



# Fullerton College

## Self-study for Counseling Program

2025

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### Section 1: Introduction

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1. Briefly describe your program, make sure to include how your program helps the College achieve its mission.

The Counseling Instructional Program and the Disability Support Services (DSS) Program at Fullerton College work collaboratively to advance the college's mission of building a supportive and inclusive environment where students become successful learners, responsible leaders, and engaged community members.

The Counseling Instructional Program supports student success by offering transferable courses that promote academic planning, career exploration, personal development, and lifelong learning. Courses such as COUN 140 (Educational Planning) and COUN 151 (Career and Life Planning) help students clarify their goals, develop self-awareness, and build essential skills in time management, decision-making, and resilience. These courses are particularly impactful for first-generation, reentry, and undecided students and are often embedded within equity-focused learning communities such as Punte, Umoja, and Promise. Through culturally responsive instruction and a focus on personal and academic growth, the program creates an inclusive learning environment that empowers students to persist, complete degrees or certificates, transfer, and enter the workforce with confidence.

Similarly, the Disability Support Services (DSS) Program directly contributes to this mission by ensuring that students with disabilities have equal and timely access to all academic and campus-wide programs. DSS provides mandated educational accommodations and specialized instruction that help students achieve their educational and career goals. The instructional component of DSS—the Adaptive Computer Lab (ACL)—offers courses such as COUN 071 and COUN 075, which provide students with disabilities the opportunity to develop compensatory learning strategies and receive training in assistive technologies. Additionally, COUN 072 (Learning Assessment) provides individualized diagnostic learning assessments that help identify learning disabilities and inform tailored support plans. These courses equip students to understand their learning styles, utilize prescribed services effectively, and reach their academic goals, whether earning a degree or certificate, preparing for transfer, or pursuing career advancement.

Together, the Counseling Instructional Program and DSS exemplify Fullerton College's commitment to equitable access, student empowerment, and lifelong learning. By fostering self-awareness, resilience, and academic skill development within an inclusive and culturally responsive framework, these programs create clear pathways for all students to achieve success and contribute meaningfully to their communities.

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## Section 2: Students

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### 2.1 Student Demographics and Enrollment Trends

1. Using the data provided by the OIE, describe the student population your department serves. Which demographic groups have the most enrollments in your program? Which student groups are underrepresented in your program? Has the demographic profile of your program changed over the last four years?

### **Counseling Instruction (Non-DSS Courses):**

With the exception of 2020–2021 (the COVID year), enrollment in our Counseling courses has steadily increased over the past five years, mirroring the overall growth in campus-wide enrollment, an increase in demand for dual enrollment classes, and more modality options.

### **Enrollment Trends by Ethnicity**

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Based on data from the OIE, Counseling courses over the past four years primarily served Latina/o/x/e students, who made up an average of 67% of enrollment. This percentage is higher than the campus-wide average for this group.

The most underrepresented student groups in Counseling courses were:

- American Indian or Alaska Native – 0%
- Native Hawaiian and Other Pacific Islander – 0%
- Black/African American – 5%

While the 0% enrollment for American Indian or Alaska Native and Native Hawaiian and Other Pacific Islander students is consistent with campus-wide trends, Black/African American students enrolled in Counseling classes at a higher rate than their campus-wide representation.

Over the last four years, we observed increased enrollment among:

- Black/African American students
- Latina/o/x/e students
- Students identifying as two or more races

In contrast, Asian and White students enrolled in Counseling courses at a lower rate compared to their overall campus-wide enrollment.

### **Enrollment Trends by Gender**

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We observed a narrowing gender gap in Counseling course enrollment. In 2020–2021, female students made up 54%

and male students 41%—a 13% gap. By 2024–2025, this gap had decreased to 5%, with female enrollment at 47% and male enrollment at 42%. Despite the narrowing, female enrollment remains higher. The narrowing may be attributed to greater efforts to outreach to male and female high school student populations with events like the Males Achieving Success (MAS) Conference and the Mujeres Achieving Success (MAS) Conference.

## **DSS Counseling Courses:**

Context: The DSS Instructional Program is comprised of three courses, including COUN 071, COUN 075, and COUN 072. COUN 071 and COUN 075 are support courses to assist students in their college classes and to gain access to assistive technology that is often necessary for academic success and goal attainment. COUN 072 is an assessment class that allows students who may have an undocumented learning disability the potential to gain access to disability-related support services.

Based on the data provided by the OIE, our department courses primarily serve the Latina/o/x/e student population, which consistently represents the largest share of enrollments in our program courses. Over the last five years, Latina/o/x/e students have averaged 59.2% of total enrollment, making up more than half of the student body. In comparison, White, Asian, and Black/African American students are underrepresented in our program. The demographic profile of our student population has remained consistent over the past four years, with no significant changes in enrollment trends across groups.

