



Administrative & Operational Services

2022 - 2023 Self-Study

Three-Year Program Review Template

The Counseling and Student Development Division Office

Statement of Collaboration

The department/office 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 department/office staff involved in the self-study.

Participants in the self-study

Jennifer LaBounty, Ed.D., Dean of Counseling and Student Development Division
Christi O'Daniel, Administrative Assistant III, Counseling and Student Development Division
Jennifer Shields, Administrative Assistant II, Counseling and Student Development Division

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 LaBounty, Ed.D.		Dean of Counseling and Student Development	1/26/2023
_____ Printed name of Principal Author	_____ Signature	_____ Title	_____ Date
Jennifer LaBounty, Ed.D.		Dean of Counseling and Student Development	1/26/2023
_____ Printed name of Department Manager	_____ Signature	_____ Title	_____ Date
Gilbert Contreras, Ph.D.	 Gilbert Contreras (Jan 28, 2023 18:33 PST)	VPSS	1/26/2023
_____ Printed name of Dean or Immediate Management Supervisor (IMS)	_____ Signature	_____ Title	_____ Date

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 department/office to the Mission, Vision, Core Values and College Goals. Summarize how your department/office 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.

The Counseling and Student Development Division office aligns with the Fullerton College Mission by supporting its various departments and programs in advancing student learning and achievement. The division office works to resource, train, and support all faculty, staff, and managers who reside in the division. Each program and department supported through the division office has faculty and staff committed to guiding students to explore, develop, and reach their academic, personal, and professional goals. The following programs/departments and/or services are housed in the Counseling and Student Development Division.

- The Counseling Department
 - Articulation and Matriculation
 - Puente, STEM SLC, Re-Entry
 - Targeted Counseling for Career Education (CE), Student Athletes, Honors, Study Abroad, Teachers Pathway Program, Administrative Justice Pathway Program, Financial Aid, International Student Center, Disabled Student Services (DSS), and Veterans.
 - All Counseling Courses
- Educational Programs and Partnerships (EPP)
 - Promise, Outreach, (FYE) First Year Experience, SDSI (Student Diversity Success Initiative), Assessment and Onboarding
- Student Development and Engagement (SDE)
 - Cadena Cultural Program, Grads2Be, LGBTQIA2S+ Program, Umoja Scholars Program
- Transfer Center
- Career Center

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

The Counseling and Student Development Division office works diligently to transform students' lives through the programs and services housed in the division. For instance, all programs in the division assist students through career exploration, counseling guidance, educational planning, intentional support for targeted student populations, and referrals for resources to improve learning and remove obstacles so students can reach their goals. The division office's express purpose is to be a resource to these programs by providing direction and leadership and fostering an inclusive and supportive environment.

Fullerton College Core Values:

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

The Counseling and Student Development Division office consistently works to increase a sense of community for the campus by resourcing and supporting the programs and services that reside in the division. For example, 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 following areas completed center or space remodels in 2020/2021, or in 2021/2022 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.

- The Counseling Center
- The Career Center and The Career Closet (The Fullerton College Hanger)
- The Transfer Center
- Umoja Community Space
- Student Development and Engagement (including Cadena Cultural Program, Grads2Be, and LGBTQIA2S+ Program).
- Educational Partnerships and Programs (specifically a space for Promise and FYE)

Diversity – We embrace and value the diversity of our entire community.

The Counseling and Student Development Division office values the diversity of our students and communities by intentionally hiring diverse staff and faculty who more closely resemble our student body and community demographics. In fact, in 2021, the Counseling Division was acknowledged by the Office of Diversity and Compliance for hiring and maintaining diverse faculty and staff that more closely resemble our student body. When students are guided, taught, and supported by like others, they often feel more connected, and engaged in their development. They are also more likely to see their future selves employed in these roles.

Equity – We commit to equity for all we serve.

The Counseling and Student Development Division is committed to equity by intentionally advocating for and creating programs that support underserved student populations. For instance, our division advocated for the separation of Cadena Cultural programming from the Transfer Center to allow for more concerted efforts to support the activities and programming offered by the Cadena Cultural program. In addition, we advocated for a new position, Director of Student Development and Engagement, to support Cadena programming as well as to oversee intentional supports for some disproportionately impacted student groups, such as Umoja students, Undocumented students, and LGBTQIA2S+ students.

Growth – We expect everyone to continue growing and learning.

The Counseling and Student Development Division office consistently supports and provides opportunities for staff and faculty to attend training, professional development activities, conferences, and webinars that enhance employees’ growth and development, which they utilize to guide and develop students.

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

The Counseling and Student Development office encourages staff and faculty to participate in shared governance and campus decision-making by serving on campus and district committees, attending campus-wide events and activities, serving on Faculty Senate, Classified Senate, CSEA, UF, Ad Fac, and DMA, as well as becoming active members of staff and faculty associations. Furthermore, the division office routinely communicates information from the college, district, or the community and asks for feedback to ensure voices are heard. Recently, the division office sent a survey to all division employees in fall 2022, with the intent to solicit thoughts, ideas, and feedback to support the needs of the organization.

Partnership – We work together with our educational and community partners.

Many of the programs and services offered in the Counseling and Student Development Division routinely intersect with our community partners. Some examples are:

- The Outreach program has built strong collaborative relationships with our 13 feeder high schools, as well as Cal State Fullerton and the University of California, Irvine to establish a smooth transfer pipeline for our students. In addition, our Outreach team has a weekly presence at all the feeder high schools as well as hosting several student and parent events at Fullerton College.
- Our Transfer Center has built positive, reciprocal relationships with many public and private universities to support our students' transfer goals. In fact, they regularly host university representatives at Fullerton College, so students have more opportunities to interact with our university partners.
- The Career Center has developed solid partnerships with many businesses and employers in our surrounding communities who often provide our students with internships, workplace experience, career advancement, and both part-time and full-time employment. In addition, the Career Closet, now named The Fullerton College Hanger, has teamed up with community partners who donate clothing and other items to support the diverse clothing and hygiene needs of our Fullerton College students.
- Our Counseling Department offers about 20 sections per semester of Dual Enrollment Counseling Courses to our feeder high schools providing guidance and support before students fully enroll at Fullerton College.
- In 2022, the Puente Program students and faculty, along with additional counseling staff and faculty, participated in the Summer Scholars Transfer Institute (SSTI) at UCI where our students completed an intensive UC transferable course in ten days.
- The Promise Program and Outreach team partner to host and participate in a variety of events and activities with our community partners, such as the Anaheim Collaborative, Fullerton Partnership, and Placentia Yorba Linda & Brea Olinda Promise. In Fall 2022, Fullerton College hosted one of the monthly Anaheim Collaborative Leadership Team meetings, including teams from UCI and CSUF.

College Goals:

GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT

Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Objective 1: Create a clear pathway for every student

Objective 2: Enhance workforce training opportunities

Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness

Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

The Counseling and Student Development Division office supports Goal 1, Objectives 1, 2, 4 and 5, by providing encouragement, training, and access to opportunities for staff and faculty to meet this goal and its objectives through the following ways:

- Counselors' schedules are arranged to ensure their collaboration with instructional faculty so they can co-create the program maps for each instructional program, thereby creating a clear pathway for every student.
- Counselors create individualized student educational program plans (SEPP) for our Fullerton College students as a roadmap to meet their academic, professional, and personal goals.

- The Career Center works with our community business partners to provide our students with workforce training opportunities, internships, and jobs. They were able to do this more efficiently after advocating for and receiving funding for innovative technology to streamline these connections. The Career Center also provides our students with support through its workshops and other activities to develop their resume writing and interview skills, thus enhancing their workplace opportunities. In addition, the Career Center cohosts a job fair for students to further their connections and access to workplace opportunities.
- All programs and services in the Counseling and Student Development Division support the completion of courses, certificate and degree programs, and transfer-readiness through onboarding support, counseling and guidance, student development, and resources and referrals to remove academic barriers, and to support students' basic needs, and mental health needs.
- The Counseling and Student Development Division advocated for and hired both a Career Counselor and a Career Technical Education Counselor to provide students additional opportunities to explore their career development and to provide counseling guidance for students interested in our Career Technical Education programs (currently renamed Career Education). The Career Education Counselor meets regularly with the program coordinators from various technical programs and attends information sessions, division meetings, and creates individualized student educational program plans (SEPP) for students with the goal of completing certificates and degrees in these career technical programs.
- The Counseling and Student Development Division office advocated for and secured funding in 2019 to offer an intensive two-week MBTI (Myers-Briggs Type Indicator) and SII (Strong Interest Inventory) training course to all full-time and adjunct counselors. 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. 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, the division office secured lotto funds, and all these assessments are now free to our students, removing any obstacles to students taking the assessments.

GOAL 2: CULTIVATE A CULTURE OF EQUITY

Fullerton College will strengthen and support a diverse and inclusive campus culture.

Objective 1: Remove institutional barriers to student equity and success

Objective 2: Increase equity in hiring and training

Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed

The Counseling and Student Development Division office supports Goal 2, Objectives 1, 2, and 4 in the following ways:

- The Counseling and Student Development Division advocated for a new position, Director of Student Development and Engagement, to oversee some of our disproportionately impacted students and provide intentional support to remove academic and personal barriers to success. Fortunately, the Student Equity and Achievement taskforce supported the hiring of this position, and after going through the shared governance processes, we were able to hire the Director of Student Development

and Engagement (SDE) in March 2022. The following programs are currently supported by SDE and are focused on student success by removing institutional barriers, providing a sense of belonging, and addressing student needs.

- Cadena Cultural Program
 - Umoja Scholars Program
 - LGBTQIA2S+ Program
 - Grads2Be Program
- The Counseling and Student Development Division office takes the lead on providing training, resources, and guidance to all counselors across the campus, no matter the program or department they are serving. 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 and Student Development Division: Puente, Honors, Outreach, Study Abroad, STEM SLC, Reentry, Administration of Justice Pathway Program, Teachers Pathway Program, EOPS (Extended Opportunity Program & Services), CARE (Cooperative Agencies Resources for Education), CalWORKs, FYSI, Financial Aid, International Students, SDSI, Student Athletes, Grads2Be, LGBTQIA2S+, DSS, Transfer Center, Veterans, Umoja, First-generation, Guided Exit, and Academic Probation.
- The Counseling and Student Development Division office consistently works to increase a sense of community for the campus by resourcing and supporting the programs and services that reside in the division. For example, 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 following areas completed center or space remodels in 2020/2021, or in 2021/2022 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.
 - The Counseling Center
 - The Career Center and The Career Closet
 - The Transfer Center
 - Umoja Community Space
 - Student Development and Engagement (including Cadena Cultural Program, Grads2Be, and LGBTQIA2S+ Program.
 - Educational Partnerships and Programs (specifically a space for Promise and FYE)
- The Counseling and Student Development Division supports the equity efforts of our campus and district by intentionally creating programs and/or providing counseling and guidance to serve and meet the needs of unique student populations.
 - STEM SLC
 - Puente (2 cohorts)
 - Reentry
 - Student Athletes
 - Honors
 - Study Abroad
 - Dual Enrollment
 - Teachers Pathway Program

- Administration of Justice Pathway Program
- Financial Aid
- Career Education
- DSS
- Veterans
- International Students
- Transfer Students
- Student Development and Engagement (Cadena, Umoja, Grads2Be, LGBTQIA2S+)
- Educational Programs and Partnerships (Assessment/Onboarding, Outreach, FYE, SDSI, and Promise)

GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY

Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.

Objective 1: Create and expand partnerships with local K-12 and higher education institutions

Objective 3: Be a cultural hub for the local community

The Counseling and Student Development Division has supported Goal 3, Objectives 1 and 3 by developing collaborative relationships with our K-12 Partners and many public and private universities. In addition, programs in our division often host events that serve as a cultural hub for our community. Below are some examples:

- The following are *some* of the events and activities coordinated by the Student Development and Engagement office (Cadena Cultural Program, Grad2Be, Umoja and LGBTQIA2S+ Program) where our students, faculty, staff, and our local communities are invited to participate and attend.
 - Dia de Los Muertos, Cruz Reynoso event, Indigenous Peoples' Day Presentation, LGBTQIA+ Social Hour, Umoja Porch Talk, UndocuAlly Training, HBCU (Historically Black Colleges and Universities) Workshop, Trans Day of Visibility, KinderCaminata, and more.
- The following are some of the events and activities that our Educational Programs and Partnerships office (Assessment/Onboarding, Outreach, FYE, and Promise) host for our K-12 and university partners, as well as potential, new, and continuing students.
 - START event (weeklong event onboarding new students), Welcome Day, the Males Achieving Success (MAS) Conference, the High School Counselors Breakfast, Family Nights for our various feeder high schools, Future Hornet Days, the Promise fall mixer, Promise Graduation, and many activities to support the Anaheim Collaborative, Fullerton Partnership, and Placentia Yorba Linda & Brea Olinda Promise.
- The Career Center works with our community business partners to provide our students with workforce training opportunities, internships, and jobs. The Career Center cohosts a job fair for students to further their connections and access to workplace opportunities with local businesses.
- The Transfer Center is in continuous communication with its many university partners and provides office space and tabling opportunities for the university representatives to meet with our students. In addition, the Transfer Center takes students on university tours so they can experience the campus firsthand.
- The Counseling Department collaborates with campus colleagues to host a yearly Major Declaration Day (MDD) event in support of students identifying a career path and choosing a major. In addition, in 2022, the Counseling Department hosted a campus-wide campaign to engage, welcome, and support first generation students.

GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT

Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.

Objective 3: Provide professional and career development opportunities for students, faculty, and staff.

