



Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Division representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: Counseling Department **Division:** Counseling & Student Dev. and Student Support Services

Date: 12/14/23



We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*



We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:

Printed Name: Deanna Smedley, Kaylan Rasch

Date:

Dean Signature:

Printed Name: Elsa Perez

Date:

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

The institutional set standard for campus course completion and success rates are as follows:

| Completion Set Standard | Completion Aspirational Goal | Success Set Standard | Success Aspirational Goal |
|-------------------------|------------------------------|----------------------|---------------------------|
| 74.1% | 86.7% | 62.0% | 78.3% |

The Counseling Department set standards for campus course completion and success rates are as follows:

Course Success and Completion by Program

| Subject | Enrollments | Avg. Success | Success Standard | Avg. Completion | Completion Standard |
|---------|-------------|--------------|------------------|-----------------|---------------------|
| COUN | 3,497 | 66.0% | + | 87.8% | ++ |

Overall, the Counseling Department exceeded the standard for completion with an average completion rate of 87.8% and exceeded the set standard with an average success rate of 66.0%.

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

In the ISS data for 2022/2023 ten of fifteen classes in counseling met the success and completion standard. Counseling faculty contribute to these rates by incorporating a variety of teaching methodologies that promote equity and success into instruction. An example includes active engagement in the classroom, such as group work or break out rooms in zoom where students are invited to interact with peers and instructors. Our faculty are continuous learners and participate in professional development including four-year conferences and trainings for transfers that keep them abreast of recent information which is a component taught in many of the counseling classes. Counseling faculty also meet periodically to discuss teaching content and strategies and share information through a canvas counseling page.

Five of the fifteen classes included are below the success standard (Coun 193, Coun 100, Coun 160, Coun 151, and Coun 101), and two of fifteen are below the completion standard (Coun 193 and Coun 100). We

suspect that success and completion rates are impacted negatively by internal and external factors, such as academic unpreparedness, finances, mental health issues, instructor teaching strategies, effective communication with students and more. Although counseling faculty meet periodically to discuss content and strategies on teaching methodologies, we will need to be more intentional in our discussions using this data to improve our completion and success standard. Some areas for future discussion can include modality of instruction and impact on student learning, including online, in-person and/or hybrid. For instance, why are students dropping or not turning assignments in on time. In the future, counseling would like more data on courses including dual enrollment courses to conduct a more in-depth analysis of expectations and standards to draw conclusions.

The success standard for demographic groups met the success standard in five race/ethnic groups. Four of the nine race/ethnic groups were below the success standard. These groups include the Black/African, Filipino, Native American and White populations. It's possible that numbers are lower for Filipino and Native American groups due to the low number of enrollments in comparison to other groups. Counseling is invested in closing the racial-equity gap and our faculty integrates multiculturalism in the classroom. In our Puente program, for example the instructors for fall 2023 have an end of semester celebration, including a Mexican feast to help students feel connected and acknowledged. We will continue to encourage faculty to continue professional development in diversity and cultural competency.

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

Counseling CSLO attainment for courses mapped to the Global Awareness ISLO met expectation at 80% overall including fall 2022 and spring 2023. In comparison the ISLO attainment for Fullerton College's ISLO met expectation at 85.59%. The data for not meeting expectations was 19.89% for counseling and 14.44% overall for Fullerton College. Counseling is assessing ISLOs by using outcomes data from the mapping process from CSLOs into PSLOs and ultimately into ISLOs. In all other ISLO categories for all FC courses, the data is consistent ranging from 84.69% - 86.16%. Although 80% achievement of the global ISLO for counseling courses is lower than all FC courses respectively, it is still a successful outcome.

