Student Services and Administrative Operational 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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**Manager:**

Flor Huerta

**Submission Date:**

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# Part 1: Review of Data

1. **List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year?**

Outcomes #1, #2, #3 and #6 were assessed this last year.

Outcome #1:

Last year, we evaluated Outcome #1: increasing the number of career exploration experiences during a student’s first year.

The SuperStrong assessment has emerged as a preferred tool for first-year students because of its simplicity and effectiveness in linking students’ interests to Fullerton College degrees,

certificates, and related careers. Over the past year, the Counseling Department in partnership with the Career Center has worked to expand career exploration opportunities for first-year

students by promoting the SuperStrong assessment across multiple platforms, including MyGateway, the college website, MyPath, the Hornet Pathways website, Online Orientation, Group Advising, the Promise program, FYE, and the Major Change Form. While the overall usage of the SuperStrong assessment is being tracked, it is not currently possible to determine unduplicated usage specifically by first-year students across various platforms. Additional challenges in the assessment process include issues with the API data transfer between Banner and the Vita Navis server. Efforts are currently underway to resolve

this issue.

In 2023–2024, the FYE program piloted a badging system that promoted first-year student engagement in campus-wide student services and resources. 26% of first-year students who

completed the SuperStrong assessment did so as part of earning an FYE Career Center Experience Badge. However, due to the underutilization of the badging system, FYE has decided

to discontinue it. Moving forward, FYE plans to integrate Career Center Experience activities, including taking the SuperStrong assessment into courses first-year students typically enroll in such as BUS 100\_F, English 100\_F, Ethnic Studies courses, and Math courses. This change is expected to boost participation in SuperStrong during 2024–2025.

For the next assessment of this outcome, our plan is to analyze the data to determine whether there is a greater need for counselors trained in interpreting Strong assessments to support

FYE students. These counselors will help students clarify their career and major goals based on their assessment results and develop educational plans tailored to their career and

academic objectives.

Outcome #2:

Last year, we evaluated Goal #2, “Track student contacts by Fall 2023 within the Counseling Department.” We pulled data from SARS between the Fall of 2023 and the Summer of 2024 to assess this outcome and see the trends regarding when and why students requested to meet with a counselor.

After assessing this outcome, we identified two challenges: low career information requests during the Summer of 2024 and higher OCT Evaluation requests during the Spring of 2024.

Our evaluation showed that during Summer 24, significantly fewer students sought career appointments with a counselor than in Fall 2023 and Spring 2024. Although we are working to

increase these numbers overall, career guidance is essential for first-time students as it reduces the number of unnecessary courses taken, aids matriculation, and positively affects

students’ academic success. Our evaluation also showed that during Spring 2024, requests for OCT Evaluations were significantly higher than in Fall 2023 and Summer 2024. Most

Fullerton College transfer students complete the required courses needed to transfer during the last spring term of their community college academic tenure. For most students requesting

OCT evaluations, timely completion of the evaluation process is imperative so that students can add any remaining courses needed to complete transfer requirements. Fullerton College’s

Admissions and Records give students a 6-month turnaround on OCT Evaluations.

Due to our low career appointment requests during the summer of 2024 and the influx of OCT Evaluation requests during the spring of 2024, we must proactively address the gaps in these services. We are collaborating with Career Services, the Guided Pathways Office, and Dual Enrollment to promote our services to First-Year and undecided students more intentionally. We plan to offer more career appointments before the start of the Fall 2025 semester. Please note that with the anticipated increase in Career appointment requests, the FC Counseling Department will need more Career Counseling personnel. Lastly, the issue of timely OCT evaluation completion has been a subject of concern at FC for many years. The FC Counseling Department continues to collaborate with Admissions and Records to mitigate this long-standing barrier to student success. It has long been concluded that the Admissions and Records department needs more evaluators to complete OCTs in a realistic time frame. More A&R personnel are required to evaluate OCTs in a time frame that will allow students to address their academic needs within the same semester as the OCT evaluation request.

Our plan for the next time this outcome is assessed is to use the data to determine Career Counseling capacity needs going forward. The goal is to request funding to meet the Career

Exploration needs of First-Year and undecided students. Lastly, we will continue to work with A&R on solutions for faster turnaround times for OCT Evaluations. Counseling also plans to

utilize data and advocate for A&R to request additional funding, specifically for OCT Evaluation completion.

Outcome #3:

Last year we assessed Goal #3 to determine the number of students who received a comprehensive educational plan by the end of their second semester.

To assess this outcome, we looked at the number of educational plans completed in Degree Works for the year 2023-2024. We used the following definitions to collect the data:

A comprehensive educational plan is a plan that identifies the courses and steps a student must take that will get them through to completion of their intended goal and is at least two

semesters in length. A student’s second primary semester is a fall or spring term following a fall or spring start. Data from OIE showed that of the 4076 first-year students who started in Summer 2023 or Fall 2024 and persisted to Spring 2024, 513 students received a comprehensive educational plan their second semester. Of the groups assessed, Black/African American students had completed comprehensive education plans at a lower percentage than the other groups.

