid One full-time counseling position assigned to Student Athletes</p>
What <i>Measurable Outcome</i> is anticipated for this SAP?	There will be an increase in counseling capacity and more students will have access to one-on-one counseling appointments, career assessment analysis and guidance, GI/Drop-in appointments, Group Advising, development of Student Educational Program Plans (SEPP) resource referrals and other counseling services for our students. Since student success is linked to students who can identify their academic and career goals and have a plan on how to achieve those goals, the outcome of this SAP will also lead to greater rates of student success.
What specific aspects of this SAP can be accomplished without additional financial resources?	None

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

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$77,876 (Salary) \$17,561 (Benefits) \$95,437.04 - Total Per Position \$477,185.19 - Total for all 5 Positions	General
Facilities	Workstations (unknown cost)	General
Equipment	\$1,000	General
Supplies	NA	NA
Computer Hardware	\$10,000	ACT or General
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
Total Requested Amount	\$488,185.19	ACT/General

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name:	Hire 7 Classified Professional Positions in the Counseling Department to improve efficiency, support, and responsibilities for the department and the division.
List College goal/objective the plan meets:	<p>Fullerton College Goal #: GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT Fullerton College will prepare students for success through the development and support of exemplary programs and services.</p> <p>Objective #:</p> <ul style="list-style-type: none"> • Objective 1: Create a clear pathway for every student • 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
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>Classified Positions Needed: Student Services Coordinator (Counseling Department)</p> <ul style="list-style-type: none"> • Student Services Coordinator (Reentry Program) • Student Services Specialist (Counseling Department-Front desk) • Student Services Specialist (Counseling Department—Guided Exit Support) • Student Services Specialist (Student Case Management utilizing Starfish) • Administrative Assistant II (All Special Programs—Puente, STEM SLC, Reentry, Student Athletes)

	<ul style="list-style-type: none"> Business Analyst I (MIS data, Counseling Division data needs, SARS, DegreeWorks, Software, support for Business Analyst II) 	
What <i>Measurable Outcome</i> is anticipated for this SAP?	With appropriate staffing levels in the Counseling Department, support for students, for counselors, the department and the division will be more efficient and streamlined. Student support programs such as STEM SLC, Reentry, and Student Athletes will have consistent and dedicated staff to support their goals and initiatives. The current staff who are compensating for deficiencies in staffing with overtime and comp time can rely on colleagues to meet the department and division's demands. We will be able to provide much needed assistance to initiatives and goals associated with Guided Exit, case management utilizing Starfish, and administrative support for all special programs. Finally, with the growing demands of the Business Analyst II, hiring a Business Analyst I is necessary to meet MIS, data collection, and software support for the department and division.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	<p>Student Services Coordinator (43) \$5858 – STEP A (year = \$70,296) (Benefits @ 35.02% = \$24,617.66) TOTAL = \$94,913.66 (Counseling Department)</p>	General and SEA (two replacement positions)
	<p>Student Services Coordinator (43) \$5858 – STEP A (year = \$70,296) (Benefits @ 35.02% = \$24,617.66) TOTAL = \$94,913.66 (Reentry Program)</p>	
	<p>Student Services Specialist (36) \$4987 – STEP A (year = \$59,844) (Benefits @ 35.02% = \$20,957.37) TOTAL = \$80,801.37 (Counseling Department-Front desk and counseling support)</p>	
	<p>Student Services Specialist (36) \$4987 – STEP A (year = \$59,844) (Benefits @ 35.02% = \$20,957.37) TOTAL = \$80,801.37 (Counseling Department—Guided Exit Support)</p>	
	Student Services Specialist	

	<p>(36) \$4987 – STEP A (year = \$59,844) (Benefits @ 35.02% = \$20,957.37) TOTAL = \$80,801.37 (Student Case Management utilizing Starfish)</p> <p>Administrative Assistant II (36) \$4987 – STEP A (year = \$59,844) (Benefits @ 35.02% = \$20,957.37) TOTAL = \$80,801.37 (All Special Programs—Puente, STEM SLC, Reentry, Student Athletes)</p> <p>Business Analyst I (52) \$7,252 – STEP A (year = \$87,024) (Benefits @ 35.02% = \$30,475.80) TOTAL = \$117,499.81 (MIS data, Counseling Division data needs, SARS, DegreeWorks, Software, support for Business Analyst II)</p> <p>\$630,532.61 Total Classified Salaries & Benefits</p>	
Facilities	Workstations (unknown cost)	General
Equipment	\$1,400	General
Supplies	NA	NA
Computer Hardware	\$14,000	ACT or General
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
Total Requested Amount	\$645,932.61	ACT/General

