Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

Counseling

**Principal Author(s):**

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# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/%3Af%3A/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

For the 2023-2024 academic year, the Counseling Department not only met but surpassed the established standards, achieving an average retention/completion rate of 89.9% and

exceeding the success benchmark with an average success rate of 68.0%. For overall enrollment, out of the 16 classes offered, only two (Coun 151 and 152) were below standard for the

success standard, but the same two were above the retention/completion standard (n=1803).

Disaggregated data on race and ethnicity reveals that most groups are meeting or exceeding academic success and retention/completion standards. In fact, most race/ethnic groups are

above the aspirational goal of 86.7% for retention/completion.

Counseling faculty attribute the achievement of impressive completion and success rates to utilizing diverse teaching methodologies that prioritize equity and foster student success. A key

example of this commitment is their emphasis on flexibility. Since Covid, we have seen that students face personal and academic challenges at higher rates, and our counselors

demonstrate empathy and support for student well-being. As a result, our faculty have adapted their teaching methods, deadlines, and assignments to better meet student needs,

encourage meaningful interactions, and support student success.

Our faculty are dedicated lifelong learners who actively pursue professional development opportunities. Over the past year, twelve counseling faculty members completed the Race

Conscious Certificate program offered through Fullerton College Professional Development, while others participated in the CORE program. We look forward to collaborating further with

these participants to exchange valuable insights and implement innovative classroom strategies.

In addition to these programs, counselors regularly attend four-year university led conferences and training sessions focused on transfer processes. This commitment ensures that they

stay informed about the latest developments, which are integrated into many of our counseling courses.

To further enhance our collaborative efforts, we hold meetings to discuss teaching content and strategies. During these sessions, we share valuable resources through our dedicated

Canvas counseling faculty pages, which serves as a central hub for materials. This page features class deliverables, online educational resources, training videos, career related materials

and a variety of other tools designed to support and enrich our teaching practices. By continuously updating this resource, we ensure that all faculty have access to the most current

information and effective strategies, fostering a cohesive and informed approach to our counseling curriculum.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

Three ethnic groups fall below the set success rate benchmarks for 2023/2024: Black/African American students at 54.1%, Native American students at 0% (n=8), and Pacific Islander students at 55.6%. Despite these lower success rates, these groups demonstrate retention/completion rates that surpass the established standard, ranging from 88.1% to 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 standards. Some areas for future discussion include the modality of instruction and its impact on student learning, including online, in-person, and/or hybrid. For instance, are the success rates and retention rates different for in-person vs. online? Another area to investigate is why students drop, don’t check-in frequently to online classes, or do not turn in assignments on time. Additionally, 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 six race/ethnic groups. Three of the nine race/ethnic groups were below the success standard. These groups include the Black/African, Filipino, Native American and Pacific Islander populations. It’s possible that rates 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 into the classroom. In our Puente program, for example, the instructors for fall 2024 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.

Counselors frequently teach career development courses, where career assessments are vital to the curriculum. Recognizing this, the career center and designated counseling faculty have initiated discussions with the UMOJA program to offer career training opportunities, including certifications for the Myers-Briggs Personality Assessment and the Strong 244 Career Satisfaction Report. Our intent is to provide intervention to increase the success rate for Black/African American students in our career related counseling courses.

We believe that these initiatives will enhance the support provided to our students, particularly among marginalized groups, including African American students, who have historically faced challenges, as evidenced by a success rate of 54.1%, which falls below the institution's established standard. By implementing these career training programs, we aim to improve success rates, ensuring that all students receive the appropriate career guidance in the classroom.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Compared to data from the 2023 APRU, the retention/completion rate and success rate have modestly increased two percentage points in each metric. It improved from 66% in 2023 to 68% for retention/completion and from 87.8% to 89.9%. Although this is a gradual increase, we believe that over a longer period of time, we will see significant change. Since the previous report, we have had an increase in faculty incorporating OER into their classes, accommodating students with free materials. Several counseling faculty have completed the Race Conscious Certificate, CORE, and participate in university conferences to keep abreast of updated and relevant information to promote student success. We will continuously evaluate our teaching practices to enhance student success while incorporating diverse teaching methodologies, fostering inclusion through DEIA, and exploring innovative approaches.