The Counseling and Student Development Division office consistently provides professional and career development opportunities for staff and faculty and understands the value of equipping employees with all the tools and resources needed to fully support their growth. Moreover, the division office strongly encourages attendance at professional development activities with a focus on Diversity, Equity, Inclusion, Accessibility, and Anti-Racism (DEIAA), and supports all learning and growth opportunities 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 and Student Development faculty and staff over the last few years:
 - Supporting Autistic Students in Community College
 - DEIAA/Equity Forums
 - NCORE (National Conference on Race & Ethnicity)
 - 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

2.0 Department/Office /Data & Trends Analysis

2.1 Describe the purpose, components, and staffing of this department/office.

The Counseling and Student Development Division office provides direction, leadership, and guidance to all the programs and services in the division. Moreover, the division is unique in that it functions as both student services and instruction. As a result, the Administrative Assistants II and III serve all staff and faculty in the division by providing guidance on SARS scheduling, department meeting and division meeting scheduling, budgeting procedures and inquiries, hospitality requests, course scheduling and coding, time reporting, hiring paperwork, travel requests and procedures, ordering supplies, field trips, online forms, and more. In addition,

our Business Analyst II is the Starfish administrator for the campus and is responsible for addressing issues with a variety of software used on campus, such as ZOOM, OnBase, DegreeWorks, the Student Success Checklist, SARS, and more. In addition, this position is also currently responsible for all MIS reporting of the college since we have been unable to hire the Business Analyst I. Since Articulation and Matriculation services also fall under the division, there are two specialists who support the Articulation counselor and the Matriculation counselor, thus providing support to the college. The Counseling and Student Development Division office resources and supports the following programs and services:

- The Counseling Department
 - Articulation and Matriculation
 - Puente, STEM SLC, Re-Entry
 - Targeted Counseling for Career Education (CE), Student Athletes, Honors, Study Abroad, Teachers Pathway Program, Administrative Justice Pathway Program, Financial Aid, International Student Center, Disabled Student Services (DSS), and Veterans.
 - All Counseling Courses
- Educational Programs and Partnerships (EPP)
 - Promise, Outreach, First Year Experience, SDSI, Assessment and Onboarding
- Student Development and Engagement (SDE)
 - Cadena Cultural Program, Grads2Be, LGBTQIA2S+ Program, Umoja Scholars Program
- Transfer Center
- Career Center

The division staff who lend support to all these areas and programs are the Dean, the Administrative Assistant III, Administrative Assistant II, Administrative Assistant I (currently vacant), the Business Analyst II, the Matriculation Specialist, and the Articulation Specialist. We are truly short-staffed considering our size, our responsibilities to the college, and in meeting the needs of staff, faculty, and our students (see chart below). In fact, the Career Center, SDE, and the Counseling Department are short staffed in critical areas of need. Furthermore, since the Counseling Department and Career Center do not have the oversight of a manager, the Dean, Administrative Assistant III, and Administrative Assistant II and two Student Service Specialists are often providing direct daily support to approximately 78 employees, while also managing the needs of three directors and all staff and faculty in the programs that report to them.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/office. 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, Counseling & Student Development	1	100%	12	General	1
Director, Student Development & Engagement	1	100%	12	Categorical	1
Director, Educational Partnerships & Programs	1	100%	12	Categorical	1

Director, Transfer Center	1	100%	12	General	1
Management (TEMP):					
Interim Special Projects Director (UMOJA)	1	100%	12	General	1
CLASSIFIED:					
• <i>CAREER CENTER</i>					
Program Coordinator	1	100%	12	General	1
Program Coordinator	1	100%	12	Categorical	1
Student Services Specialist (Vacant)	1	100%	12	Categorical	1
• <i>COUNSELING</i>					
Administrative Assistant III	1	100%	12	General	1
Administrative Assistant II	1	100%	12	General	1
Administrative Assistant I (Vacant)	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
• <i>STUDENT DEVELOPMENT & ENGAGEMENT</i>					
Student Services Coordinator (Cadena)	1	100%	12	Categorical	1
Student Services Specialist (Grads 2 Be)	1	100%	12	Categorical	1
Student Services Coordinator (Umoja) (Vacant)	1	100%	12	General	1
• <i>EDUCATIONAL PARTNERSHIPS & PROGRAMS</i>					
FYE and PROMISE:					
Student Services Coordinator (FYE)	1	100%	12	General	1
Administrative Assistant II (EPP)	1	100%	12	General	1
Student Services Specialist (Promise)	2	100%	12	Categorical	2
OUTREACH:					
4 Student Services Technician	4	0.45%	12	Categorical	1.8
Student Services Specialist	2	100%	12	Categorical	2
Student Services Coordinator	1	100%	12	Categorical	1
ASSESSMENT/Onboarding:					
Student Services Technician	1	100%	12	Categorical	1
Student Services Coordinator	1	100%	12	General	1
TRANSFER CENTER:					
Administrative Assistant II	1	100%	12	Categorical	1
Student Services Coordinator (Transfer)	1	100%	12	General	1

Student Services Specialist	1	100%	12	General	1
Student Services Specialist	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
FACULTY (Adjunct):					
Adjunct Counseling Faculty	40	67%	12	Categorical	26.8
Hourly - Adult					
Counseling (9)/Career Center (2)/Promise (1)/Student Development & Engagement (1)	13	60%	12	Categorical	7.8
Call Center	2	60%	12	General	1.2
Hourly - Student					
Counseling (5)/Promise (4)/Transfer Center (1)	10	60%	12	Categorical	6
Transfer Center (3)/Call Center (6)	9	60%	12	General	5.4
Professional Experts					
Counseling (9)/Career Center (2)/Promise (5)/Transfer Center (1)/Student Development & Engagement (8)/Re-Entry (1)	26	60%	12	Categorical	15.6
Outreach	5	60%	12	General	3
Temporary Employees:					
Therapist (Student Development & Engagement)	2	60%	12	Categorical	1.2
	Total FTE				131.8

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors	NA	NA	NA	NA
PROMISE:	Photo Booth (For FC Day Event on 5/12/22)	4	\$500	Categorical
CADENA:	Paola Ruiz-Beas (virtual sound bath meditation 10/18/22)	2	\$500	Categorical
	Carolina Miranda (Virtual workshop - "Art of Frequency: Indigenous Healing" 10/10/22)	2	\$1,500	Categorical
	Ballet Folklorico (For Dia De Los Muertos Event 11/2/22)	2	\$1,000	Categorical
	Mazatl Tecpatl Tepehyolotzin (Motivational Indigenous Identity performance at Dia De Los Muertos Event 11/2/22)	2	\$1,000	Categorical
	El Cantarito Restaurant (Taco Bar and Beverages with servers for Dia De Los Muertos Event 11/2/22)	2	\$4,850	Categorical
	Photo Booth (Dia De Los Muertos Event on 11/2/22)	4	\$600	Categorical
	Sydney Mae Diaz (Virtual Workshop on Social Justice on 3/31/22)	2	\$400	Categorical
	Seranie Ruiz (Live Painting and guided demonstration for students on 2/14/22)	4	\$915	Categorical
Volunteers	PUENTE VOLUNTEERS: Assisted with traffic control and MDD T-shirt distributions during our MDD Event. Also, assisted by being featured in our First-Gen video Campaign. Also, Cruz Reynoso Event. - Video Campaign: 50 students - 1 hour - MDD: Various students - 7 hours	101	NA	NA

	• Cruz Reynoso Event: - 15 students – 4 hours COUNSELING CENTER VOLUNTEERS: Every Wednesday morning, we had volunteers from the WISE Program through NOCE-Wilshire, where we assign light clerical duties such as filing, organizing and sorting documents to their students (adults with disabilities). • Wise Volunteers: Various students - 40 hours			
Interns	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.	418 (3 Interns)	NA	NA

	4. Attend applicable counseling related trainings/meetings. 5. Learn how to effectively answer quick questions during drop-in counseling (when applicable). 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		543	\$11,265	
Total FTE				

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

The division office's staffing levels are inappropriate to fully support the varied needs of the departments and services housed within the division. In fact, the Counseling and Student Development Division is unique in that it functions as both student services and instruction. As a result, our division offers over 65 counseling course sections and an additional 25 to 30 Dual Enrollment counseling course sections each semester. In addition, our division is responsible for providing academic, professional, and personal guidance to over 26,000 students (2021 data), while also resourcing and supporting unique student populations. This division supports students through their entire academic journey. For example, our Outreach team provides information, access, and support to potential students, increasing the likelihood that they enroll. Then our Assessment/Onboarding, Promise, Matriculation, and FYE (First Year Experience) teams work to support the onboarding of all new students, while our specialized programs and services focus on onboarding and resourcing of targeted student populations. Our Student Development and Engagement (SDE) team works to provide engaging campus experiences that increase the students' sense of belonging and support their identity formation. Of course, counselors play a key role is assisting students in choosing a career path and major in collaboration with our Career Center, as well as developing a student educational program plan (SEPP), providing referral and resources to ensure their success, and other intentional supports to ensure they meet their academic, personal and career goals. Our Career Center also connects our students with potential employers for internships and work experience. Our Transfer Center provides our students guidance and support for their transfer goals and offers workshops and activities to provide hands on support to realize these goals. Our division supports our students and the college in many ways and has approximately 171 employees contributing to these efforts. However, of these employees, only 60 employees are full-time, with 27 of those being counseling faculty, 29 being classified professionals, and 4 in management positions. The rest of our employees are adjunct counselors, professional experts, and hourly support staff. We are in desperate need of permanent, full-time employees to provide consistency and to meet counseling capacity needs.

The Counseling and Student Development Division office could better be supported with the following positions:

- Associate Dean or Director to support the Dean in meeting the demands and responsibilities of the division.
- Administrative Assistant II to help the division office provide administrative support to the following programs/services: Puente, STEM SLC, Reentry, Student Athletes, and Guided Exit.
- Student Services Specialist to support the division office with the counseling department front office responsibilities.
- Student Services Coordinator for the Reentry Program.
- Business Analyst I (MIS data for the college, Counseling Division data needs, SARS, DegreeWorks, Software, support for Business Analyst II).

- Five full-time Counseling Positions to increase counseling capacity and support specific student populations.

2.5 How does this department/office serve the population of the college?

The Counseling and Student Development Division office supports all students at the college through the leadership, guidance, and support of the following programs and services.

- The Counseling Department
 - Articulation and Matriculation
 - Puente, STEM SLC, Re-Entry
 - Targeted Counseling for Career Education (CE), Student Athletes, Honors, Study Abroad, Teachers Pathway Program, Administrative Justice Pathway Program, Financial Aid, International Student Center, Disabled Student Services (DSS), and Veterans.
 - All Counseling Courses
- Educational Programs and Partnerships (EPP)
 - Promise, Outreach, First Year Experience, SDSI, Assessment and Onboarding
- Student Development and Engagement (SDE)
 - Cadena Cultural Program, Grads2Be, LGBTQIA2S+ Program, Umoja Scholars Program
- Transfer Center
- Career Center

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

The last Program Review Self-Study for the Counseling and Student Development Division office was completed in 2015. In fact, the 2018 Program Review Self-Study was not submitted due to the former dean retiring and the new dean onboarding near its due date. As a result, the retirement of the former dean and hiring of the new dean was a notable change for the division. In addition, since the last program review six senior counselors retired, as well as the Administrative Assistant I, II and III. There were also other positions vacated for promotional reasons. Therefore, mass retirements and changes in staffing have impacted the services of the division office. For instance, some of the historical knowledge of the division was lost and new processes and procedures had to be developed. There is often a steep learning curve for new employees, but this is especially true when the majority are also new and historical information cannot be passed from one to another. However, hiring more staff and faculty to fill the vacancies gave the opportunity to have new perspectives and bring more diversity to the department.

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 and Student Development Division 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.

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

Guided Pathways is a statewide initiative to support student success at the campus since the last Program Review was completed. Many of the key components of Guided Pathways have directly impacted on the work of Counselors and of all our support programs staff and faculty.

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 various programs and services who pilot Starfish in the classroom and outside of the classroom.

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 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 students through our various programs across 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 and Student Development Division 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.

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

The Counseling and Student Development division is impacted by all laws, regulations, trends, policies and procedures or other influences that impact the effectiveness of each of its programs and departments. Some of these include:

Curriculum Changes: It is extremely important for counseling faculty 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 where counseling faculty and the Transfer Center must be knowledgeable and keep up to date 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.

Union Contracts: The Counseling and Student Development Division office staff needs to understand the California School Employees Association (CSEA), United Faculty (UF), and Adjunct Faculty United contracts to abide by and support the employees of the division.

FERPA Regulations: All programs and services of the Counseling and Student Development division understand and follow the Family Educational Rights and Privacy Act (FERPA), which is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

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

In fall of 2022, all employees of the division were given the opportunity to complete a survey with both multiple choice and open-ended questions to solicit their input and feedback. The survey was anonymous and there were 53 respondents. The results are attached to the Program Review Self-Study and will be addressed in 3.0.

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 department/office?

One of the strengths of the Counseling and Student Development Division office is being responsive to the needs of students, staff, and faculty. In fact, after reading the results of the EFMP (Education and Facilities Master Plan), the division office made a priority of advocating for and resourcing programs and departments so they could redesign their centers to provide a more welcoming environment for our students, colleagues, and community members.

Another strength of the Counseling and Student Development division office is its continued support for all staff and faculty to participate in professional growth opportunities. The division office routinely encourages staff and faculty attendance at conferences, trainings, webinars, and activities that will support their growth in skill set, academic planning and transfer knowledge, cultural competency, understanding of trauma informed practices, and more.

Communication is also a strength of the Counseling and Student Development Division office. The office attempts to deliver information in a timely and efficient way. Most communications are shared through email, though these communications are often reiterated verbally in department and division meetings. In fact, in an anonymous survey sent to division employees, out of 53 respondents, 22 identified that the division office communicated important information “Extremely well,” while 25 respondents claimed the division office communicated “Very well,” and six shared the division office communicated “Moderately well.” In addition, “Not well at all,” and “Slightly well,” had 0 responses.

Timeliness in response to emails and inquiries has also been identified as a strength for our division office. In fact, 36 of 53 respondents shared that the division office was “Extremely timely,” in responding to emails or inquiries and 14 respondents shared the division office was, “somewhat timely.”