Academic Year	2020-2021		2021-2022		2022-2023		2023-2024		2024-2025	
	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent	Enrollments	Percent
American Indian or Alaska Native	1	1%	1	1%						
Unknown	3	2%	5	3%	2	2%	5	3%	5	2%
Black or African American	8	5%	8	6%	6	5%	12	6%	12	6%
Two or more races	3	2%	10	7%	9	8%	14	7%	11	5%
Asian	13	8%	10	7%	15	13%	25	13%	15	7%
White	34	21%	19	13%	17	14%	37	19%	39	18%
Latina/o/x/e	99	61%	91	63%	69	58%	106	53%	130	61%
<b>Total</b>	<b>161</b>	<b>100%</b>	<b>144</b>	<b>100%</b>	<b>118</b>	<b>100%</b>	<b>199</b>	<b>100%</b>	<b>212</b>	<b>100%</b>

2. Briefly describe course-level enrollment trends in your program over the past five years. Have the enrollment trends in your program changed over the last five years? To what do you attribute any changes or lack of changes?

## **Counseling Instruction (Non-DSS Courses):**

### **COUN 100\_F Orientation for College Success (1 Unit):**

Enrollment increased significantly from 33 students in 2022–2023 to 252 in 2023–2024, and 255 in 2024–2025. This growth is attributed to the high demand for the course as a Dual Enrollment option at local feeder high schools.

### **COUN 101\_F The College Experience (2 Units):**

Enrollment has fluctuated over the past four years, with the lowest in 2021–2022 (183 students) during the COVID-affected year, and the highest in 2023–2024 (257 students). In 2024–2025, enrollment declined slightly to 226 students.

### **COUN 110\_F Teaching As a Career (3 Units):**

Enrollments have remained consistent with one section being offered every academic year. An average of 26 students enroll each year. This is due to the Teacher Pathways Program cohort.

**COUN 135\_F Introduction to Leadership Development (3 Units):**

Enrollments were steadily increasing from 2020-2021 with 79 students enrolled to 140 students enrolled in 2023-2024. There was a decrease in 2024-2025 of 111 students enrolled. This decline may be linked to the anticipated implementation of the Cal-GETC general education pattern, which replaced the CSU GE pattern in Fall 2025. Unlike its predecessor, Cal-GETC does not include COUN 135\_F.

**COUN 140\_F Educational Planning (0.5 Units):**

Enrollment in COUN 140 has declined significantly, from 849 students in 2020-2021 to 170 students in 2024-2025. Originally selected as a 0.5-unit Dual Enrollment course to orient students to the college and help them develop an educational plan, it is no longer used as the primary orientation course. As a result, fewer sections are now being offered.

**COUN 141\_F Career Exploration (1 Unit):**

Enrollment in COUN 141 increased significantly from 174 students in 2023-2024 to 461 students in 2024-2025, largely due to its growing popularity as a Dual Enrollment course offered at high schools.

**COUN 144\_F Career Motivation and Self Confidence (1 Unit):**

Enrollment remains low and consistent with few course options over the last 4 years with 10 enrollments in 2020-2021 and 17 in 2023-2024.

**COUN 148\_F Human Potential (1 Unit):**

Enrollments fluctuated from 173 in 2020-2021 to 88 in 2022-2023 back up to 220 in 2024-2025. The decline may be attributed to Covid and the increase is attributed to Dual Enrollment. The Puente program offers this course to their 2 cohorts every spring.

**COUN 151\_F Career and College Success (3 Units):**

COUN 151, our most frequently offered course, enrolled 1,707 students in 2020-2021. Enrollment dipped in 2021-2022, likely due to the impact of COVID-19, but rebounded to 1,789 students in 2022-2023. In 2023-2024, enrollment remained relatively stable before dropping by 107 students to 1,667 in 2024-2025. This decline may be linked to the anticipated implementation of the Cal-GETC general education pattern, which replaced the CSU GE pattern in Fall 2025. Unlike its predecessor, Cal-GETC does not include COUN 151. As a result, we anticipate continued declines in COUN 151 enrollment in future years.

**COUN 152\_F Diversity in the World of Work (3 Units):**

This course was first offered in 2023-2024 with 29 students enrolled. In 2024-2025, enrollment increased to 81, likely due to the addition of more sections. We anticipate continued growth in enrollment now that the course has been approved as part of the Cal-GETC General Education pattern which was implemented in Fall 2025.

**COUN 160 Academic Success (3 Units):**

Enrollments in COUN 160 have steadily increased from 28 in 2020-2021 to 255 in 2024-2025, largely due to growing demand for the course as a Dual Enrollment offering.