# Part 2: Additional Resource Request Reasoning and Support

[ ] **We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

[x] **We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**

**For programs that have identified significant changes that necessitate additional resource requests, answer the following questions for each separate resource request:**

1. **Briefly describe your resource request.**

Please note that some of the resources requested in the Counseling Instruction PRAU are also included in the Student Services PRAU. This overlap exists because counselors fulfill both instructional and counseling roles, and the requested resources support both functions.

Request 1 (repeated in SS PRAU): The Counseling Department is planning to retain current adjuncts and request to hire 5 additional adjunct counselors to fulfill the growing needs aligned with the recent Vision 2030 initiative handed down by the State Chancellor’s Office. This request explicitly addresses the significant increase in Dual Enrollment courses offered at the high schools for the foreseeable future.

Request 2 (laptop computers and hot spots repeated in SS PRAU): The Counseling Department is also requesting the addition and update of necessary technology (laptop computers, hotspots, and classroom clickers) needed to adequately and efficiently meet the needs of students for both Fullerton College and our Dual Enrollment courses. Classroom Clickers help to keep our k-12 and college audiences engaged.

Request 3 (repeated in SS PRAU): To ensure counselors stay updated on transfer requirements for the UC and CSU systems and can provide accurate guidance to students during counseling appointments and in dual enrollment classes, funding is requested to support the attendance of all Fullerton College full-time and part-time counselors at the annual conferences hosted by these two university systems.

Request 4: The ASL curriculum was developed and is housed within the Counseling and Student Development Division and we are requesting funding to facilitate the hiring of three adjunct faculty. These courses, which were first offered in Fall 2024 with 5 sections of ASL level I classes, will need additional adjunct faculty to support the additional levels of ASL 203, ASL 204 and ASL 206. This resource request will allow us to provide adequate sections as students progress from beginning to advanced levels to complete the American Sign Language and Deaf Culture associate degree.

Request 5: To provide a classroom that is conducive to ASL instruction, we are requesting a classroom that has unattached tables and chairs that can be easily moved around so students can see each other and the instructor.

1. **Is this request related to an essential safety need?**

No

**Why must this resource request be processed now rather than during the Fall 2025 comprehensive self-study?**

The Counseling Department requests hiring additional adjunct counselors due to recent initiatives passed by the CCC Chancellor’s Office. One of the goals of the State Chancellor’s Vision 2030 Initiative, Equity in Access, is to increase the number of high school students taking college courses, allowing them to get a head start on their higher education goals. The initiative’s goal is for all high school students to complete at least twelve units by the end of their 12th-grade year. California Community Colleges are required to implement Vision 2030 immediately. To align with these efforts, the Counseling Department is requesting 5 additional adjunct counseling faculty to meet the needs that the addition of these Dual Enrollment courses will bring. The following is a breakdown of FC counseling courses offered to Dual Enrollment students over the past two academic years: Fall 2023: 16; Spring 2024: 16; Fall 2024: 19; Spring 2025: 25.

It is important to note that the initial number of counseling courses requested by our high school partners was nearly double the final total for both the fall 2024 and spring 2025 semesters. Cancellations of those courses resulted from multiple factors directly impacted by a lack of resources and personnel. Additional adjunct counselors would allow us to fulfill the requests of our partner schools.

At the start of the fall 2023 semester, the Counseling Department started meeting these efforts by collaborating with our high school partners to identify what courses would be added and the number of classes that would be added. Since both K-12 and CCC faculty are beginning to implement Vision 2030, the fall 2024 and spring 2025 semesters saw a slight increase in counseling courses while collaboration and overall implementation continue to improve between FC and our high school partners. We anticipate an increase in Dual Enrollment course requests as we collectively aim to align with the State Chancellor’s initiative.