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

The Counseling and Student Development division office as well as the programs and departments within the division are short-staffed. This leads to staff and faculty being spread too thin. Many are

working overload and overtime to support the needs of the division. Currently, there are not enough full-time counselors to offer each student one counseling appointment per year. When staffing is insufficient, employee morale often decreases as well. In addition, many of the great ideas to add programs or increase services are difficult to realize without appropriate staffing levels. Therefore, insufficient staffing is a weakness within our division.

Another weakness for our division is access to updated technology that performs at optimal levels. Unfortunately, technology is a bigger issue and has often been cited as a weakness for our entire district, but programs and services in Student Services areas depend on technology to perform their daily duties. In fact, when the campus went remote in 2020, there were no software systems in place to create and submit online forms. It was the Counseling and Student Development Division office who purchased Formstack (a software for online forms) for the entire college to use. Though Formstack has been used for two plus years, and meets some of the demands, it is not the most proficient as it does not communicate with Banner. In addition, after 9 years using our degree audit software, DegreeWorks, we are still unable to rely on its accuracy. Moreover, there are days when the DegreeWorks software “goes down” and counselors and evaluators are unable to access it for hours at a time. These are just a few examples, there are many more.

A survey sent to all employees in the division revealed a weakness in how we onboard new employees. There were some recommendations that the division office could employ better onboarding practices for new employees. The division office will be looking to improving these processes.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your department/office?

Although communication was noted as a strength for the Counseling and Student Development Division office, there can always be improvements. In fact, several employees recommended the division office develop and disseminate a Newsletter to improve communications to all employees in the division. Some shared they felt overwhelmed with email communications and cannot always attend department or division meetings so this type of communication could be helpful for them. As a result, developing a bimonthly newsletter was added as one of our outcome goals in this Program Review.

All weaknesses or challenges can become opportunities. As a result, the following opportunities exist:

- Permanent funding to support hiring and maintaining counseling faculty and increasing counseling capacity.
- New innovative technology that supports the tremendous efforts from our faculty and staff in supporting our students as they reach their academic, career, and personal goals.
- Hiring of additional classified professionals to support our various programs and services.
- Continue to analyze student data (qualitative and quantitative) to meet students where they are by delivering counseling and support services in a variety of modalities and during days and times that best meet their needs.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your department/office?

Appropriate funding to meet the college and our students' demands is still an issue. The collapse of SSSP, Equity, and Basic Skills into the Student Equity and Achievement Program has resulted in major

budget cuts to the Counseling Division and its ability to maintain staffing of adjunct counselors, to support events or activities targeted to students, to pay for attendance for trainings or conferences, especially for counselors, or to purchase equipment, supplies, software, and ergonomic supports for staff and faculty.

Another challenge that exists is having adequate space to support our programs and services. We do not have sufficient office space for faculty and staff, and we do not have designated spaces for many of our programs that serve targeted student populations.

4.0 Outcomes Assessment

Note: Sections 4.8 and 4.9 are new. Please review before filling out your outcomes tables below.

**The last Counseling and Student Development division office program review was completed in 2016. The dean and administrative assistants who conducted that self-study have since retired and the outcome data is not available.

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 the changes made?	Number of Cycles Completed
1.	Improve the information available to students via counseling website	2016	N/A	2016	1
2.	Improve information dissemination by developing a standard operating procedure resource tool.	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.	New: Redesign the Counseling Website to be more visually appealing, accessible, and easier to navigate for students.	Survey students prior to the website redesign and after the website redesign.	Provide a survey link on our website. We will also create a QR code for access to the survey and we can create flyers to advertise and to give to students in-person	NO.	Results will show that the redesign of the website was more visually appealing, accessible, and easier to navigate for our students.

2.	New: Improve communications by creating and distributing a bimonthly division office "Newsletter"	After the Newsletter is sent to the division, we will survey the staff and faculty for feedback and input to further improve communication	The data will be in the development and distribution of a bimonthly division office newsletter	NO.	Improved Communications by offering an additional way to receive updates and valuable information.
3.	New: Students who enter the counseling center seeking information and support will feel supported and satisfied at the conclusion of their visit	By assessing the results of a student satisfaction survey to be developed with support from the OIE (Office of Institutional Effectiveness).	Work with OIE to develop a satisfaction survey for students who drop by the counseling center seeking information, resources, or support	YES. We will work with OIE to develop a survey using ID numbers so we can disaggregate at the student level	The results will show if our center is being effective in providing students with the information, resources and support they are seeking. It will also allow us to look deeper and see if there are gaps that exist for specific populations

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

All outcome assessments are new for the 2022-2023 Counseling and Student Development Division Office and will be shared in the next cycle of the non-instructional Program Review Self-Study.

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

All outcome assessments are new for the 2022-2023 Counseling and Student Development Division Office and will be shared in the next cycle of the non-instructional Program Review Self-Study.

4.5 What challenges remain to make your department/office outcomes more effective?

Over the last few years, between the pandemic, political divide, and acts of racial violence, we have had to respond to higher levels of fear, anxiety, uncertainty, and loss than ever before. We know this is true for our students, but it is also true for our staff and faculty who are on the ground floor in supporting our students. As a result, we have tried to find additional ways to respond to the needs of staff and faculty. For example, we had requests to change desk and chair placements in offices due to safety concerns, we have had numerous requests for time off to attend funerals and extra support to navigate grief and loss. The division office has encouraged attendance at both mental health and DEIAA (Diversity, Equity, Inclusion, Accessibility, and Anti-racism) focused staff development opportunities to better equip faculty and staff to support our students and their own needs.

Another challenge that remains is staffing. In addition, to being short-staffed in most departments and programs of the division, we are also navigating complex scheduling needs. For example, many are working hybrid schedules, so making sure we have in-person support is a consideration when scheduling, but it is also a priority to provide our students with online and remote support. It can be challenging to offer services in multiple modalities when there are limited numbers of staff and faculty.

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

Two of the Counseling and Student Development division office outcomes, "Redesigning the Counseling Website" and "Creating and Disseminating a Division Office Newsletter," are intended to improve operational efficiency and meet **College Goal # 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT**. This goal identifies that Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.

The third outcome goal, "Students who enter the counseling center seeking information and support will feel supported and satisfied at the conclusion of their visit," is intended to meet student needs and provide students with the resources and referrals to remove any obstacles in reaching their academic, professional, or personal goals. As a result, this outcome goal aligns with **GOAL # 2: CULTIVATE A CULTURE OF EQUITY**, which states that "Fullerton College will strengthen and support a diverse and inclusive campus culture." In addition, both Objectives 1 and 4 pertain to this outcome goal.

Objective # 1: Remove institutional barriers to student equity and success.

Objective # 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed.

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

All three of the Counseling and Student Development Division office outcome goals align with our Institutional Student Learning Outcome of **COMMUNICATION**, which is to, "Communicate clearly and appropriately for a variety of purposes and audiences."

4.8 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?

All outcome assessments are new for the 2022-2023 Counseling and Student Development Division Office and will be shared in the next cycle of the non-instructional Program Review Self-Study.

B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office?

All outcome assessments are new for the 2022-2023 Counseling and Student Development Division Office and will be shared in the next cycle of the non-instructional Program Review Self-Study.

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

All outcome assessments are new for the 2022-2023 Counseling and Student Development Division Office and will be shared in the next cycle of the non-instructional Program Review Self-Study.

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

A. List the outcome that focuses on individual student learning or actions.

Outcome Goal # 3: Students who enter the counseling center seeking information and support will feel supported and satisfied at the conclusion of their visit.

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

The process has not been developed yet. However, we will be tracking all students who enter the counseling center and can send a follow-up survey to assess if student's questions were addressed or if their needs were met. We will work with OIE to develop a survey using ID numbers so we can disaggregate at the student level.

C. Identify a process for using outcome assessment data to improve your department's/office's services.

The data will be used to improve how we resource and support our students. If any areas of concern become evident, we will work collaboratively by building processes that improve these outcomes. In addition, the data may show that there are some gaps that we are not currently aware of, and this will provide an opportunity to address those gaps.

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

Since the assessment process will still need guidance from our Office of Institutional Effectiveness (OIE), we can discuss the possibility of building dashboards to assist us with this type of data collection.

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?

All outcome assessments are new for the 2022-2023 Counseling and Student Development Division Office and will be shared in the next cycle of the non-instructional Program Review Self-Study.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the strategic action plans from your last self-study/program review.

****The last Counseling and Student Development division office program review was completed in 2016. The dean and administrative assistants who conducted that self-study have since retired. As a result, there was one SAP listed and was titled: “Re-Organize Counseling Division Office Workflow.”**

The description of this SAP relayed the following: “The Division office plans, processes expenditures, and monitors the Division’s operational budget as well as the college’s Matriculation (SSSP) budget. The Division office is responsible for planning, scheduling, and staffing the instructional offerings of the Counseling Department. The Division office is also primarily responsible for the day-to-day operation of the Counseling Center. With the addition of an Administrative Assistant II to support the work of the Division Office, the workflow could be managed more efficiently and effectively. Admin III would be responsible for all budget and personnel-related functions and the admin II would be responsible for programmatic and departmental support. Division Office would be adequately staffed, thereby increasing the capacity of the office to meet all compliance requirements of SSSP, budget and HR procedures and deadlines, and to effectively support all assigned departments, programs and college functions such as High School Outreach, SSSP and Articulation.”

5.2 Describe the level of success and/or progress achieved in the strategic action plans listed above.

There is no evidence that this position was hired. In addition, it is also a position that has been requested in this program review.

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

There is no evidence that this position was hired. In addition, it is also a position that has been requested in this program review.

5.4 Provide examples of how the strategic action plans in the last cycle contributed to the continuous quality improvement of your department/office.

There is no evidence that this position was hired. In addition, it is also a position that has been requested in this program review.

5.5 In cases where resources were allocated toward strategic action plans in the last cycle, how did the resources contribute to the improvement of the department/office?

There is no evidence that this position was hired. In addition, it is also a position that has been requested in this program review.

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

Since the position requested in the SAP for the 2016 Program Review Self-Study was not hired, and it has also been requested in this current Program Review, it is evident that this position is very

much needed to support the Counseling and Student Development Division Office to meet the demands and responsibilities of the division.

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 Staffing levels to meet the demands and responsibilities of the Counseling and Student Development Division office.
List College goal/objective the plan meets:	College Goal #: GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs. Objective #: Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	It is important to have adequate levels of staffing to support the demands and needs of the college and our students. The following positions would improve operational efficiency and serve to appropriately resource the division. • Associate Dean or Director to support the Dean in meeting the demands and responsibilities of the division. • Administrative Assistant II to help the division office provide administrative support to the following programs/services: Puente, STEM SLC, Reentry, Student Athletes, and Guided Exit. • Student Services Specialist to support the division office with the counseling department front office responsibilities. • Student Services Coordinator for the Reentry Program. • Business Analyst I (MIS data for the college, Counseling Division data needs, SARS, DegreeWorks, Software, support for Business Analyst II).
What <i>Measurable Outcome</i> is anticipated for this SAP?	Hiring these positions will allow the division to meet the demands of the college and our students and improve operational efficiency.
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	<u>Associate Dean/Director</u> (29) \$148,745 STEP A (year) (Benefits @ 22.55% = \$33,542) TOTAL = \$182,287	
	<u>Administrative Assistant II</u> (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)	Associate Dean (General)
	<u>Student Services Specialist</u> (36) \$4987 STEP A (year = \$59,844) (Benefits @ 35.02% = \$20,957.37) TOTAL = \$80,801.37 (Counseling Department-Front desk and counseling support)	Administrative Assistant II (General)
	<u>Student Services Coordinator</u> (43) \$5858 STEP A (year = \$70,296) (Benefits @ 35.02% = \$24,617.66) TOTAL = \$94,913.66 (Reentry Program)	Student Services Specialist (General)
	<u>Business Analyst I</u> (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)	Student Services Coordinator (General)
		Business Analyst I (General)

Facilities	Workstations (unknown cost)	General
Equipment	\$2,500	General
Supplies	NA	NA
Computer Hardware	\$8,000	ACT or General
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
Total Requested Amount	\$566,803.21	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 long-term plans for the division begin with advocating for appropriate staffing and funding for the division. Most departments, programs, and services residing in Counseling and Student Development division are underfunded and understaffed. Often, these two issues go hand in hand. It has been especially difficult with most of the departments, programs, and services relying on non-permanent funding streams. For example, all adjunct counselors were paid through Matriculation/SSSP categorical funds, while many support programs were paid with funding from AB (Assembly Bill) 19, Equity, HSI grants, and other non-permanent funding sources. With the collapse of SSSP, Equity, and Basic Skills into the Student Equity and Achievement Program, our division has lost many of their financial resources. For example, the division's most recent allocation for adjunct counselors has been reduced by over \$900,000 dollars. In addition, all HSI funds used to support Outreach staff, STEM SLC counseling, Transfer counseling, and Promise staffing has been significantly reduced or are no longer funded at all. It is imperative to find more consistent or permanent funding streams so that our division can meet the varied demands from outreach and enrollment to guided exit.

The Counseling and Student Development Division office will continue to find the most efficient ways to communicate with our students, our staff and faculty within the division, and our colleagues across the campus and district. We will continue to offer counseling and supportive services in multiple modalities, so all students have access to interact with us.

It is also in our short-term and long-term plans to meet our students where they are and respond to those needs with appropriate resources, support, and guidance. This means we will need to center qualitative and quantitative data practices to inform these needs. We intend to work more closely with our OIE to develop dashboards and other data collecting and assessing measures.

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.