SLO Performance Report by department 6-17-23 Counseling & Guidance Dept. pg.6

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 1631 | 80.07% | 0 | 0.00% | 406 | 19.93% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 1454 | 80.24% | 0 | 0.00% | 358 | 19.76% |

SLO Performance Report 10-11-23 for All Courses Fullerton College pg. 1

| ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems. | | | | | | | | | | |
|---|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
| Fall 2022 | 0 | 0.00% | 41 | 0.25% | 13841 | 85.68% | 0 | 0.00% | 2272 | 14.06% |
| Spring 2023 | 0 | 0.00% | 10 | 0.07% | 11949 | 85.48% | 0 | 0.00% | 2019 | 14.44% |
| Overall | 0 | 0.00% | 51 | 0.17% | 25790 | 85.59% | 0 | 0.00% | 4291 | 14.24% |

We attribute the positive outcome in attainment of global awareness from counseling course SLOs because many of our faculty incorporate curriculum that includes diversity content from textbooks and from OER into instruction. We are increasing our discussions on contributing to the elimination of the achievement gap and we continue to strive to become equitable educators, who engage our students by providing opportunities for connection. In addition to the faculty’s own content development, counseling has developed a canvas page with instructional materials, including OER for faculty to use in supplementing their courses, which includes, sample course syllabi, career information, assignments and other teaching related resources. We aim to increase the content and resources for teaching with an equity lens to further equip our faculty in working with diverse populations.

One factor that might impact the attainment expectation is because some course student learning outcomes from counseling courses don’t map directly to the Global Awareness ISLO. Due to the nature of some courses, they don’t necessarily cover aspects of the Global ISLO. One example is Coun 193, Financial Life Skills where the focus is on spending habits, budgets and satisfactory academic progress rather than global awareness issues. Counseling only has minimal courses in our AA degree and certificate programs. For instance, for the AA in Interdisciplinary Studies: Social Sciences Associate in Arts Degree, only two counseling courses are an option, Coun 151 and 163. Coun 152 is also part of this degree; however, it has not been taught in the past several years but will be offered spring 2024. In the Interdisciplinary Studies: Social Behavior and Self-Development Associate in Arts Degree we have several counseling courses, but students are required to choose only one from the following: Coun 101, 110, 135, 140, 141, 143, 144, 148, 151, 152, 163 and 193. In the CSU certificate we also have minimal courses (four) and none in the IGETC certificate.

- Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

SLO Performance Report-6-17-23 by Department with SLO pg. 5

ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

African American

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 56 | 68.29% | 0 | 0.00% | 26 | 31.71% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 71 | 70.30% | 0 | 0.00% | 30 | 29.70% |
| Overall | 0 | 0.00% | 0 | 0.00% | 127 | 69.40% | 0 | 0.00% | 56 | 30.60% |

American Indian/Alaskan Native

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|---------|---|-------|----------------------------|-------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 5 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 16 | 100.00% | 0 | 0.00% | 0 | 0.00% |
| Overall | 0 | 0.00% | 0 | 0.00% | 21 | 100.00% | 0 | 0.00% | 0 | 0.00% |

Asian

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 159 | 82.81% | 0 | 0.00% | 33 | 17.19% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 119 | 86.23% | 0 | 0.00% | 19 | 13.77% |
| Overall | 0 | 0.00% | 0 | 0.00% | 278 | 84.24% | 0 | 0.00% | 52 | 15.76% |

Filipino

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 56 | 84.85% | 0 | 0.00% | 10 | 15.15% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 39 | 76.47% | 0 | 0.00% | 12 | 23.53% |
| Overall | 0 | 0.00% | 0 | 0.00% | 95 | 81.20% | 0 | 0.00% | 22 | 18.80% |

Hispanic

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 1069 | 79.54% | 0 | 0.00% | 275 | 20.46% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 936 | 82.47% | 0 | 0.00% | 199 | 17.53% |
| Overall | 0 | 0.00% | 0 | 0.00% | 2005 | 80.88% | 0 | 0.00% | 474 | 19.12% |

Pacific Islander

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 7 | 87.50% | 0 | 0.00% | 1 | 12.50% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 6 | 75.00% | 0 | 0.00% | 2 | 25.00% |
| Overall | 0 | 0.00% | 0 | 0.00% | 13 | 81.25% | 0 | 0.00% | 3 | 18.75% |

Unknown

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 31 | 81.58% | 0 | 0.00% | 7 | 18.42% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 17 | 65.38% | 0 | 0.00% | 9 | 34.62% |
| Overall | 0 | 0.00% | 0 | 0.00% | 48 | 75.00% | 0 | 0.00% | 16 | 25.00% |

Unspecified

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|-------|---|-------|----------------------------|-------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Overall | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