### **COUN 163 Personal Growth and Life Success (3 Units):**

Enrollments have increase with the exception of 2022-2023. In 2020-2021, 214 students enrolled and in 2024-2025, 273 students enrolled. 73% of enrolled students were continuing Latina/o/x/e female students.

### **COUN 193 Financial Life Skills (2 Units):**

COUN 193 enrollments have remained consistent over the past five years, with the exception of 2021–22. Enrollment was 62 students in 2020–21 and 65 students in 2024–25. One section of the course if offered during the Winter Session and it consistently fills.

## **DSS Counseling Courses:**

Over the past five years, enrollment in COUN 071 and COUN 075 first declined during the initial three years (AY20/21, AY21/22, AY22/23) before rebounding in the last two years (AY23/24, AY24/25). The decline is likely tied to the shift in course modality during the Covid-19 pandemic. While these courses have historically been designed for in-person, on-campus instruction, the sudden transition to online delivery—whether fully asynchronous or synchronous—posed challenges for students with disabilities, who often require more hands-on and detailed support than can be effectively provided in an online format. As the college transitioned back to in-person services, COUN 071 and 075 adopted a hybrid modality, offering both face-to-face support and remote options to better meet the needs of all students. In the last two years, enrollment has increased, which we attribute to the return of in-person support combined with flexible hybrid offerings that accommodate diverse student needs.

The initial decline and then increase in enrollment correlates with the overall enrollment pattern across all programs at Fullerton College.

Over the past five years, enrollment in COUN 072 has remained relatively low since the last Self-Study completed in Fall 21. As described previously, the trend is connected to a change in Title 5 regulations allowing incoming HS students to be verified with learning disabilities based on existing high school documents. Therefore, fewer students enrolled in COUN 072 as the demand for assessment decreased.

Nevertheless, it is crucial that Fullerton College DSS continue to offer this course. COUN 072 provides critical access for students who do not transition directly from high school and/or have never been assessed for learning disabilities. It also benefits students for the purposes of transfer or outside standardized assessment accommodations. For these students, the course offers an important opportunity to gain access to support services, to better understand their academic strengths and weaknesses, as well as to further their educational and career goals—resources that might not otherwise be available to them.

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3. How do you monitor and modify course offerings, including time and modality, to ensure that students' needs are being met?

## **Counseling Instruction (Non-DSS Courses):**

The Counseling Department has a course scheduling workgroup which conducts a comprehensive review of historical enrollment trends and course utilization data to inform future scheduling decisions.

### **Counseling Class Scheduling and Teaching Assignment Process for 2025-2026**

LIST OF COURSE OFFERINGS: Class schedule rolls from previous year. After a thorough review and revisions to address student enrollment patterns, anticipated demand, department and special program needs, the list of course offerings is finalized.

Workgroup membership includes SSS division rep, special program instructor, online counseling instructor, instructional faculty (COUN) along with Administrative Assistant and Department Coordinator.

Workgroup goal is to make data-driven and student-centered adjustments to the course offerings considering the following information as needed:

1. Fill rate/cancelled courses (consider new criteria for courses to be cancelled...60%) and trends using seat count report (within the 2 weeks prior to class start, start date, and census date) provided by Dean, Dean's Admin Asst and Dept Coordinator
2. Campus wide block scheduling patterns for start/end times (exceptions may be approved by the Dean for special programs)
3. Modalities of course offerings (balance hybrid/online, late-start, combo options, full-term, etc.) and distribution to maximize access for students and fill rates.
4. Consider funding, FTES target (increase, decrease, maintenance) provided by VP/Dean
5. Input from Counseling Faculty
6. Input about needs from all Special Programs
7. Room utilization/availability of Counseling classrooms

Request input/recommendations from all FT Counseling Faculty on courses, modalities, days/times for in person and hybrid classes with focus on meeting student needs.

Draft list of course offerings (with Dean and Department Coordinators' input).

Send Draft of course offerings to counseling faculty for review and input (shared doc) prior to meeting.

Present information to the Counseling Department for feedback during Counseling meeting.

CCSW considers and addresses feedback and finalizes schedule before the selection of courses takes place and the annual counseling calendars are due (ideally a week before meeting for class selection).

## **DSS Counseling Courses:**

We regularly monitor course time and modality through student feedback and staff and faculty observation. COUN 71 and 75 were originally offered in person but shifted online during COVID-19 to ensure continuity of learning. However, feedback and observations indicated that the fully online format did not provide sufficient support for many students with disabilities, and we received direct requests for more in-person assistance.

In response, we transitioned to a hybrid format. This model balances diverse needs: students who benefit from hands-on instruction and assistive technology training have consistent opportunities for in-person support, while students with schedule conflicts, transportation or other physical barriers, or health concerns can continue to participate remotely. We continue to evaluate the effectiveness of this format through student surveys and one-on-one check-ins. We remain flexible and ready to adjust modality and scheduling as student needs evolve.