The Counseling and Student Development Division office provides direction, leadership, and guidance to all the programs and services in the division. Moreover, the division is unique in that it functions as both student services and instruction. The division office is committed to resourcing and supporting all programs and services in the division, so staff and faculty feel valued and competent when working with our students. The following areas are housed in Counseling and Student Development Division:

- The Counseling Department
 - Articulation and Matriculation
 - Puente, STEM SLC, Re-Entry
 - Targeted Counseling for Career Education (CE), Student Athletes, Honors, Study Abroad, Teachers Pathway Program, Administrative Justice Pathway Program, Financial Aid, International Student Center, Disabled Student Services (DSS), and Veterans.
 - All Counseling Courses
- Educational Programs and Partnerships (EPP)
 - Promise, Outreach, (FYE) First Year Experience, SDSI (Student Diversity Success Initiative), Assessment and Onboarding
- Student Development and Engagement (SDE)
 - Cadena Cultural Program, Grads2Be, LGBTQIA2S+ Program, Umoja Scholars Program
- Transfer Center
- Career Center

Over the last few years, between the pandemic, political divide, and acts of racial violence, we have had to respond to higher levels of fear, anxiety, uncertainty, and loss than ever before. We know this is true for our students, but it is also true for our staff and faculty who are on the ground floor in supporting our students. As a result, we have tried to find additional ways to respond to the needs of staff and faculty. The division office has encouraged attendance at both mental health and DEIAA (Diversity, Equity, Inclusion, Accessibility, and Anti-racism) focused staff development opportunities to better equip faculty and staff to support our students and their own needs. We will continue to support the whole student and the whole employee by placing equity at the forefront and meeting people where they are.

The division office knows that the programs, departments, and services in the Counseling and Student Development division assist in the positive transformation of student lives. Our programs and services are instrumental in helping students achieve their academic, personal, and professional goals. As a result, the division will continue to innovate, develop, and create ways to better guide and support our students, but we must advocate and receive support for appropriate funding and staffing.

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 departments/offices 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 McPherson, Director of Campus Communications at lmcpheron@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
Counseling Department Website	Spring 23	Yes – Being updated regularly	https://counseling.fullcoll.edu/
Re-Entry Website	Spring 23	Yes – Being updated regularly	https://counseling.fullcoll.edu/reentry-connect/
Puente Website	Spring 23	Yes – Being updated regularly	https://counseling.fullcoll.edu/puente/
STEM Counseling-Website	Spring 23	Yes – Being updated regularly	https://stem.fullcoll.edu/counseling/
Career Center Website	Spring 23	Yes – Being updated regularly	https://careercenter.fullcoll.edu/
FYE/Promise Website	Spring 23	Yes – Being updated regularly	https://promise.fullcoll.edu/
Transfer Center Website	Spring 23	Yes – Being updated regularly	https://transfer.fullcoll.edu/
Student Development & Engagement Website	Spring 23	Yes – Being updated regularly	https://sde.fullcoll.edu/
LGBTQIA2S+ Website	Spring 23	Yes – Being updated regularly	https://lgbtqia.fullcoll.edu/
UMOJA Website	Spring 23	Yes – Being updated regularly	https://umoja.fullcoll.edu/
Grads To Be Website	Spring 23	Yes – Being updated regularly	https://grads2be.fullcoll.edu/
Cadena Cultural Center Website	Spring 23	Yes – Being updated regularly	https://cadena.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

VPSS

Jan 28, 2023

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.

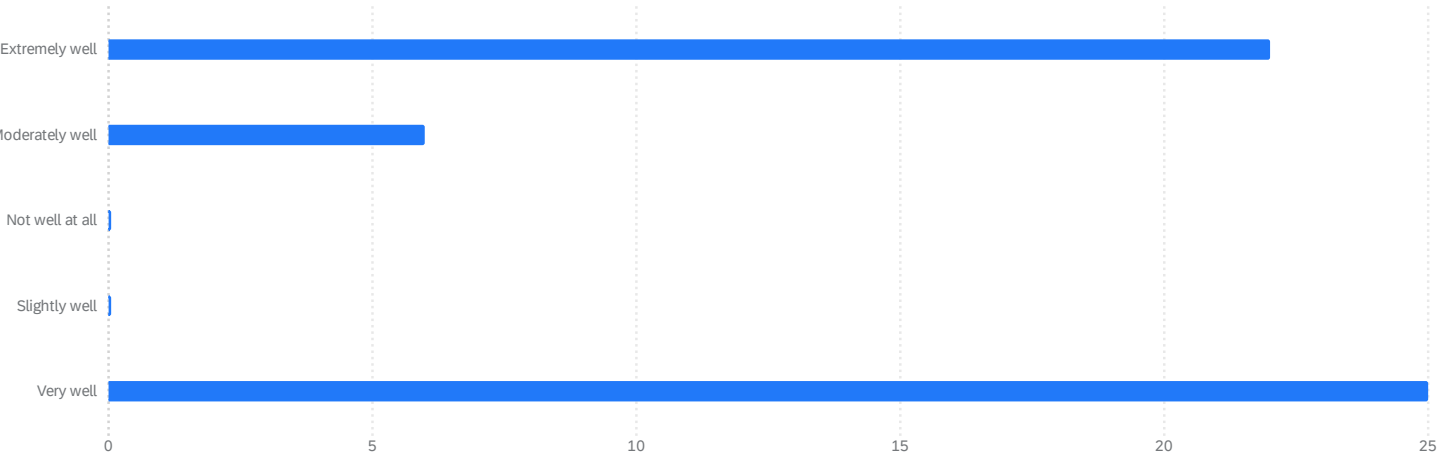
Respect

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.

How well does the Counseling and Student Development Division Office communicate important information to you? 53 ⓘ



Based on the question above, do you have any thoughts or ideas on how communication from the division office could be improved? ⓘ

Most important communication is relayed in department meetings and via email. Most important communications are added to the General Counselors' Canvas Page.

n/a

The email communication can be a bit overwhelming and difficult to follow. As an adjunct counselor who can't attend the full time counseling meetings, I feel a bit out of touch with everyone and any updates and changes. I enjoy the adjunct trainings though.

No

I do think the Counseling Center does this well, but I always think there's room for improvement in this area. While email is always important, it can be easy to miss important communications through this format, especially for adjunct counselors who may be monitoring multiple accounts at different campuses. Possibly if the message is *very important*, an additional reminder could be sent in Teams? I know this would be a lot of additional work, but ideally it would also be great to have a monthly "newsletter"/email with reminders for all counselors/adjunct counselors.

I appreciate the ongoing communication as it keeps me informed and makes me feel part of the team.

I think communication through the division is effective as is... Email blasts, call outs, newsletters etc. are always appreciated. Frequent updates to the email server list would help reach every person and department, which I know personally is done, as an Admin sending our staff roster was requested.

Perhaps adding more updates in the canvas shell. We are all getting so many emails. It will be helpful to have everything in one place.

n/a

No thoughts. Adding MS chat was a good addition.

I appreciate communication about important student dates and deadlines and how best to support the counseling office and thus students.

I think sometimes there is lack of communication between classified staff/front office staff and counselors (and vice versa). Perhaps having a department chair could help in this area.

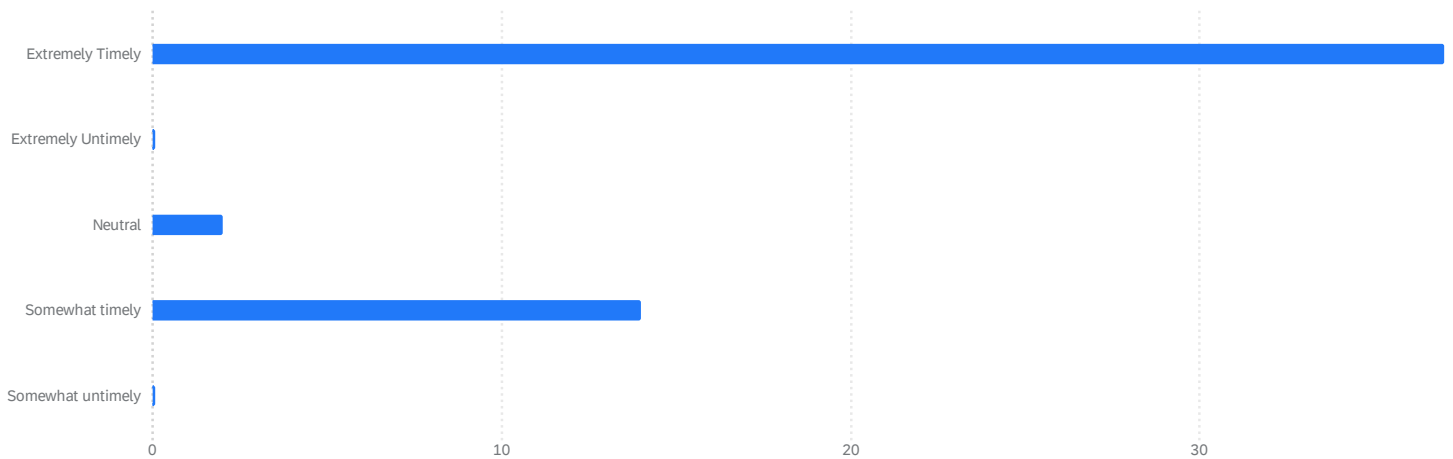
n/a

I think communication about larger topics and communication is done extremely well. I feel in the know regarding what is going on. I feel sometimes smaller events such as registration assistance can be communicated more widely and clearly so students are knowledgeable about the services.

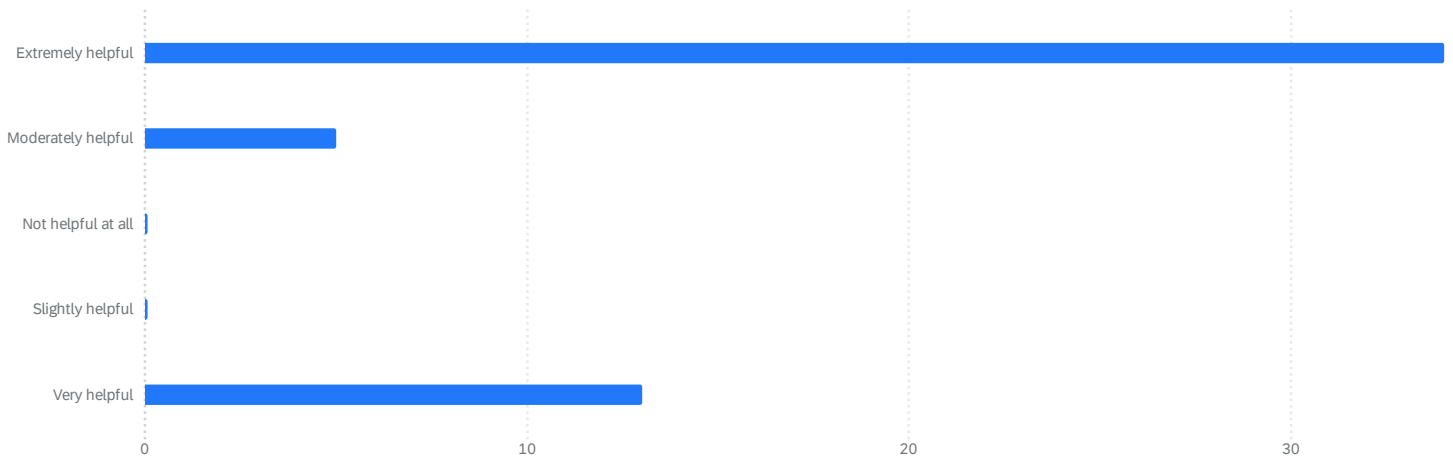
Send out meeting minutes from meetings we cannot attend so that we are aware of the changes, new things coming our way...

Not at this time.

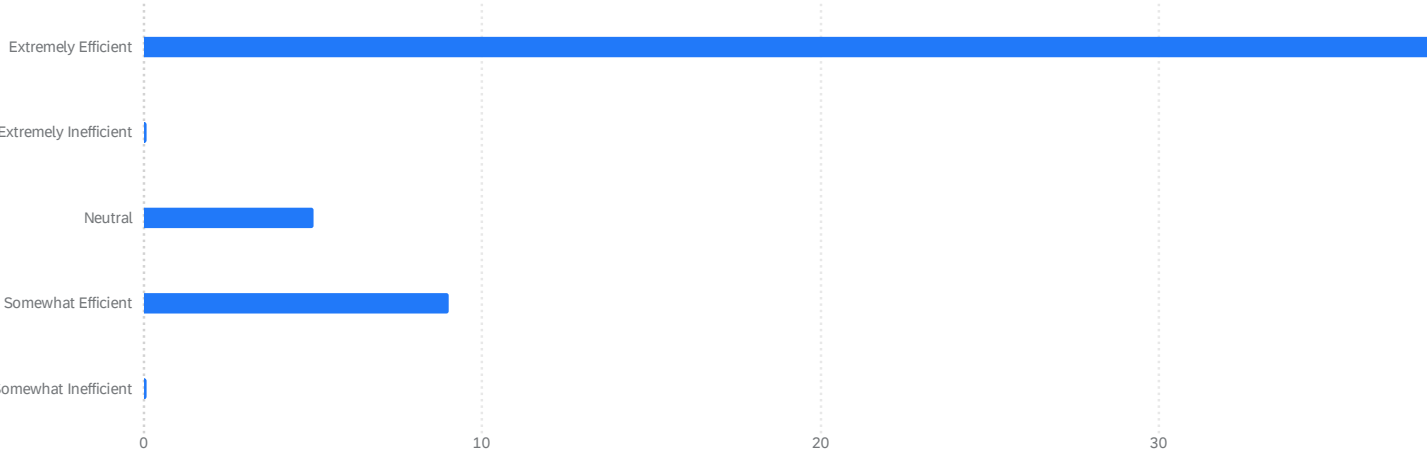
How timely are the responses from the Counseling and Student Development Division Office to your emails or inquiries? 53 ⓘ