White Non-Hispanic

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 207 | 81.18% | 0 | 0.00% | 48 | 18.82% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 219 | 71.57% | 0 | 0.00% | 87 | 28.43% |
| Overall | 0 | 0.00% | 0 | 0.00% | 426 | 75.94% | 0 | 0.00% | 135 | 24.06% |

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-------------|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| Fall 2022 | 0 | 0.00% | 0 | 0.00% | 1631 | 80.07% | 0 | 0.00% | 406 | 19.93% |
| Spring 2023 | 0 | 0.00% | 0 | 0.00% | 1454 | 80.24% | 0 | 0.00% | 358 | 19.76% |

Overall by Demographic Category for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
|-----------|-------------------------------|--|----------------------|--|--------------------|--------|---|--|----------------------------|--------|
| Ethnicity | | | | | 3013 | 79.90% | | | 758 | 20.10% |

SLO Performance Report 10-12-23 by SLO Demographic Category pg. 5 All FC courses

| ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems. | | | | | | | | | | |
|--|-------------------------------|-------|----------------------|-------|--------------------|--------|---|-------|----------------------------|--------|
| African American | | | | | | | | | | |
| | Greatly exceeds expectations. | | Exceeds expectations | | Meets expectations | | Does not meet expectations but developing | | Does not meet expectations | |
| Fall 2022 | 0 | 0.00% | 3 | 0.54% | 382 | 69.33% | 0 | 0.00% | 166 | 30.13% |
| Spring 2023 | 0 | 0.00% | 2 | 0.36% | 419 | 74.69% | 0 | 0.00% | 140 | 24.96% |
| Overall | 0 | 0.00% | 5 | 0.45% | 801 | 72.03% | 0 | 0.00% | 306 | 27.52% |

Counseling programs include four Interdisciplinary Degrees and two General Education Certificates (CSU and IGETC). This analysis includes SLOA data for counseling classes as some SLOs are mapped to the Global ISLO. In all demographic groups students have met expectations at 75% or above in the Global ISLO, except for one group. The African American group met expectations at lower rates than the overall rates (69.4% vs. 79.90%) and had much lower rates than the American Indian/Alaskan Native group (69.4% vs. 100%) and the Asian group (69.4% vs. 84.94%). In comparison to all courses at FC for the African American demographic, the global ISLO counseling courses met expectation at 69.4% vs. 72.03%.

Counseling is proactive in working toward minimizing the attainment gap for the Global ISLO for all students. During fall 2023, counseling instructors participated in an engaging discussion and activity to review counseling student learning assessment data for all counseling classes by reviewing assessment methods and considering changes or updates in assignments to improve outcomes. We will incorporate dialogue into ongoing future meetings to develop strategies to increase the success rates in the Global ISLO for our African American students. We will encourage our counseling faculty to participate in training that offers relevant materials and pedagogy in teaching diverse students with an emphasis on marginalized groups. Counseling will continue to add resources, including OER and assignments in the counseling Canvas page as we have been doing, but with more intention on methods of assessment and materials that will likely aid in improving rates for our African American students.

In addition, over the past year, counseling faculty formed a group to develop a canvas template for Coun 152, Diversity in the Workplace. The instructor who will be teaching the Coun 152 spring 2024 took an @One course in Culturally Responsive Teaching and will be applying specific content to address diversity needs for all students, emphasizing curriculum to improve outcomes for our African American students. For example, the instructor will use content such as TED talks and podcasts from African American speakers.

Over 93% of counseling course outcomes are assessed twice every year by the Counseling Department. We will continue to hold yearly training for faculty on how to input data assessment into eLumen. We will collect robust data to have meaningful discussions on how to increase the rates of achievement for the Global Awareness ISLO across all ethnicities.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
 - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program's goals for improvement, as stated in your last program review?

Step C: Complete this chart with details of the request:

| Type of Resource | Requested Dollar Amount | Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce. |
|--------------------------------|-------------------------|--|
| Personnel | | |
| Facilities | | |
| Equipment | | |
| Supplies | | |
| Computer Hardware | | |
| Computer Software | | |
| Training | | |
| Other | | |
| Total Requested Amount: | | |