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## **2.2 Student Achievement**

1. Using data provided by the OIE, describe overall student achievement counts, rates, and trends in your program over the past five years, these include: course success rates, degrees/certificates completion counts, transfer counts, licensing, job placement, wage improvements (not all of these measures apply to every program).

## **Counseling Instruction (Non-DSS Courses):**

Using OIE data, overall student achievement in our program over the past five years shows generally strong outcomes, with several promising trends as well as areas for targeted improvement. Course success rates have largely rebounded from the pandemic and are meeting or exceeding institution-set standards for most student groups.

Overall course success has returned to the pre-pandemic level of 70% (2020), increasing slightly to 71% in 2024–2025. Several student groups including Latina/o/x/e, Two or More Races, Unknown, and White students are surpassing the institutional benchmark. At the same time, American Indian or Alaska Native students continue to have lower success rates than other groups, indicating an ongoing equity gap. Black or African American and Latina/o/x/e students have demonstrated steady improvement over the five-year period, except for the COVID-impacted years.

All counseling courses currently exceed the Institutional Set Standard, with the exception of COUN 151. Because COUN 151 is our most frequently offered course, its lower success rate (61% from 2021–2025) has a notable impact on overall program performance. Contributing factors may include the need for continued professional development, strengthening culturally relevant instruction, and improving student awareness of resources such as free career assessments embedded in the course. We are actively developing strategies to improve achievement in this course. For example, one SLO related to résumé development shows lower student mastery, and we will be focusing on enhanced faculty training, revised instructional approaches, and additional in-class supports.

Data retrieved from the Office of Institutional Effectiveness indicates that our Interdisciplinary Studies (IDS) degrees continue to be student-centered, beneficial, and highly impactful. These degrees play a critical role in advancing the college's DEIA goals and remain among the most frequently awarded credentials at Fullerton College. According to recent research, a total of 6,734 IDS degrees were awarded over the past five years, significantly higher than the number of awards in other local AA and transfer degree categories. Within the IDS pathway, the IDS: Social Sciences degree continues to show the highest number of completions compared to the other IDS options.

Completion patterns also reveal important equity trends. Across all four IDS degrees, Latina/o/x students consistently achieve the highest and most stable completion rates. In contrast, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, Filipino, and Black or African American students have had the lowest completion rates over the past five years. While smaller cohort sizes may contribute to these outcomes, additional factors commonly associated with lower success, such as mental health challenges, limited access to resources, and a lack of culturally relevant curriculum may also play a role.

These findings reinforce the importance of continuing to strengthen equity minded practices and ensuring that all students, particularly those from historically underrepresented groups, receive the support needed to complete their educational goals.

Counseling is also strengthening targeted outreach and wraparound support for student groups with historically lower success rates, including Rising Scholars students, to help close equity gaps and support improved completion outcomes.

For students pursuing transfer and non-degree milestones, achievement remains strong. Over the past five years:

- 94% of students have attained CSU Certification, and
- 69% have completed IGETC Certification.

These results demonstrate the program's effectiveness in supporting both degree-applicable course completion and transfer readiness. While not all measures apply to this program (e.g., licensing, job placement, wage gains), the available indicators show stable or improving performance and a clear commitment to continuous improvement and equity-focused strategies.

## **DSS Counseling Courses:**

We will only address course success rates as other measures do not apply to the DSS program.

According to OIE data, the average success rates for all DSS courses over the past five years have exceeded the institution-set standard (ISS) of 62 percent. Specifically, COUN 071 has averaged 74 percent, COUN 072 has averaged 93 percent, and COUN 075 has averaged 79 percent.

Since COUN 071, COUN 072, and COUN 075 are all designed to assist and support students with disabilities rather than adding additional demands, success rates are expected to exceed ISS.

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2. Are there student groups whose success rates are below the institution-set standard or whose success rates are below other student groups? What factors can explain this?

## **Counseling Instruction (Non-DSS Courses):**

Yes. When reviewing our course success data, Black/African American students and American Indian or Alaska Native students have success rates that fall below the institution-set standard. Their success rates are also lower than those of other student groups within our program. These patterns mirror broader campus-wide trends, suggesting that the barriers affecting these groups are both program-specific and systemic.

It is important to note that these populations represent a much smaller portion of our overall enrollment. While smaller cohort sizes can influence year-to-year variability, the consistently lower success rates indicate that additional factors are likely contributing.