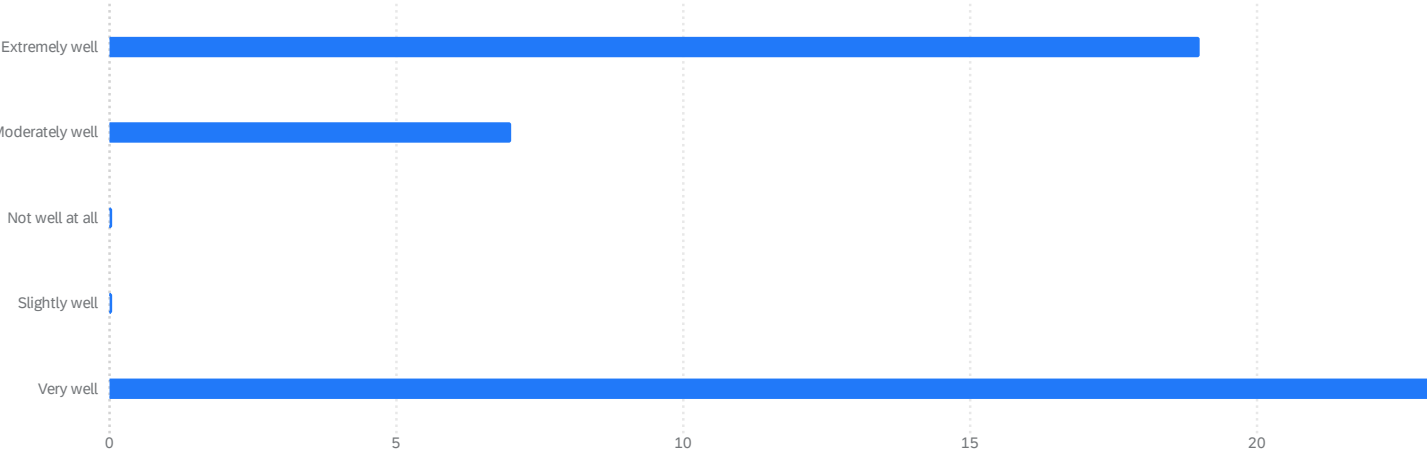
How helpful is the Counseling and Student Development Division Office in responding to your professional needs? 52 ⓘ



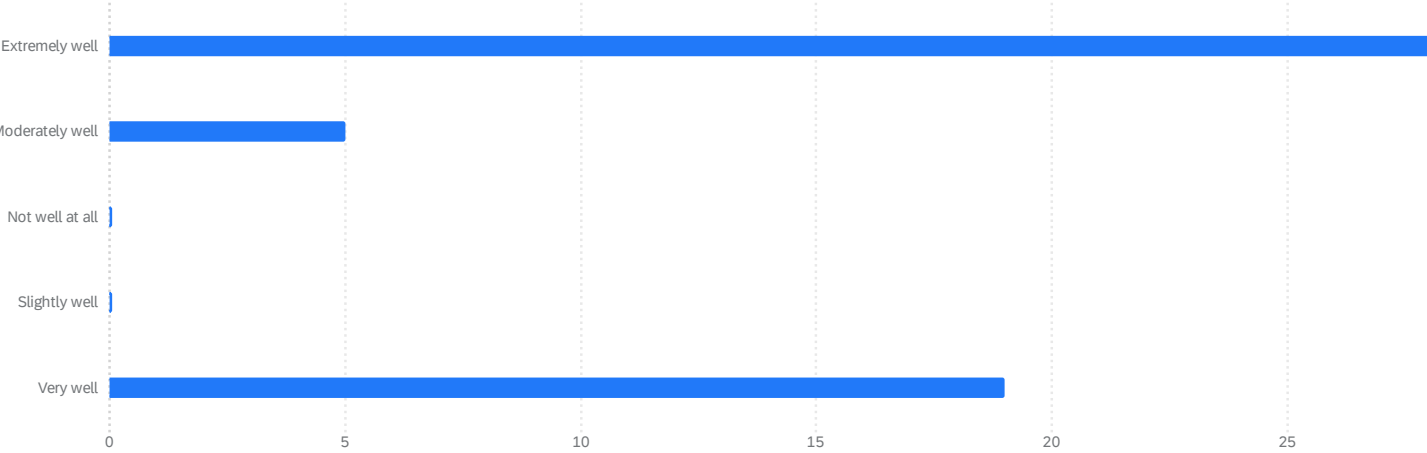
How efficient is the Counseling and Student Development Division Office in processing paperwork on your behalf? 52 ⓘ



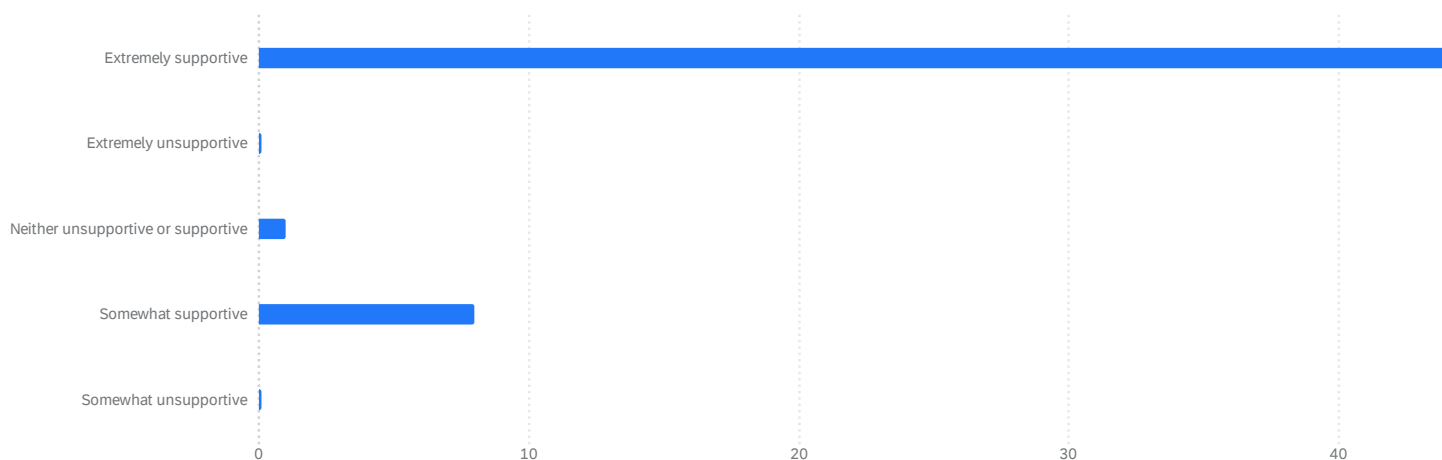
How well does the Counseling and Student Development Division Office steward the budgets for your respective area(s)? 49 ⓘ



How well does the Counseling and Student Development Division Office advocate for and support your area(s) funding needs? 52 ⓘ



Is the Counseling and Student Development Division Office supportive of your professional development? 53 ⓘ



Based on the question above, do you have any thoughts or ideas on how the division office could be more supportive of your professional development needs?



None that I can think of my requests for professional development opportunities and funding are responded to in a timely manner.

n/a

I enjoy the adjunct trainings and feel they should happen at least once a semester or more if possible.

Offer professional development opportunities as pre-pandemic such as Myers Briggs, Musuem of Tolerance, etc. Great opportunity and applicable.

I appreciate how frequent notices about job opportunity, trainings, workshops, conferences etc. are shared and encouraged.

Some of us cannot attend some of the professional development trainings, conferences etc. It would be helpful for counselors that attend to share their notes and/or provide information the canvas shell. For instance, I was not able to attend the USC conference and it would have been helpful to received updates.

n/a

Organizing groups of staff and faculty to attend conferences together to have FC representation.

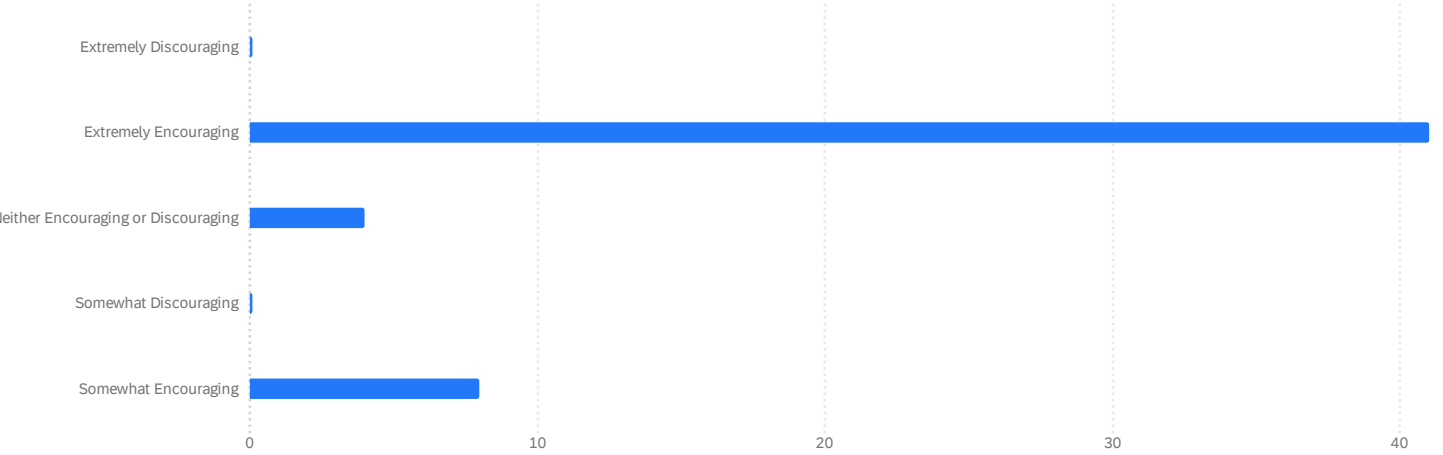
I feel like cross-program opportunities within the division to network and team building would be lovely!

No, most everything I need I seem to get although I was denied a mouse and camera I preferred, so I bought them myself

Asking counselors what kind of training/professional development we need.

Continue offering trainings for adjuncts and adding more opportunities to learn about FT employment needs/wants.

Does the Counseling and Student Development Division Office encourage your professional engagement on campus and within the district? 53 ⓘ



Based on the question above, do you have any thoughts or ideas on how the division office could be more encouraging with your professional engagement? ⓘ

None that I can think of.

Making it easier to adjust our schedules to attend would be ideal. :)

I appreciate the calendar that outlines all the opportunities available.

I appreciate how frequent notices about job opportunity, trainings, workshops, conferences etc. are shared and encouraged.

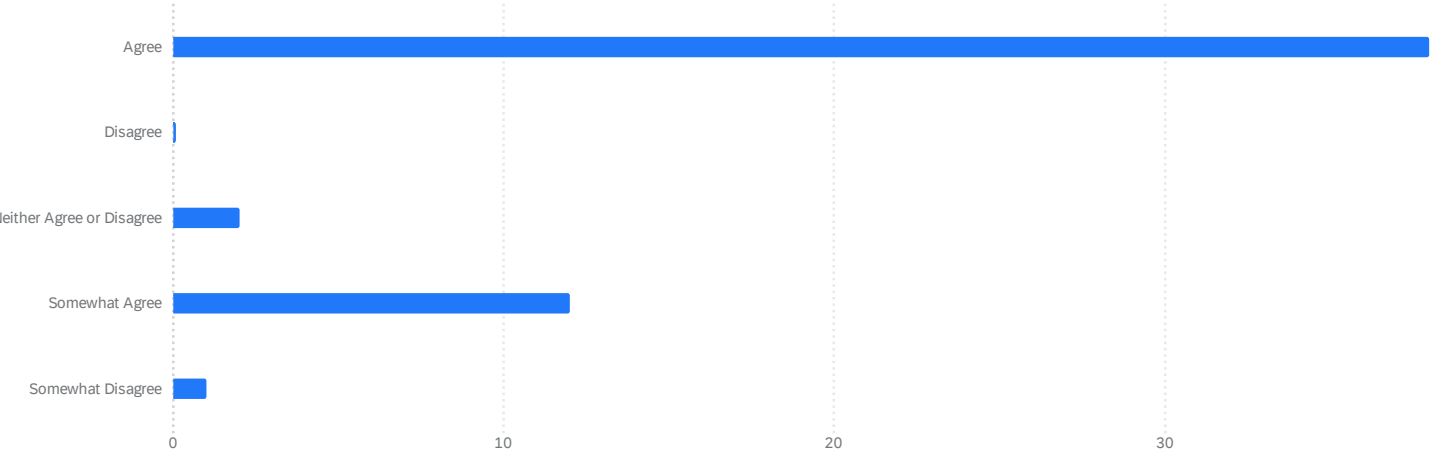
If we heard from other counselor's experiences that would give us more information and gain counselor perspective.

n/a

N/A

I think it is a district issue, not counseling and student development division. The district does offer professional development options, but nothing I am really interested in or fits into my work schedule.

Does the Counseling and Student Development Division office work to ensure that employees are appropriately resourced? 53 ⓘ



Based on the question above, do you have any thoughts or ideas on how the division office could improve on resourcing employees? ⓘ

The technology and resources counselors rely on (DegreeWorks, Catalog) continue to be unreliable and inadequate to meet the needs required by our jobs.

We need more funding for Adjunct staff, more trained adjuncts...especially during high demand time.

n/a

I think with remote counseling, the process of getting my hardware and software was less than efficient. I realize that this is a result of an overworked staff, and not necessarily a reflection on the department. It just seemed as if my entry was clumsy at best.