This information tells us that we need to examine why students are not completing comprehensive education plans by the end of their first year. One of the considerations to keep in mind

when assessing this outcome is that there are variations in each student’s individual goals which can be a reason why only about 12% of students have a comprehensive educational plan

on file by their second semester. Such instances are when students are uncertain about their major or goals, may prefer to plan one semester at a time, or when their program can be

completed within one to two semesters.

It is crucial for our department to provide additional career and program exploration opportunities to facilitate students declaring their major early in their education journey. In doing so,

students will feel more confident to develop a comprehensive education plan by the end of their second semester.

The next time we assess this outcome, we will need to increase our counseling capacity to in-reach those students who have not met with a counselor by the beginning of their third

semester. These efforts are aligned with statewide initiatives such as AB928 and the CPOS which emphasize educational planning as a priority for completion and transfer rates. The

CPOS will require that eligible students take courses that are relevant to their programs and therefore will need comprehensive education plans to reflect this information.

With an educational plan on file, students become aware of their academic, personal or career goals and understand the requirements necessary to stay on track. This clear roadmap helps students remain focused and motivated because they can see their long-term goals early in their academic journey and persist from one semester to the next.

A recommendation we have for the next time we assess this outcome is to look at the number of degrees and certificates completed among those with a comprehensive educational plan

on file by their second semester. With this information, we can better understand the timeliness of a comprehensive educational plan as it relates to degree and certificate attainment.

Outcome #6

Last year, we evaluated Outcome #6: The Counseling Center will increase Counseling Capacity by at least 5% over the next 3 years, adding 900 additional counseling hours.

Since our 2022 Self-Study, the Counseling Department has maintained 22 full-time counseling faculty members with both counseling and instructional responsibilities. During this period,

one full-time faculty member transitioned to a Dean position, and a full-time Athletic Counselor was hired. Additionally, the number of adjunct counselors has decreased from 40 in 2022 to

38 currently.

At the time of the self-study, we noted that the combined hours provided by full-time and adjunct counselors were “insufficient to ensure every student had the opportunity to meet with a

counselor at least once a year.” The implementation of new initiatives passed by the state and CCC Chancellor’s Office—such as AB 928, C-POS, and Dual Enrollment—has also

significantly increased the demand for counseling services. Adding to this challenge, cuts to equity funds have restricted our ability to hire additional adjunct counselors.

To meet the growing needs of our students, additional funding is essential to expand counseling faculty staffing.

1. **What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?**

Outcome #1: "Increasing the number of career exploration experiences during a student’s first year."

FYE plans to integrate Career Center Experience activities, including taking the SuperStrong assessment into more courses that first-year students typically take. These courses include

BUS 100\_F, Ethnic Studies courses, Math courses, and English 100\_F. This change is expected to boost participation in SuperStrong during 2024–2025. Efforts are currently underway to

resolve this issue of the API data transfer between Banner and the Vita Navis server to better deterime unduplicated usage specifically of first-year students across various platforms.

Outcome #2: “Track student contacts by Fall 2023 within the Counseling Department.”

As a result of our outcomes assessment, our plan is to use the data to determine Career Counseling capacity needs going forward. The goal is to request funding to meet the Career

Exploration needs of First-Year and undecided students. Lastly, we will continue to work with A&R on solutions for faster turnaround times for OCT Evaluations. Counseling also plans to

utilize data and advocate for A&R to request additional funding, specifically for OCT Evaluation completion.

Outcome #3: "Determine the number of students who received a comprehensive educational plan by the end of their second semester."

As a result of our assessment, we will need to increase our counseling capacity to in-reach to those students who have not met with a counselor by the beginning of their third semester for

a comprehensive education plan.

Outcome #6: "The Counseling Center will increase Counseling Capacity by at least 5% over the next 3 years, adding 900 additional counseling hours."

To meet the growing needs of our students and the implementation of new initiatives passed by the state and CCC Chancellor's Office, additional funding is being requested to expand

counseling faculty staffing.

1. **How is your area collecting or working to collect disaggregated, student-level outcomes assessment data?**

We are working closely with the Office of Institutional Research to collect disaggregated data to assess our outcomes.

# 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.**

**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 Student Services PRAU are also included in the Instructional PRAU. This overlap exists because counselors fulfill both

instructional and counseling roles, and the requested resources support both functions.

Request 1(repeated on Instructional 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 (repeated on Instructional PRAU): The Counseling Department is also requesting the addition and update of necessary technology (laptops and

hotspots) needed to adequately and efficiently meet the counseling needs of students for both Fullerton College and our Dual Enrollment students.

Request 3 (repeated on instructional PRAU): To ensure counselors stay updated on transfer requirements for the UC and CSU systems and can provide accurate guidance to students

in our counseling classes and one-on-one counseling appointments, funding is requested to support their attendance at the annual conferences hosted by these two university systems.

Request 4: Funding for supplies and food for Major Declaration Day event.