7.0 Long Term Plans

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

The Counseling Department is committed to the academic, personal, and professional exploration, development, and success of Fullerton College students now and into the future. There is an understanding that a student who can clearly identify their college goals and have clear guidance in how to reach these goals will more likely succeed and complete their college education. With that understanding comes responsibility. As a result, the Counseling Department will continue to find innovative ways to support students with one-on-one counseling and guidance appointments, Group Advising, Drop-In/General Inquiry, eAdvising, abbreviated and comprehensive education plans, career assessments and analysis, registration assistance, graduation

check, guided exit support, transfer guidance, clearances, referrals, and assistance completing forms, such as academic renewal, and appeals. For the Counseling Department to meet these responsibilities, some of our long-term plans are as follows:

Collaboration and Community:

The Counseling Department will continue its goal to increase collaboration efforts across the campus in an effort to provide a greater sense of community for our students and our campus.

- **Counselor Liaisons:** Increase collaborations and networking between counselors and instructional departments. Counselor liaisons were intended to support our instructional departments by creating a platform for bilateral and multilateral communication and support between departments to better serve our students, remove barriers, and to intentionally create a sense of community support. These counseling faculty liaisons also collaborate with our instructional faculty to develop flexible and accurate program maps in collaboration with Guided Pathway and the Articulation Officer (AO). As a result, great strides have been made in this area, but could continue to improve and evolve. For example, though Counselor liaisons were identified in 2019, the pandemic and other obstacles made it more difficult to do all that was originally intended. For instance, the Counseling Department wanted to host in-person networking events between counselors and instructional departments, and the pandemic made this impossible. In addition, we wanted each department to have a liaison, but with limited numbers of full-time counselors, this was not always possible. We will continue to explore ways to increase collaborations between instructional departments and counseling.
- **Admissions and Records and the Counseling Department:** There is an interdependent relationship between these departments due to their built-in responsibilities. We currently have an A & R and Counseling Taskforce that meets monthly to go over areas of intersection in our support to students. We hope to continue to grow this relationship and devise new strategies to support one another moving forward.

Data Collection and Analysis:

It is a goal of the Counseling Department to employ regular and consistent methods of collecting and analyzing data to support students, the department, staff and faculty, and the campus.

- **Counseling Capacity:** It is imperative to collect and analyze counseling capacity data so we can ensure that the Counseling Department is appropriately staffed to meet the needs of our students and our campus community. Though this has been collected over the last three academic years, it is a labor-intensive process. As a result, we will look at developing a system that all counseling managers can use to easily understand their counseling availability.
- **Track Students who visit the Counseling Center:** Though we are easily able to access data on student appointments, group advising sessions, GI/Drop-in services and eAdvising, we have not collected data on the number of students who enter the counseling center seeking support for assorted reasons. As a result, this was included as one of our outcome goals. We will employ a system to collect data on all students entering the center and the reasons they are seeking support so we better understand student traffic, student needs, and other trends that may be revealed.
- **DEIAA (diversity, equity, inclusion, accessibility, and anti-racism):** The Counseling Department intends to be more intentional with data by building dashboards that can be disaggregated at the student level. As a result, we will be better equipped to ascertain if equity gaps exist and move forward with addressing those gaps by providing intentional support where needed.

Technology:

The Counseling Department staff and faculty are dependent on reliable technology to support our students with career exploration and analysis, educational planning, completing and submitting forms, offering counseling and other services in multiple modalities, and much more. As a result, all technology used in the department will be evaluated for efficiency and reliability. We plan to collaborate with district IT and the campus ACT to ensure the technology needed for staff and faculty to perform their duties is available and reliable.

Space Analysis:

The Counseling Department does not have sufficient office space, meeting space, or classroom space. We will take an inventory in fall 2023 and conduct a needs assessment. We will continue to advocate having our space needs addressed.

Staffing and Training:

For the Counseling Department to meet both the campus and student needs, appropriate staffing levels and access to professional development and training are needed.