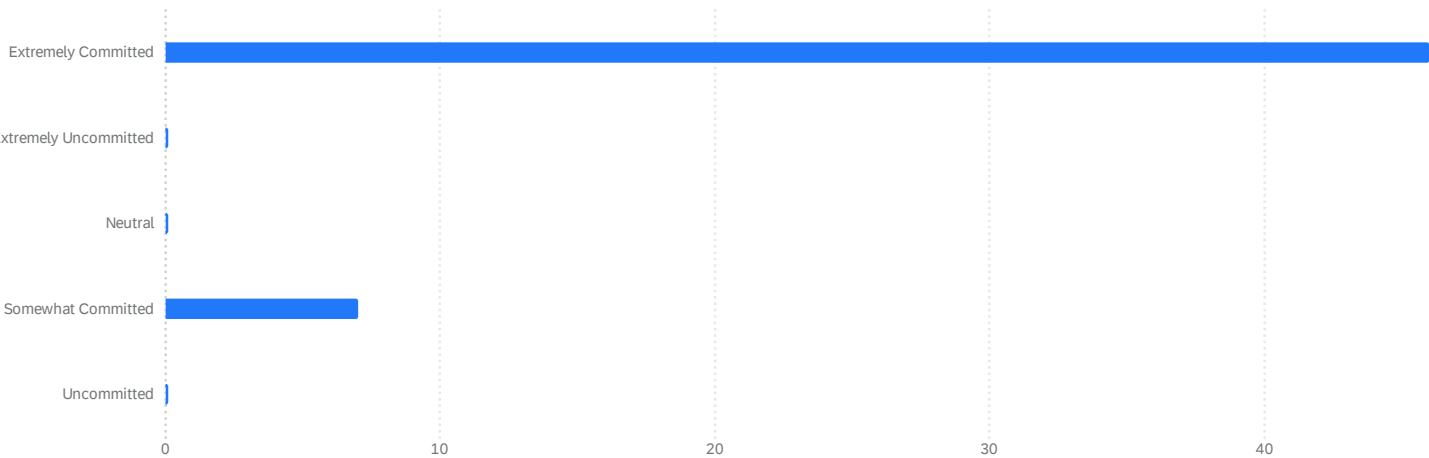
Perhaps opportunities to help us improve/master our counseling skills, such as active listening, check-in etc. A training on identifying mental health issues/concerns in concerns would be helpful nowadays.

I believe that our Dean has always been supportive. I would like for my colleagues to engage in conversations about what resources we need as counselors. For instance, the labor market has changed, many jobs are obsolete. We are career counselors as well but we only have a few counselors assisting with career assessment appts. We should be looking at data and provide workshops to our students. Guided Pathways is being implemented soon and counselors need to lead these efforts. We are the experts in our field.

n/a

No thoughts at the present.

Do you feel that the Counseling and Student Development Division Office is committed to supporting students? 53 ⓘ



Based on the question above, do you have thoughts or ideas that the division office could employ to strengthen their commitment to supporting students? ⓘ

Once again, when the technology and resources aren't working properly, students are negatively impacted.

n/a

I am concerned that the ESARS function for students could be leading to many missed appts. Not sure,

All the division is student centered and put students first.

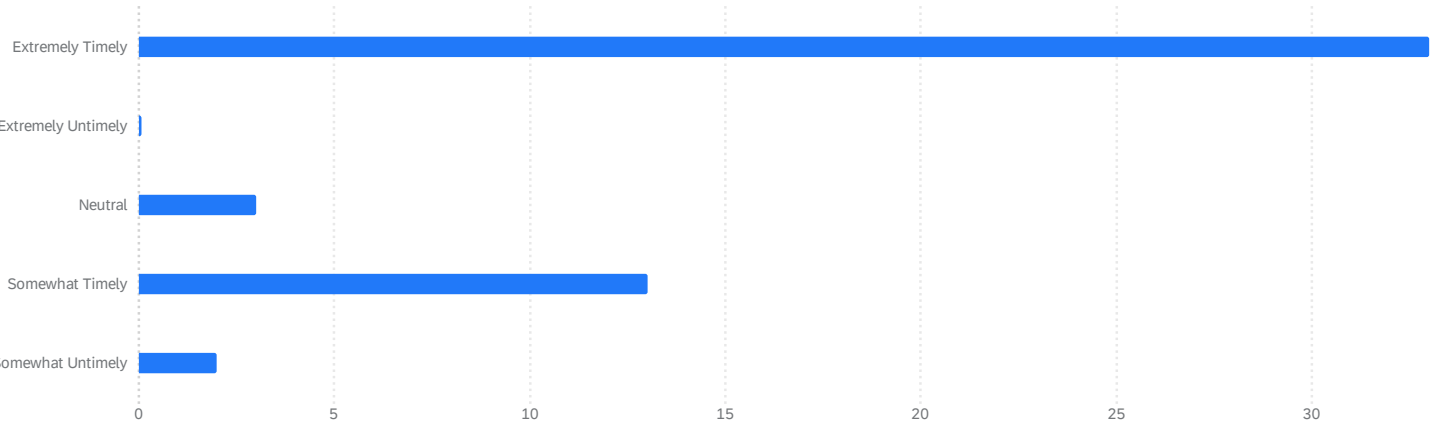
I believe that we as counselors need to have more conversations about how we can better serve our students. For instance, why aren't counselors part of the outreach efforts at the high schools? Counselors need to be part of more events on campus and online to strengthen our services to our continuing students. We need to advertise our services better. For instance, personal videos, pictures and staff bios on our website.

I wish there were more direct and frank discussions about the unavailability of counseling appointments for students during high-volume times. I wish there was more openness identifying out of the box solutions to address these issues, such as shortening the length of traditional appointments and notetaking times.

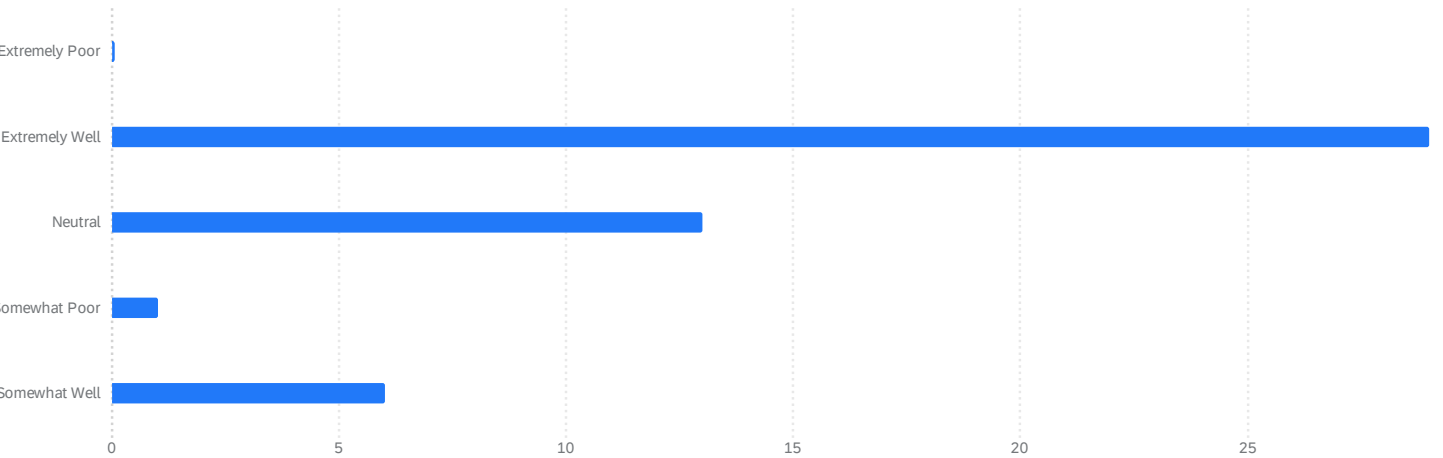
I feel one of the only suggestions would be a website that has more clearly separated information. Students constantly share their confusion or frustration with navigating the website. I also feel the Division should have a page separate from the counseling center for transparency.

I believe they are very student centered. Always working towards what is best for the students.

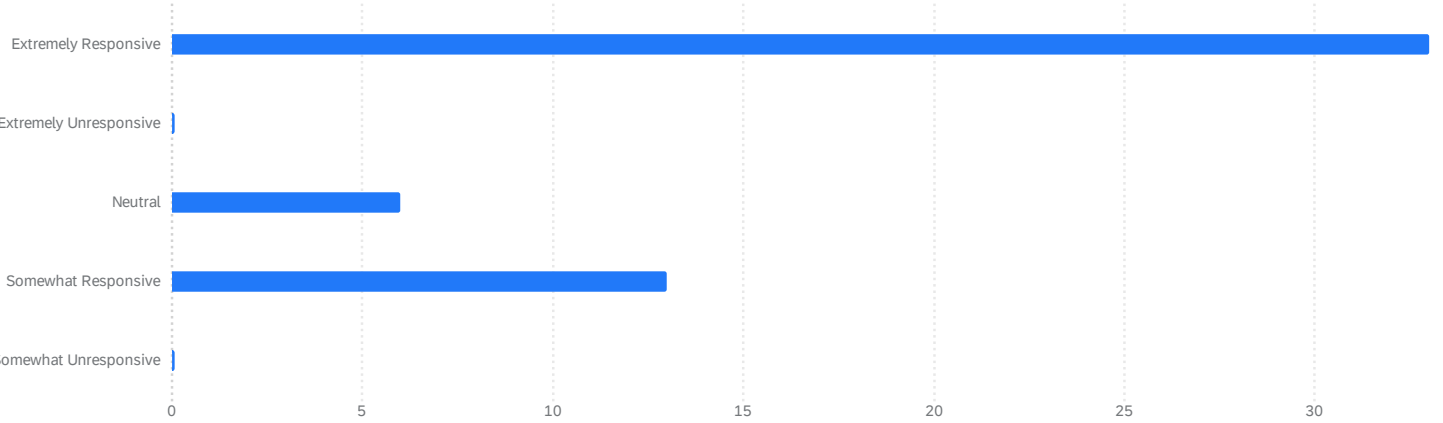
The Counseling and Student Development Division Office supports various software across campus (SARS, Formstack, Starfish, and etc.). How is the response time when you need help with one of these software systems? 51 ⓘ



How well does the Counseling & Student Development Division Office support your data collection needs? 49 ⓘ



Do you feel like the Counseling and Student Development Division Office is responsive in regards to physical office space needs (ie: ergonomic equipment, logistics/equipment to improve safety) 52 ⓘ



Based on the question above, do you have any suggestions or ideas on how the division office could become more responsive to physical office space needs? ⓘ

Now we have a bigger adjunct space.

n/a

Chairs in the Adjunct area are not comfortable.

Classified staff need doors that lock!

All is well, keep this up.

I think we need to have cameras for safety purposes.

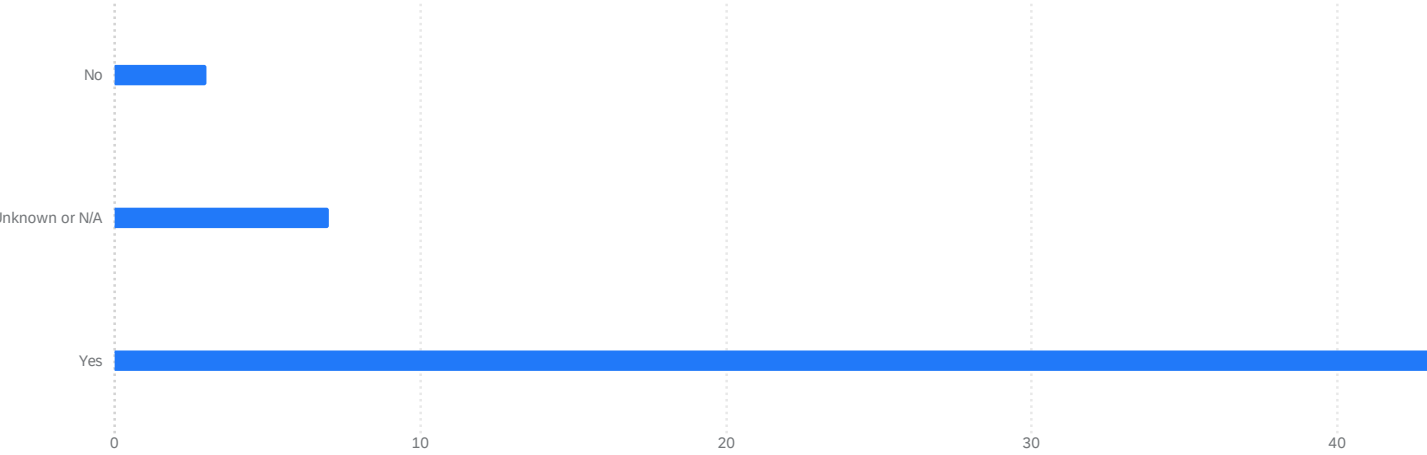
n/a

It seems as though staff needs to seek out this information, rather than it being shared. For example, I am not sure all counselors know they can ask for these things. it only seems to be through word of mouth instead of communicated to all.