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

No

**Why must this resource request be processed now rather than during the Fall 2026 comprehensive self-study?**

The Counseling Department is requesting the hiring of additional adjunct counselors to support initiatives mandated by the state and California Community Colleges (CCC) Chancellor’s Office. A primary goal of the State Chancellor’s Vision 2030 Initiative is Equity in Access, which focuses on increasing the number of high school students enrolling in college courses to jumpstart their higher education journeys. Providing dedicated counseling services to this growing population is critical to ensuring their success and aligning with the initiative’s objectives.

In addition to adjunct counselors, investment in essential resources—such as technology (e.g., computers and hotspots) and professional development (e.g., CSU/UC transfer conferences)—is critical to successfully support these efforts.

Lastly, Major Declaration Day has been established as an annual campus-wide event hosted by the Counseling Division, Student Services, and Associated Students. While funding for this event has been a dedicated line item in the past, management has informed us that funding will not be available for the 2024-2025 academic year.

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

Insufficient counseling staff limits students' access to educational plans and career counseling services. Hiring additional adjunct counselors increases access to these essential services and helps meet the mandates set by the state chancellor's office.

Updated laptops and hotspots maintain and support the expansion of counseling efforts on both high school campuses and through remote services.

Training on CSU and UC transfer processes ensures counselors provide students with accurate and up-to-date information, supporting high transfer rates.

Major Declaration Day helps students explore academic pathways, learn about available majors and programs, and connect with campus resources. Research shows that students who identify their major early, understand their course requirements, and utilize campus resources are more likely to complete their degree.

**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. 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. We are anticipating more of a demand for dual enrollment counseling classes in Fall 2025. The hire of 5 more adjunct counselors will ensure that we can serve our students and fulfill the goals of these initiatives.

The Counseling Department is requesting the hiring of additional adjunct counselors to support initiatives mandated by the state and California Community Colleges (CCC) Chancellor’s Office. A primary goal of the State Chancellor’s Vision 2030 Initiative is Equity in Access, which focuses on increasing the number of high school students enrolling in college courses to jumpstart their higher education journeys. Providing dedicated counseling services to this growing population is critical to ensuring their success and aligning with the initiative’s objectives.

In addition to adjunct counselors, investment in essential resources—such as technology (e.g., computers and hotspots) and professional development (e.g., CSU/UC transfer conferences)—is critical to successfully support these efforts.

As previously stated, funding for Major Declaration Day has been a dedicated line item in the past and management has informed us that funding will not be available for the 2024-2025 academic year.

**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 targeted training strengthens our ability to serve Fullerton College students and aligns directly with the institution's mission and goals. Counseling faculty play an essential role both inside and outside the classroom, helping students navigate academic, career, and personal development. Counseling appointments are pivotal in guiding students through critical processes, such as selecting a career path, choosing a major, and planning their educational and professional goals, ultimately fostering academic and personal success.

Our commitment to equity is reflected in the personalized support we offer, tailored to the extraordinary diversity of our Orange County metropolitan district. The Counseling & Student Development Division has designated counselors who specialize in meeting the unique needs of specific student populations, including Puente, Student-Athletes, STEM, UMOJA, Re-Entry Connect, Grads2Be, Career Education, and LGBTQIA students. Beginning in Spring 2025, counselors will also be available on-site at three of our main feeder high schools to meet with students. By meeting students where they are, we ensure that counseling services address individual needs and foster inclusive support. This student-centered approach underscores our dedication to equity and to the success of every student we serve.

**For each separate resource request, complete this chart with the itemized requested dollar amount:**

|  |  |
| --- | --- |
| **Type of Resource** |  |
| Personnel | Adjunct Faculty |
| Facilities |  |
| Supplies | Major Declaration Day  ITEM VENDOR COST  Shirts Conceptual Marketing $3,593.56  Posters/flyers/etc. Canva $110.00  Catering Sodexo $2,463.39  Flags FastSigns $284.46  Booth candy Walmart $35.00  MDD Pins Doing Good Works $809.89  Balloons Top Hat Balloon Werks $1,260.68    TOTAL: $8,556.98 |
| Computer Hardware | 20 laptop computers = $32,100: 5 Updated laptops & Computers for new instructors for Dual enrollment plus 15 (estimate) to replace computers for Counseling and Classified average cost would be $1,605/each. |
| Computer Software | 15 Hotspots (15 devices and 12 months of internet service) = $4,972.01 (ComputerLand quote includes tax)  Estimate:  CA Connects Internet 4G device, 15 units. $85 per unit  CA Connects Internet SErvices, 12 M, 15 units. $239.88 per un |
| Training | Sufficient funds for all counselors (FT/PT) to attend CSU/UC conferences for updates = $22,050.    CSU Conference Fall 2025 = $13,720  UC Conference Fall 2025 = $8,330 |
| Other |  |
| **Total Requested Amount:** | $67,679 |

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| --- |
| **Is the funding requested ongoing or one-time funding?**  Ongoing |
| **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 |