Based on feedback from students, campus climate data, and broader equity research, several potential factors may help explain these outcomes:

- Socioeconomic challenges such as work obligations, financial stress, or limited access to basic needs resources.
- Limited representation among faculty and staff, which can affect students' sense of belonging and connection to the program.
- A need for more culturally relevant and affirming curriculum or pedagogy, particularly for historically underserved groups.
- First-generation student status, which may affect familiarity with academic processes and available support.
- Mental health concerns, including stress, anxiety, or external pressures that impact academic performance.

These findings reinforce the importance of continuing to strengthen targeted support efforts, expand inclusive and culturally responsive practices, and collaborate with campus resources to enhance the learning environment for disproportionately impacted student groups.

## **DSS Counseling Courses:**

Only students identifying as “American Indian or Alaska Native” have success rates below the institution-set standard (ISS). This is due to the very small sample size—only two students—which makes the success rate highly sensitive and not representative of overall program performance.

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3. In terms of your degree and certificate completers, are there any groups who are underrepresented in your completion data compared to the overall enrollment in your program?

## **Counseling Instruction (Non-DSS Courses):**

Based on the Student Achievement: Degree and Certificate Awards by Ethnicity & Gender data, several groups appear underrepresented among our degree and certificate earners. Specifically, American Indian or Alaska Native, Black or African American, Filipino, and Native Hawaiian or Other Pacific Islander students are completing at lower rates, which may in part be attributed to the smaller overall enrollment of students from these groups within our program.

In contrast, Latina/o/x/e and White students are more prominently represented in our completion data and are earning AA IDS degrees in higher numbers. While enrollment size is a contributing factor, these patterns highlight the importance of continuing to examine equity gaps, strengthen culturally responsive practices, and ensure that all students have the support needed to reach completion.

We believe several factors may contribute to these gaps, including competing work and family responsibilities, inconsistent access to support services for online learners, and varying levels of academic preparation. To address this, we are planning on strengthening outreach through targeted student support, expanding culturally responsive teaching practices, and increasing awareness of available resources such as tutoring and career services. Our goal is to close these equity gaps and ensure all students have the support needed to complete their educational goals.

## **DSS Counseling Courses:**

This section is not applicable, as DSS classes do not belong to a degree/certificate program.

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4. Are your students completing your degree and certificate program requirements in the expected time frame? Are there certain groups whose rates are below other student groups? Discuss any efforts to improve time to completion.

## **Counseling Instruction (Non-DSS Courses):**

As an open-access community college, multiple factors influence whether students complete their associate degrees within the expected two-year time frame. Students' enrollment patterns (full-time vs. part-time), work commitments, financial responsibilities, mental health needs, family obligations, and access to financial aid all play significant roles in shaping time to completion.

An analysis of fall cohorts from 2018–2022 shows that several IDS degrees have the highest completion rates within three or more years, rather than within two:

- IDS: Social Science – 52% (Fall 2022 cohort, 3-year)
- IDS: Arts & Human Expression – 61% (Fall 2022 cohort, 3-year)
- IDS: Social Behavior & Self Development – 51% (Fall 2018 cohort, >3 years)
- IDS: Science & Math – 63% (Fall 2022 cohort, >3 years)

A noteworthy trend is that 68% of students who transfer also complete an IDS degree, suggesting strong alignment between transfer preparation and major coursework.

When examining time to completion by ethnicity and gender, Filipino students tend to complete their IDS degrees at

the fastest rate (within two years). In contrast, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander students have the lowest two-year completion rates. While smaller cohort sizes contribute to variability, these trends also reflect broader equity gaps seen across the institution.

To support timely completion, the Counseling Department is strengthening its equity-focused approaches and increasing proactive student outreach. Counselors regularly encourage students to schedule appointments to develop comprehensive education plans, as having a clearly sequenced plan is a well-established predictor of degree completion. We recently also developed the Navigating Your Educational Path: Resources for Choosing a Major at Fullerton College a new video series designed to support students in exploring and selecting their major, including a short video on the importance of meeting with a counselor to develop a comprehensive student educational plan, since we know that data shows that students who have a completed a CSEPP attain completion at higher rates.

In addition, the Counseling department in collaboration with other Student Services programs participate in the Guided Exit Program provides structured support for students who are close to finishing their programs by helping them identify remaining requirements and move efficiently toward completion. For students who fall behind, our probation program offers targeted interventions through workshops, skill-building sessions, and one-on-one counseling focused on success strategies and personalized guidance.

Together, these efforts aim to reduce time to completion, close equity gaps, and ensure that all IDS students have the resources and support needed to meet their educational goals.

## **DSS Counseling Courses:**

This section is not applicable, as DSS classes do not belong to a degree/certificate program.

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### **2.3 Student Learning Outcomes**

1. Describe your program's processes and practices for defining, assessing, and analyzing student learning outcomes at the course (CSLO) and program (PSLO) level. Include a discussion of how your program uses the results of CSLO/PSLO data to inform course and program improvement efforts.