N/A

I wish we all had desks that would rise. I wish all our spaces were ergonomically sound. I wish the adjunct offices offered them and the students served there more privacy

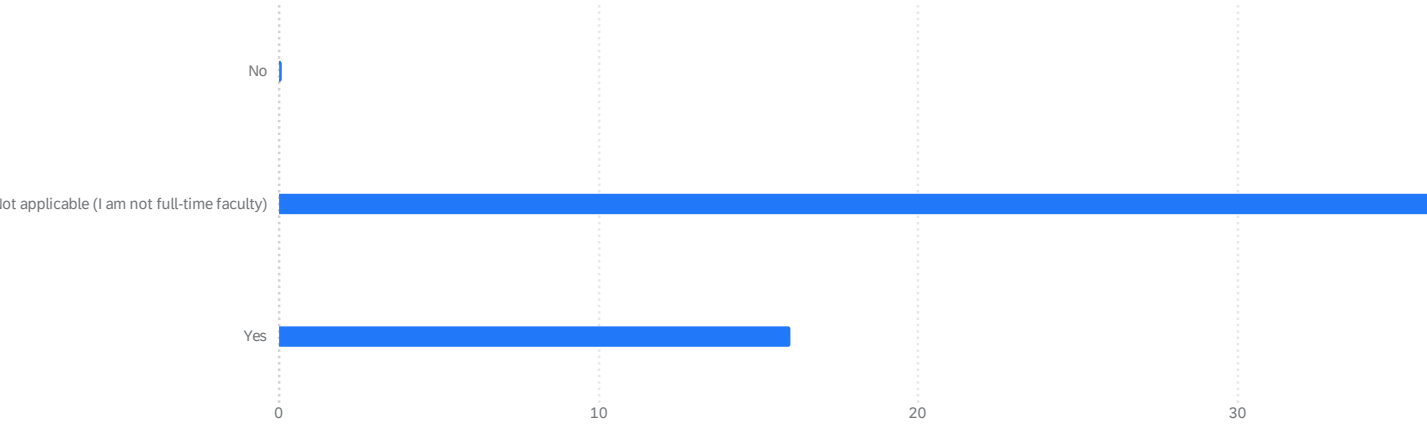
Do you feel like the Counseling and Student Development Division Office effectively onboards and supports our new employees? 53 ⓘ



Based on the question above, do you have any suggestions or ideas for onboarding employees? ⓘ

- A welcome mandatory welcome training with a member of your division and a counseling division person would be great!
- New hires are integrated and feel welcomed and supportive.
- I think we need to have a manuel with all the information regarding onboarding new employees.
- n/a
- N/A

As a full-time faculty member, I am provided clear guidelines from the Counseling and Student Development Division Office when I am in the process of completing my contract schedule, and assistance is available if I need clarification. 52 ⓘ



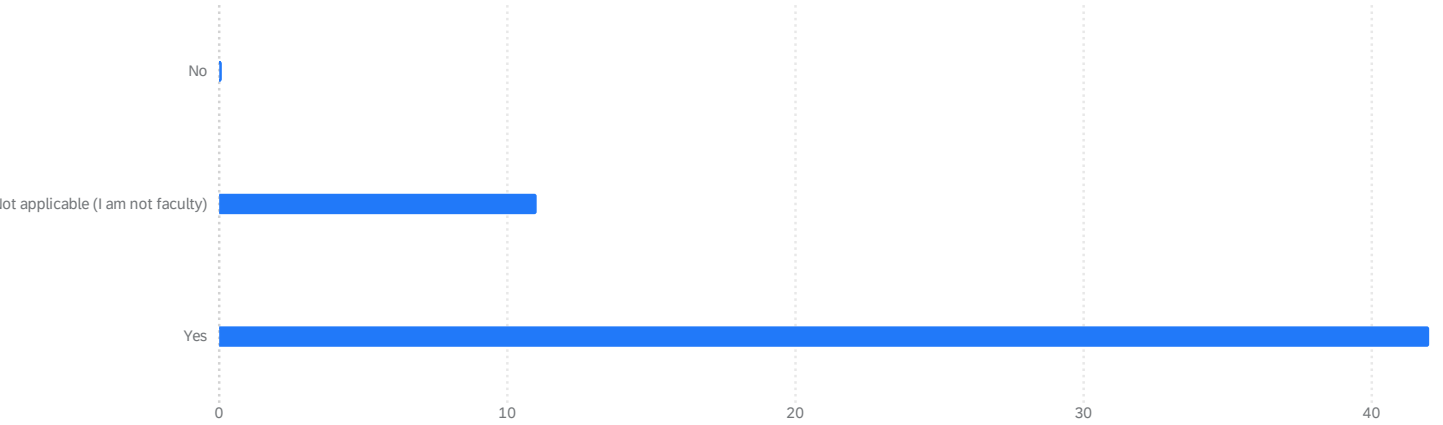
Based on the questions above, do you have suggestions or ideas on how the division office could provide more guidance or clarity when completing contract schedules? ⓘ

- n/a
- Keep remote days open as they help us with our quality of life.

n/a

N/A

As a full-time faculty member, I feel supported by the Counseling and Student Development Division Office when I need to make an adjustment to my contract schedule and/or SARS. 53 ⓘ



Based on the question above, do you have suggestions or ideas on how the division office can increase feelings of support with schedule adjustments or changes? ⓘ

n/a

No. All is well.

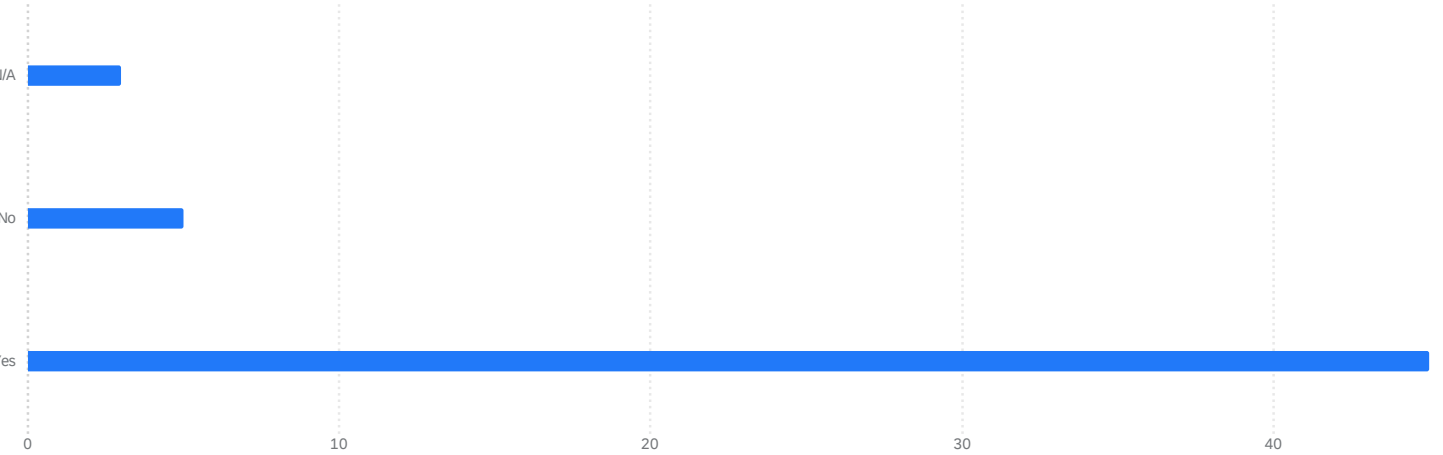
Always accommodating.

I feel supported.

n/a

N/A

Do you feel a sense of community when you are on campus? 53 ⓘ



Based on the question above, do you have any suggestions or ideas that the Counseling and Student Development Division Office could do to increase a sense of community on campus? ⓘ

I feel a sense of community with many of my Counseling and Student Development Division colleagues and also faculty and staff from other divisions in part because of my Career Education counseling role. I would recommend that more specific guidelines be given to counselor liaisons to ensure that they are touching base and collaborating with other departments and divisions more regularly.

More on campus faculty events would be ideal.

I always feel part of the community.

Team building activities, retreats, discussing student scenarios, review of policies and processes.

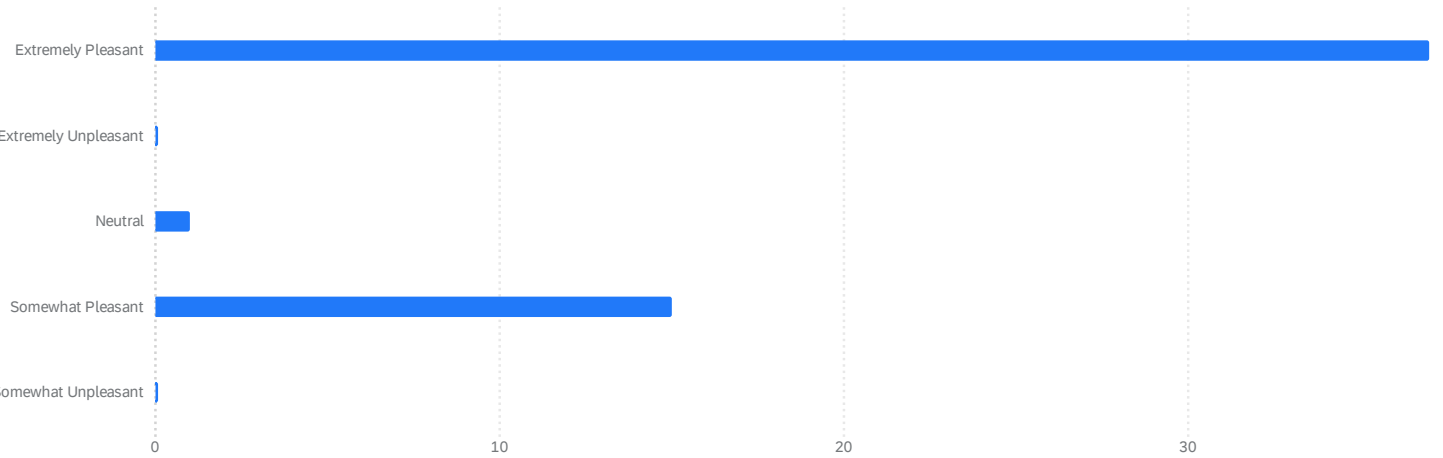
n/a

More in-person meetings and events which allow staff to get to know one another

I loved the potluck and enjoyed a casual space to reconnect with other programs. :)

Can't think of anything specific at the moment.

When you reach out to different departments in the Counseling and Student Development Division, do you have a pleasant experience? 53 ⓘ



Based on the question above, how could experiences be improved when reaching out to other departments within the Counseling and Student Development Division? ⓘ

I've only had pleasant experiences.

n/a

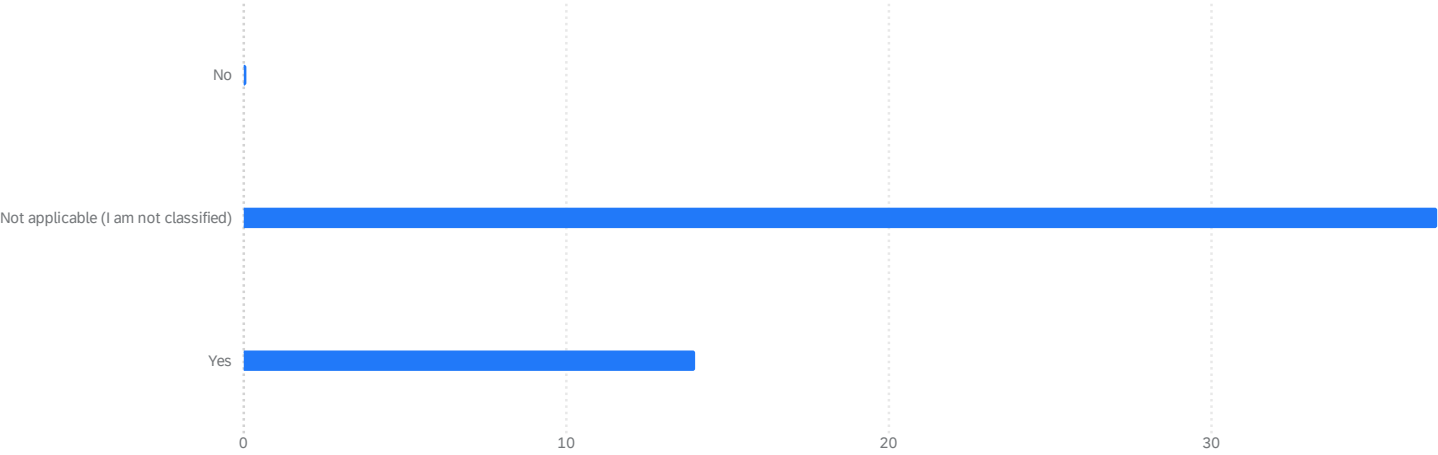
All pleasant experiences so far.

nothing to add since I have great experiences

n/a

I love that every office has a bright and welcoming staff member to speak with immediately. I feel (and hope) that when a student receives that same energy they feel welcome.

As a classified staff, do you feel the Counseling and Student Development Division Office is supportive of your professional development? 51 ⓘ



Based on the question above, do you have any thoughts or ideas on how the division office could be more supportive of professional development for our classified staff? ⓘ

NA

n/a

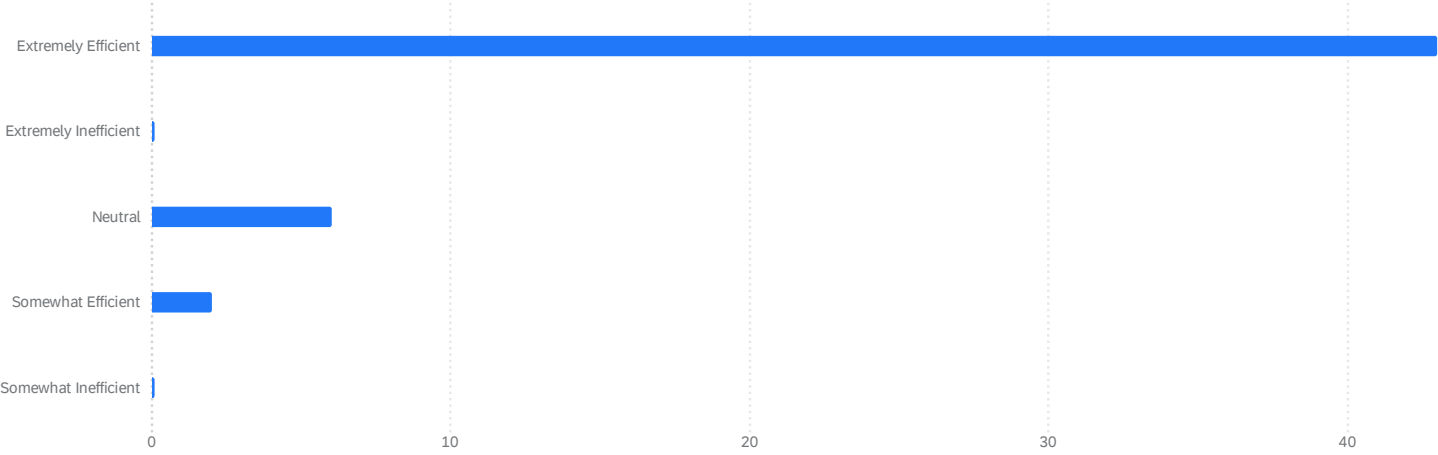
N/A

I appreciate how frequent notices about job opportunity, trainings, workshops, conferences etc. are shared and encouraged.