- **Staffing:** As demonstrated throughout this Program Review, the Counseling Department is understaffed with both the Counseling Faculty and Classified Professionals. In addition, after receiving budget cuts of nearly one million dollars for our adjunct counseling faculty, it is imperative that staffing is addressed. The Counseling Department will need to advocate for and obtain funding for staffing to maintain and grow our valuable support and services.
- **Training:** Counseling Faculty have a responsibility to attend regular trainings, conferences, and webinars to keep apprised of changes in curriculum, college specific requirements, current trends, cultural competency, counseling techniques, certification when warranted, career exploration measures, and other elements to appropriately advise and guide students on their academic, personal, and professional journey. The Counseling Department consistently utilized SSSP to support these efforts. Unfortunately, with the cuts that were received after the combining of SSSP, Basic Skills and Equity into Student Equity and Achievement Program, we do not have sufficient funding to support these activities. The Counseling Department will need to advocate for and obtain funding outside of Staff Development opportunities offered from the campus, which have limits to funding support.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

The Counseling Department is severely underfunded and cannot support any growth positions, maintain adjunct counseling support, or offer counseling specific training for faculty. Additional funding is needed.

- **Staffing:**
 - **Classified Professionals:** The Counseling Department has requested 7 additional classified professional positions. The total cost of these positions is \$645,932.61 as identified in SAP # 4.
 - **Counseling Faculty:** The Counseling Department has requested 5 additional counseling faculty. The total cost of these positions is \$488,185.19 as identified in SAP #3.
 - **Adjunct Counselors:** The Counseling Department has received a \$900,000 reduction in SEA funds earmarked for adjunct counselors. To restore these supports, \$900,000 is requested.
- **Training:** The Counseling Department requests \$50,000 for counselors to attend various regional and state conferences.
- **Campus Events and Activities:** The Counseling Department requests \$85,000 to support students' exploration, declaration, and graduation as identified in SAP # 2.

8.0 Self-Study Summary

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

Throughout this self-study it is evident that the Counseling Department continues to be successful in providing academic, personal, and career guidance to our diverse student body. Through innovative practices and processes, in 2021-2022, the Counseling Department had 13,899 individual (unduplicated) students access a one-on-one counseling appointment through the Counseling Department; a little more than half of all students attending the college (26,171). In addition, there were 16,589 students served through one-on-one counseling appointments, 6,570 students served through GI/Drop-in appointments, 2,090 students served through eAdvising, and 1,117 students served through Group Advising appointments. There were also 13,956 individualized student educational program plans (SEPP) completed. Furthermore, the Counseling Department shared that of the 3,497 degree or certificates awarded for 2021-2022, 99.05% of those students met with a counselor and 73.93% had a comprehensive educational plan on file. We are proud of this data, and it is recognized that a student who can clearly identify their college goals and has clear guidance in how to reach these goals will more likely succeed and complete their college education.

We are also prepared to grow and give more intentional support by providing each student a comprehensive education program plan by the end of their second semester, as well as to reduce the 30% equity gap for educational planning that exists between Black students and the general population of students. We are ramping up our efforts with Guided Exit and are focusing on Black and Latinx students at or near the gate and providing intrusive counseling to support their goal completion. We are also intent on providing all students more career exploration experiences, so they can choose a career and major pathway earlier on, allowing their educational planning to be more accurate and aligned with these goals. We will continue to provide counseling appointments and services with extended hours in the evening and Saturdays and offer them in multiple modalities to meet student demand. Moreover, the Counseling Department will continue to support and resource our staff and faculty with professional development, conferences, training, and webinars, that grow their skillset, confidence, cultural competency, and morale so they can continue to support our students' development in every way possible.

However, it is also recognized that the faculty and staff in the Counseling Department are often asked to do more than our current capacity allows, through state initiatives, new mandates, campus goals, program requirements, curriculum changes, political climate, economic factors, and more. With decreased funding and increased needs for staffing, reliable technology, space, staff development, training, and community engagement and collaboration, the Counseling Department will require additional funding and support from our campus and our colleagues.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheon@fullcoll.edu.

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

Publication	Date last reviewed	Is the information accurate?	URL of publication
Fullerton College Counseling Website	1/13/2023	Yes	https://counseling.fullcoll.edu/

Routing & Response Page

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

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

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Dr. Gil Contreras

Vice President, Student Services

1/17/23

Printed name of IMS

Title

Date



I concur with the findings contained in this Program Review.



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

Area of exception:



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

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

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

VISION

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

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

VALUES

Community

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

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

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

Innovation

We support innovation in teaching and learning.

Integrity

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

Partnership

We work together with our educational and community partners.

Respect

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

Responsibility

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