## **Counseling Instruction (Non-DSS Courses):**

Counseling and Student Development courses are assessed regularly throughout each academic year. Faculty are strongly encouraged to complete assessments during the primary terms (spring and fall).

Discussions on CSLO results and attainment take place each academic year and continue annually. In these discussions, counselors dialogue about pedagogy, best practices, and related topics to improve our teaching and success rates. Information is housed in a central General Counseling shell for easy access for counselors. Since the new transition to Insights from eLumen, Counseling has held a training on the new platform so that faculty can easily follow the instructions on how to input SLO assessments, including rubrics in Canvas/Insights. There are also newly updated resources for this task in the General Counseling Shell.

Counseling created an Ad Hoc group with SLOA Division rep to update PSLOs for four IDS degrees. The PSLOs are inclusive of the necessary criteria, comprising ISLOs, PSLO Redesign Principles, National Association of Colleges and Employers (NACE) Core Competencies and higher order thinking verbs from Bloom's Taxonomy. The intent is to review the PSLOs for the programs within each instructional review cycle, as program, or courses within the program change to ensure that the PSLOs capture the essence of the programs.

PSLOs for Interdisciplinary Studies degrees are more unique than those for a specific major because of the breadth

and flexibility of these programs. They emphasize integration of broad competencies across multiple disciplines and focus on transferable skills that align with the college's Institutional Student Learning outcomes. They are designed to accommodate diverse student pathways including transfer, exploration, and personal enrichment. The four Interdisciplinary Studies degrees are currently up to date and align with PSLOs Guiding Principles of the college.

Counseling plans to have ongoing discussions about developing or working with research to develop an Exit Survey for students completing a degree with a questionnaire regarding a specific area of PSLO for a particular program. We also will be discussing the possibility of having Focus Groups through Zoom or in-person to have students provide feedback, demonstrate knowledge of PSLOs, and possibly offer incentives for participation.

The PSLOs for the California State University (CSU) Certificate and for the Intersegmental General Education Transfer Curriculum (IGETC) Certificate are based on General Education SLOs. These certificates differ from other programs in the counseling area, in that the courses in these patterns are not set by Fullerton College, rather they are standards set by the CSU and UC system. They represent the completion of a transferable general education pattern. The faculty plan to abide by the existing PSLOs in place for these certificates. This term, Fall 2025, CalGETC was introduced and counseling will be discussing and confirming following the same protocols as CSU/IGETC certificates.

## **DSS Counseling Courses:**

The students in COUN 071, COUN 072, and COUN 075 receive guided instruction tailored to their individual disability-related needs. Unlike typical academic courses with discipline-specific content, these courses emphasize individualized outcomes such as identifying and using assistive technologies, operating computer applications to support academic success (COUN 071 and COUN 075), and, through assessment, identifying specific learning disabilities and learning styles while applying appropriate accommodations to address learning limitations (COUN 072).

Assessment of CSLOs is therefore conducted through faculty observation, student reflections, lab participation, and completion of required workshops or training. Faculty collaboratively identify trends in student performance and barriers to learning. When patterns emerge, adjustments are made to course delivery, lab requirements, and instructional supports.

PSLO data does not apply to DSS courses.

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2. (OPTIONAL/NOT REQUIRED) Using the data provided by OIE, describe the most salient results of CSLO or PSLO mastery rates. Did you find significant differences by race, ethnicity, gender, and other categories?

Data not available.

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## **Section 3: Other Areas of Program Effectiveness**

1. Document any substantial changes to your program curriculum since the last review and discuss what prompted these changes. Looking forward, what changes to the curriculum do you plan based on the emerging needs of your discipline, industry, student population, etc.

## **Counseling Instruction (Non-DSS Courses):**

Our department made significant revisions to COUN 152 – Diversity in the World of Work and successfully received

approval for IGETC and Cal-GETC general education. We redesigned the course content, student learning outcomes, and implemented OER and textbooks that center culturally relevant perspectives. We developed a Canvas shell and provided resources for all counseling faculty with assessments and assignments that are inclusive and reflective of the lived experiences of our students. These changes were necessary as California adopted Cal-GETC and several of our other course offerings have been applicable for Lifelong Learning and Self-Development, which is no longer part of the new transfer General Education pattern.

Our plan is to review textbooks and readings to ensure that they reflect our student's experiences. Additionally, we will provide a repository of resources for counseling faculty to include case studies and assignments that reaffirm their identities and experiences as they navigate their academic journey at the college and transfer to the university or enter the workforce.