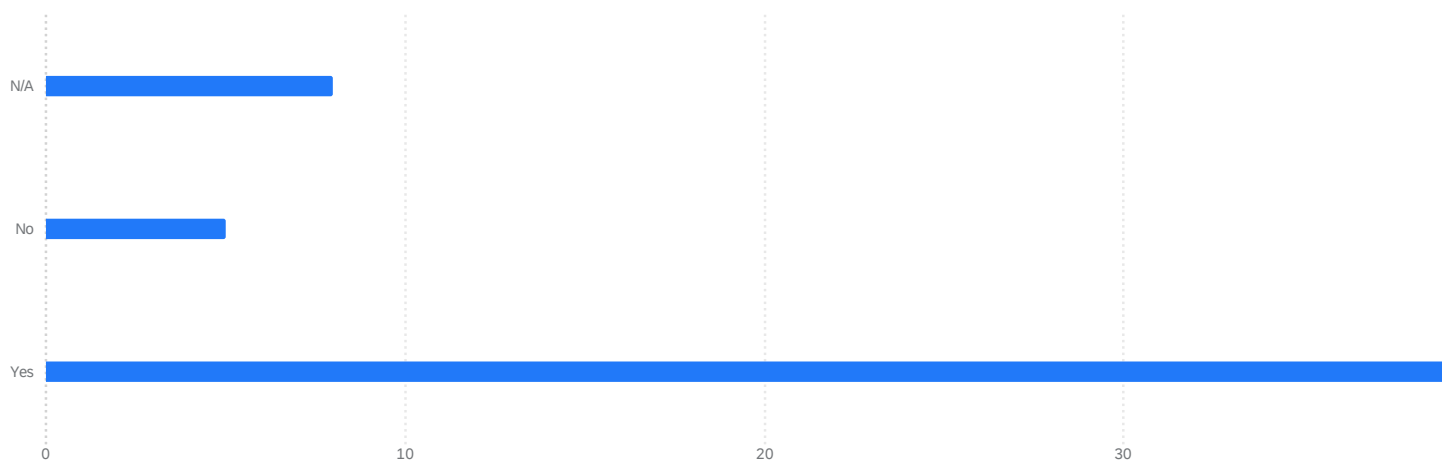
n/a

Classified flex days related to programs on campus

How efficient is the Counseling and Student Development Division Office in processing timesheets? 51 ⓘ



Do you feel the Counseling and Student Development Division Office addresses safety concerns? 52 ⓘ



Based on the question above, do you have thoughts or ideas on how the division office could improve on addressing safety concerns. ⓘ

I cannot recall discussing our safety plan for a shooter, fire, etc. in a few years. New staff and faculty have been hired and I'm not aware that we have received formal training since before the pandemic started.

n/a

Classified staff needs doors that lock!

Nothing to note here.

I think we can do better. We should have conversations of safety concerns. What are they? Have they been addressed?

n/a

I feel that in the event of an emergency with an active shooter in the building, part-time Counselors are extremely vulnerable when it comes to safety as we really don't have anywhere to go. I hate to put out this kind of a possibility, but with all of the shootings happening, it is the reality that we live in.

N/A

I would like a campus safety officer at each entrance to the building and cameras across campus that are monitors in the Campus safety office

Do you feel the Counseling and Student Development Division is adequately staffed? Feel free to be specific. ⓘ

My perception is that our Center's classified staff needs more support.

Yes!

Yes

We always seem understaff during high demand time

Yes, multiple staff personnel and counselors

Yes

n/a

Probably not.

We would greatly benefit from having more classified staff, especially more student support specialists

Yes, but the pandemic changed everything so it's hard to say at the moment from a counselor perspective.

Yes and No. Certain positions could use more staff and certain existing positions filled with qualified staff. Program budgets may be a result in being understaffed.

No

no

Yes, always staffed and gives us room to create.

No, I think more counselors are needed to sufficiently serve students during peak times.

No

Yes

No, we need more Counseling appointments to meet student needs.

I am not sure. Probably not

I feel that all areas can always benefit from more staffing to better support students. I would want to advocate for more part time classified staff to avoid gaps created in hiring professional expert contracts.

No we need more counselors

No. I think we need a coordinator for the events and more classified professionals.

NO

At this time yes, however staffing needs to be re-evaluated based on our hopeful growth in FC student population. When student numbers are high, there have been issues with staffing in the past

Yes

I feel that for counseling hours, we are adequately staffed. As a part-time counselor, I feel the dual enrollment classes are not. I know it is part of our contract, but the full-timers hardly ever sign-up. Having a family to get home to, it is hard to change my schedule for just a few weeks and sometimes it is very inconvenient. We do not get mileage reimbursement either. I think we either need to have more full-time counselors take on these courses to assist in coverage or higher part-time counselors to teach these. Make their contracts with two courses per semester.

In reference to the above question, do you have any suggestions or ideas regarding staffing needs? ⓘ

If our adjunct budget is negatively affected in 2023, we might need to reconsider the amount of hours adjuncts are given during non-peak time so we have enough coverage during high demand time. While this is not ideal, it maybe necessary

n/a

My guess is that it is hard to hire anyone new.

We would greatly benefit from having more classified staff, especially more student support specialists

N/A

We need more support for our Counseling staff. There needs to be a coordinator. In addition, Jennifer L. needs more support. Not sure when we will be getting a chair.

n/a

If hiring additional counselors does not work, I recommend looking at the length of appointments and the time spent on notetaking. There may be ways to reduce those times to accommodate additional students.

We need more FT Counselors, at least 2 more Classified staff, as well as a Counseling Coordinator!

Prioritize student appointment time within Counselor schedules.

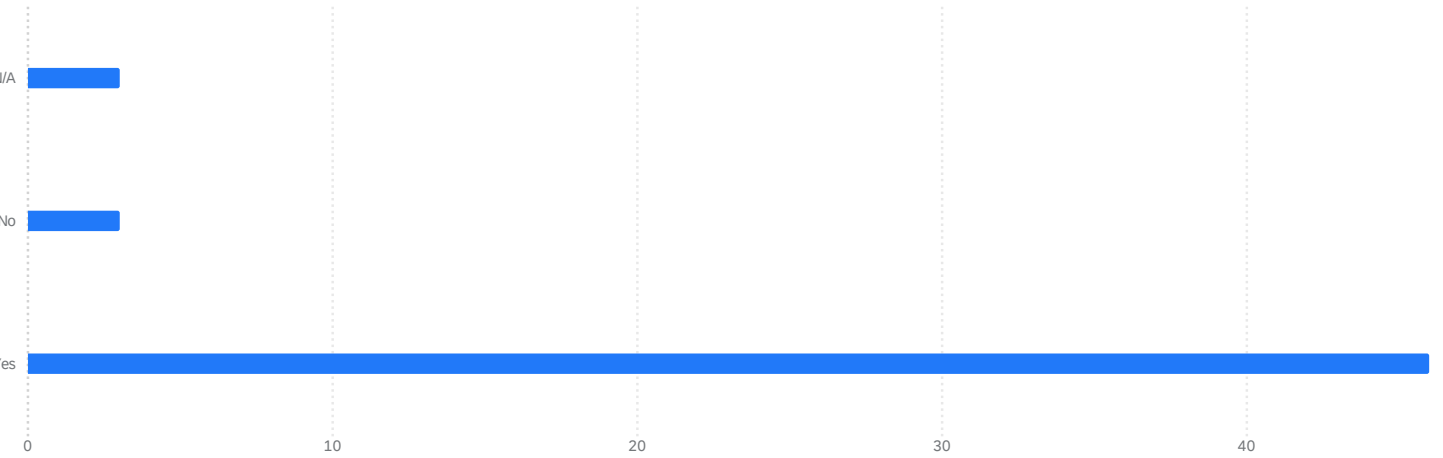
Same suggestion as above, more part time classified staff to avoid gaps created in hiring professional expert contracts.

Have we ever considered private funds for adjunct hiring, is this even allowed or legal?

We need a manager to assist with the front desk and another admin to assist counselors with other needs.

I know it is part of our contract, but the full-timers hardly ever sign-up. Having a family to get home to, it is hard to change my schedule for just a few weeks and sometimes it is very inconvenient. We do not get mileage reimbursement either. I think we either need to have more full-time counselors take on these courses to assist in coverage or higher more part-time counselors to teach these. Make their contracts with two courses per semester.

Do you feel that the Counseling and Student Development Division Office adequately supports your area with matriculation services? 52 ⓘ



Based on the question above, do you have any suggestions or ideas on how the division office could improve matriculation support in your area? ⓘ

n/a

Incorporate a more seamless approach for ESL learners.

I think the matriculation team needs more help. I think there plate is full.

n/a

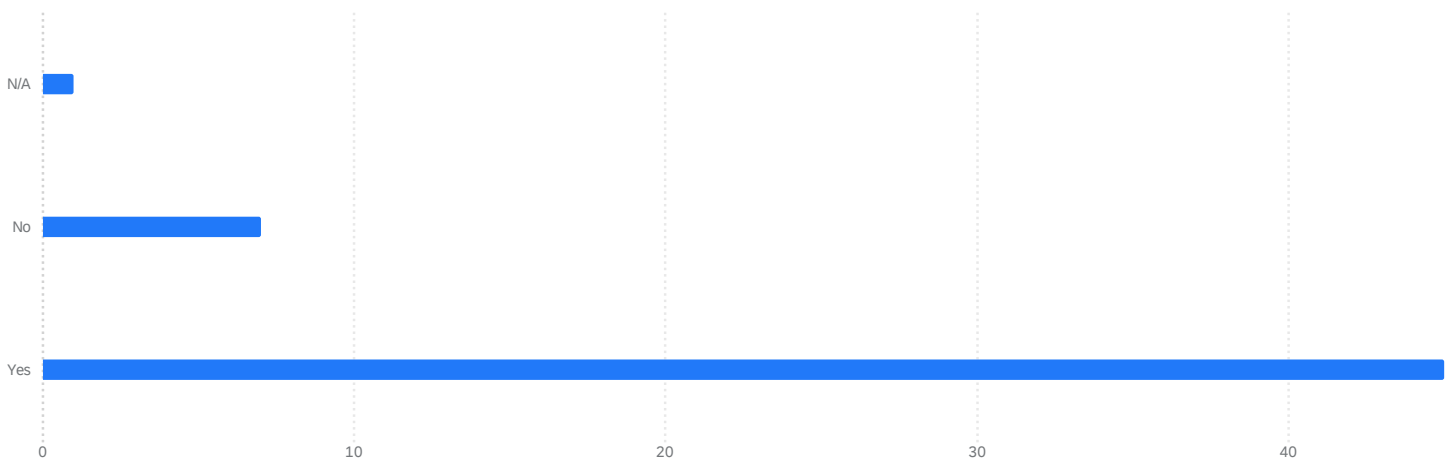
Matriculation events for incoming students are confusing with very similar programming, populations served, and naming conventions (Future Hornets, START, JumpStart, etc.). I would appreciate more time spent on what each event seeks to accomplish and to have names which are less similar and communicate what the event is about.

It would be helpful if in SARS the appointment noted if the student has completed matriculation or not.

If this is for students, matriculation workshops or sessions for students?

Notice that students come by that have an education plan on file but no placement when they should have creating extra steps

Do you feel that you have the tools and resources necessary to meet the responsibilities required in your position? 53 ⓘ



In reference to the question above, what tools and/or resources could better support you in meeting the responsibilities required in your position? ⓘ

DegreeWorks functions and accuracy needs improvement.

There are so many changes, emails...it's become a challenge to keep up at times. It's very frustrating when DW and or Banner are not operating properly

I feel like I am not getting enough training in basic counseling issues having worked at a special population program since I have started.

I have all the tools I need. However, would help for DegreeWorks not to freeze so frequently.

Degree Works has been a headache. The updated version continues to have issues. Onbase is going away and now we will have to learn another software. Formstack has been so helpful and that is also going away. Our tools are not working like the district promised it will. Audit isn't working but they want us to report the errors. This has been extremely frustrating.

n/q

In the latest training, there were more questions than answers. We need an exact timeline with respect to the change from the business adt to business adt 2.0. Do we have to do major course substitutions for courses such as Math 120/121 or Math 141/143? Can the transcript format be redone to notate AA/CSU/UC courses? Will there be additional help/a resource guide for the new degreeworks? Will information emails/updates be less frequent now that we don't have a chair? Why don't we have a chair?

Funding is incredibly limited which limits programming for students.

Many Admin procedures are not created to improve productivity and most changes to procedures make them more time consuming, rather than improvements to make things more streamlined. Training for admins is also either non-existent or minimal and when reaching out for input, we are either encouraged to reach out to other admins for direction or given conflicting information about processes. These issues are not due to Counseling leadership, but are a campus issue. Our Dean addresses issues, when brought to her attention, always.

The tools and resources that are issues are due to the district (like DW issues)

I wish I had much larger monitors so that when sharing a screen with students in office I may have two windows on one screen showing both the GE pattern in one window and the DegreeWorks plan on the second window. I wish we had protective glass like admissions does

The department needs better technology.

The technology overall is subpar. The tools I need from a technology standpoint are completely unreliable. This is a district issue, and fortunately we have staff in our division that assists us with these issues, however the issues are extensive and pervasive

Do you have anything you would like to add that could improve support or address employee needs from the Counseling and Student Development Office that was not addressed in this survey? ⓘ

I think counselors need to discuss processes and forms. For instance, GI has been an issue, DW notes, no show policy, appropriate clearance (SSC vs Banner), update process for purple form and OCT Eval form etc.

n/q

Not that could be solved by this office- the change that needs to happen is on a larger scale. We need to get rid of the two-tiered faculty system in the community college system. Adjunct faculty are equally as qualified as the full-time tenured faculty. Adjunct/contingent/part-time faculty deserve the same pay; SECURITY/stability; health/dental/vision/life insurance; respect. We are not less than and the power differential should not exist in an institution that champions equity, equality, and fairness. I know no one wants to look at this, talk about this, admit this. It's too uncomfortable. It's sad that even the untouchable tenured faculty don't reach out or give voice to the plight of the adjunct faculty. If they truly had empathy, I believe they would.

Program Review - Counseling Division 22/23

Final Audit Report

2023-01-29

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