Adequate technology (laptops, hotspots, and classroom clickers) and training on UC/CSU transfer requirements are essential to supporting our high school dual enrollment/Counseling efforts.

The American Sign Language (ASL) curriculum, developed and housed within the Counseling and Student Development Division, is experiencing growing demand since its launch in Fall 2024. To address this demand, we are requesting funding to hire three adjunct faculty members. Additionally, we anticipate the need to monitor and potentially increase adjunct faculty support as students progress through advanced courses, including ASL 203, ASL 204, and ASL 206.

This expansion will enable us to offer sufficient course sections for students to complete the American Sign Language and Deaf Culture associate degree. To ensure an optimal learning environment for ASL instruction, we are also requesting a classroom equipped with movable tables and chairs. This setup will allow for flexible seating arrangements, enabling clear visibility between students and the instructor.

**How will this additional resource allocation specifically enhance your program’s services, activities, processes, etc. to continue or improve student learning and achievement?**

Expanding our counseling faculty will allow the counseling department to meet the many demands of the State Chancellor’s Vision 2030 Initiative. Without additional faculty, counseling capacity needs on campus will be/are impacted. The addition of the Hornets Resource Center, efforts to increase enrollment, and other campus needs have already stretched the counseling department thin. The addition of adjunct counseling faculty will allow us to staff more Dual Enrollment courses, embed FC counselors at the high schools for academic support, expand our high school outreach and admissions recruitment, ensure a more streamlined and efficient matriculation process, offer more career exploration activities, while helping to increase our overall FC enrollment and retention with continuing students.

An additional request for appropriate technology resources to support the daily instruction and counselor duties are up-to-date laptops, hot spots, and classroom clickers to support the daily operations. The campus support for Window 10 is ending in October 2025, therefore all Counseling faculty will need up-to-date laptops that can support the upgrade. Currently the department is not allocated funds to purchase technology equipment. Over the years, the purchase of any technology shifted from various resources and offices. The current process is that departments will need to spend from their own budgets. The counseling department has many counselors who do not have work laptops, adequately working laptops or out-of-date computer software. Counselors must be able to work efficiently with students and have the proper technology needed to do so.

Fullerton College consistently ranks among the top transfer institutions in the state. However, without up-to-date training on UC and CSU transfer requirements, the quality of our transfer counseling services could be compromised. Therefore, we are requesting funding to support training that will maintain the effectiveness of our transfer services.

Lastly, hiring ASL adjunct faculty and providing appropriate classroom resources are essential to supporting the growth of the program and serving students interested in developing ASL skills.

**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.**

Expanding our counseling faculty is critical to addressing the demands of the State Chancellor’s Vision 2030 Initiative. Without additional faculty, our campus's counseling capacity remains strained. Although the department hired a full-time tenure-track athletic counselor last fall to fill the gap left by Flor Huerta’s transition to permanent dean, we are still operating with two fewer full-time counseling faculty than in previous years.

Furthermore, the number of adjunct counseling faculty has declined from 40 in 2022 to 38 currently. To meet the needs of the growing Dual Enrollment courses and align with recent initiatives from the CCC Chancellor’s Office, it is essential to retain our current adjunct counselors and hire an additional five. This expansion will help us adequately serve our students and fulfill the goals of these initiatives.

Currently, there are no full-time ASL instructors. In Fall 2024, the ASL program offered five sections of ASL 101\_F, all taught by three adjunct faculty members. For Spring 2025, five sections of ASL 101\_F are scheduled, along with two additional ASL 102\_F (Level II) sections. As students advance through the ASL course sequence, the need for more courses and at least three additional instructors is expected.