## **DSS Counseling Courses:**

Since the last self-study, COUN 071 and COUN 075 have transitioned from fully online to a hybrid format. While the core curriculum has remained the same, this shift has allowed instruction and support to be delivered through multiple modalities to better meet the diverse needs and schedules of our students. For example, workshops are now offered both in-person in the lab and virtually via Zoom, providing greater flexibility and access. In addition, students have multiple avenues to check in, provide feedback, and seek individualized support, which has strengthened engagement and responsiveness. Looking ahead, we plan to continue adapting our curriculum to reflect the emerging needs of our student population by reducing barriers and integrating new technologies that equip students with essential academic and compensatory skills to support their long-term success.

The curriculum has not changed for COUN 072. However, the tools used during the LD assessment process change every 5-10 years. Therefore, ongoing training and purchase of new tools is required to sustain the curriculum.

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2. Please briefly describe opportunities your students have to apply and deepen knowledge and skills through projects, apprenticeship, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that you intentionally embed in coursework or elsewhere in your program.

## **Counseling Instruction (Non-DSS Courses):**

Our counseling courses offer various opportunities for students to extend their learning beyond the classroom. Courses that are focused on student engagement and development have opportunities for students to connect with campus resources and complete assignments intentionally designed for students to form connections and foster a sense of belonging at the college.

Courses that focus on career exploration and development have assignments and career related assessments that require students to utilize the Career Center and tools to support the development and readiness. Students have opportunities to build resumes and strengthen interview preparation through mock interviews and informational interview assignments with industry professionals.

We have also been recently approved for Study Abroad for two courses: COUN 151 F and COUN 152 F. With these courses, students will have an immersive intercultural experience abroad as they gain knowledge about the global workforce and enrich their cultural awareness as it relates to career development and preparation.

## **DSS Counseling Courses:**

Courses in DSS are non-degree applicable and non-transferable and are designed to provide individualized and

specialized educational assistance to DSS students. As such, traditional experiential learning activities (e.g., internships, co-ops, study abroad) are not embedded within the curriculum. However, faculty consistently encourage students to pursue these opportunities when appropriate and provide referrals to relevant campus resources and programs that align with each student’s individual goals.

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3. Describe any laws, regulations, trends, policies, procedures, or other influences that have an impact on your program. These can include things like Vision 2030, CALGETC, Common Course Numbering, etc.

## **Counseling Instruction (Non-DSS Courses):**

Cal-GETC: With Cal-GETC in effect Fall 2025, new incoming students will no longer be able to complete a lifelong learning course as part of their GE pattern. Previously, we had four counseling courses in the area on the CSU GE pattern, which includes COUN 151 F – our highest enrolled course. Nonetheless, we anticipate maintaining our similar number of sections for this course because the course content is focused on college and career success which are key tenets of our mission. Despite the removal of lifelong learning on the transfer GE pattern, we have retained the area on our local associate degree GE pattern and we continue to have one counseling course on Cal-GETC in Social and Behavioral Sciences Area – COUN 152 F Diversity in the World of Work.

Vision 2030: With the increase in dual enrollment course offerings and partnerships with the high schools, we will continue to review our course offerings to recommend specific courses that are best adapted for high school students. We will explore additional resources to ensure content is accessible.

Title 5 § 55001.5 Changes to Course Outline of Record: COR will be required to include specific approaches that faculty implement to “accommodate and engage diverse student bodies”. We will review our CORs to include specific recommendations that ensure our learning environments and curricula reflect the student populations we serve.

## **DSS Counseling Courses:**

DSS Counseling classes need to remain consistent with updated Title V policies.

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## **Section 4: Faculty and Staff**

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### **4.1 Population and Demographics**

1. Using the data provided by OIE, describe your program’s staff (full-time/part-time faculty, nonfaculty, classified). How reflective of your program’s student population is your staff?

## **Counseling Instruction (Non-DSS Courses):**

According to data provided by the Office of Institutional Effectiveness (OIE), Counseling Instruction is staffed by a combination of full-time and part-time counseling faculty, with a slightly higher proportion of full-time instructors in recent years. Over the past five academic years (2020–2021 through 2024–2025), the total number of instructional faculty has remained relatively stable, ranging from 54 to 61 faculty members.

Full-time faculty represent just over half of the instructional staff, increasing from 22 in 2020–2021 to 27 in 2024–2025, or from 47% to 56% of the total faculty. This gradual increase demonstrates the department’s commitment to

strengthening full-time instructional capacity and ensuring continuity and consistency in counseling course offerings.

### **Full-Time Faculty (Counseling Instruction):**

- 2020–2021: 22
- 2021–2022: 21
- 2022–2023: 24
- 2023–2024: 24
- 2024–2025: 27

Part-time counseling faculty remain an essential component of the department, providing flexibility and supporting instructional needs during peak times or in specialized program areas. Over the same five-year period, part-time faculty counts have ranged from 32 to 40, comprising approximately 39–53% of the department’s instructional faculty.