**How will this additional resource allocation help you serve the college mission or strategic initiatives, and your program’s goals for improvement, as stated in your last self-study?**

Expanding our counseling faculty and providing them with training and technology to better serve Fullerton College students directly supports the institution's mission and goals. As noted in our last self-study, the Counseling Faculty plays a critical role both inside and outside the classroom, supporting students in various ways while staying true to the college's mission and values. Counseling offers diverse courses that assist students in the crucial discovery process of selecting a career path and major, all while fostering their academic and personal success.

The Counseling & Student Development Division offers specialized sections of counseling courses tailored to meet the unique needs of our special populations. These include Puente, Student-Athletes, STEM, UMOJA, Re-Entry Connect, Grads2Be, and LGBTQIA students. In alignment with Fullerton College's vision, our curriculum helps students take the necessary steps to identify and choose a major and career path. By exploring their values, interests, skills, personality, temperament, and short- and long-term goals, we guide students through major and career exploration.

Once students gain this self-awareness, they can apply it to understand job opportunities within their field and the incremental steps needed to graduate, transfer, or enter the workforce. Moreover, counseling courses help students gain a deeper understanding of their strengths and areas for improvement, focusing on overcoming barriers to academic and career success. The personal awareness gained through these courses is invaluable to students' lifelong success, motivation, and continued career development.

Our commitment to equity is reflected in the personalized support we offer each student, addressing the extraordinary diversity of our Orange County metropolitan district. Our division is dedicated to meeting the individual needs of all students. In our counseling coursework, we provide supportive guidance, recognizing that each student comes to us from a different starting point. This approach reflects our unwavering commitment to equity and inclusive student support.

At Fullerton College, we honor and build upon our tradition of excellence. Counseling faculty and instructors are deeply invested in the success of our students. Our counseling courses are informed by classic research on student success, particularly the work of Tinto, Pascarella, and Terenzini. Their research found that the most effective means of helping students remain in school were personal interactions with faculty, including addressing career concerns, resolving personal issues, and informal socializing. This evidence underscores the importance of our counselors' work in supporting student success.

Furthermore, we continue to support innovation in teaching and learning. Our division actively collaborates with local high schools (AUHSD, BOHSD, FJUHSD, and PYLUSD) through dual enrollment programs, offering various counseling courses to high school students. In keeping with trends in our discipline, economy, and the evolving needs of our students, we are committed to continually redesigning and updating our curriculum to ensure it remains relevant and effective for the diverse student body we serve.

**For each separate resource request, complete this chart with details of the request:**

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| --- | --- |
| **Type of Resource** |  |
| Personnel | Adjunct Faculty |
| Facilities | A classroom that is conducive to ASL instruction. We are requesting a classroom that has unattached tables and chairs that can be easily moved around so students can see each other and the instructor. |
| Supplies |  |
| Computer Hardware | 20 laptop computers = $32,100: 5 Updated laptops & Computers for new instructors for Dualenrollment plus 15 to replace computers for Counseling and Classified. Average cost wouldbe $1,605/each.30 Classroom clickers at $60/each = $1,800Total: $33,900 |
| Computer Software | 15 hotspots and internet service for dual enrollment in-person classesEstimate:-CA Connects Internet 4G device, 15 units. $85 per unit-CA Connects Internet SErvices, 12 M, 15 units. $239.88 per unitTotal: $4,9720.01 |
| Training | For all FT and PT counselors to attend the UC and CSU Annual conferences held in the fall2025.Total: $22,050 |
| Other |  |
| **Total Requested Amount:** | $60,922.01This amount does not include ASL classroom and chairs or the hiring of ASL or Counseling Adjuncts |

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| --- |
| **Is the funding requested ongoing or one-time funding?**Ongoing fund |
| **Is the funding requested for**[**enrollment and reengagement activities?**](https://ie.fullcoll.edu/wp-content/uploads/sites/27/2024/05/ER-2.0-Program-Review-Guide.pdf)Yes |