### **Part-Time Faculty (Counseling Instruction):**

- 2020–2021: 40
- 2021–2022: 33
- 2022–2023: 32
- 2023–2024: 33
- 2024–2025: 32

This balanced staffing model allows the Counseling Division to maintain stable instructional coverage while adapting to enrollment changes and program needs. The consistent presence of full-time faculty ensures quality and continuity in course delivery, while the contributions of part-time instructors enhance flexibility and access for students.

## **DSS Counseling Courses:**

DSS currently has five full-time faculty. With such a small sample size, it is difficult to draw meaningful conclusions about how reflective our staff demographics are of our student population.

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2. Describe your program’s staffing changes since fall 2021. How have these changes impacted your program’s ability to achieve its strategic action plans?

## **Counseling Instruction (Non-DSS Courses):**

Since fall 2021, FC Counseling has experienced gradual growth in full-time faculty instruction and stabilization in overall instructional staffing levels. The number of full-time instructional counselors increased from 21 in 2021–2022 to 27 in 2024–2025, representing a 29% increase in full-time faculty teaching. During the same period, part-time faculty instructor numbers remained relatively stable, fluctuating between 32 and 33, indicating a consistent level of instructional support.

This increase in full-time faculty instruction has positively impacted the program’s ability

to implement the institution's strategic action plan, particularly in the areas of Equitable Access and Student Success. With more full-time instructors, the department has been able to:

- Expand counseling course offerings, ensuring that key courses are scheduled more regularly to meet student demand.
- Enhance curriculum, as full-time faculty have greater capacity to update course content, align student learning outcomes, and participate in department planning.
- Strengthen student engagement and retention, since full-time instructors are more available to provide holistic academic and career guidance beyond the classroom.

While part-time faculty continue to play a crucial role in maintaining flexibility and supporting enrollment peaks, the increased presence of full-time counseling instructors has led to greater program stability and alignment with institutional goals related to student equity, access, and completion. Overall, the slight instructional shifts have strengthened the department's ability to meet its strategic objectives and sustain high-quality counseling instruction.

## **DSS Counseling Courses:**

DSS hired a full-time ACL instructor in Fall 2022. This staffing change directly supported the program's strategic action plan to secure a faculty member qualified to provide students with the specialized support offered in COUN 071 and COUN 075. The addition of a full-time instructor has been instrumental in stabilizing and growing the program, as evidenced by the increase in student enrollment in these courses compared to the period after the previous full-time ACL faculty member departed.

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### **4.2 Staff Support and Professional Development**

1. Describe the regular discussions your program faculty are having about equitable grading, attendance, late work, extra credit policies, and other strategies to support equitable student success.

## **Counseling Instruction (Non-DSS Courses):**

Several Counseling faculty members have and are planning to participate in CORE training, which emphasizes culturally responsive and equity-minded teaching practices. Building on this foundation, the Counseling Department recognizes the need to engage in regular, structured discussions about equitable grading, attendance, late work, and extra credit policies. While some informal conversations have and are still occurring, these discussions have not been consistent or coordinated across the department.

In the coming semesters, the department aims to make this a formal and ongoing focus area. Our goal is to develop a shared understanding and set of best practices that promote equitable student success across all Counseling courses. This work will be directly connected to and informed by efforts that began with the COUN 151 Best Practices group. Given that Counseling 151 is one of our most frequently offered and highest-enrolled courses, but also one with lower success rates when compared with other counseling courses, this will serve as a starting point for deeper analysis and improvement.

The department also talked about creating an Instructional Success Group within our department to gather, refine, and implement effective strategies. These efforts will move beyond sharing resources or classroom activities to include the development of clear department instructional guidelines and common practices around grading flexibility, attendance expectations, and late work policies.

By prioritizing this goal, the Counseling Department seeks to ensure that all instructional policies reflect our commitment to equity, transparency, and student success, particularly for disproportionately impacted student populations.

## **DSS Counseling Courses:**

Equitable grading, flexible late work policies, and opportunities for extra credit are all considered in the design of DSS courses, since COUN 071 and 075 are structured to provide support rather than add additional demands on students, while COUN 072 is designed to help students identify potential learning disabilities, understand their individual learning styles, and utilize specific support services and accommodations to promote successful learning outcomes.

Faculty conversations on these topics often take place when we are sought by colleagues outside of DSS to provide guidance on how to best support students with disabilities, including equitable grading practices, flexible late work policies, and alternative testing methods.

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2. How have these conversations shaped practices or policies in your program? What action has arisen from these discussions? If no action has been taken, why not?

## **Counseling Instruction (Non-DSS Courses):**

The Counseling Department's conversations around equitable grading and student success are still in the developmental stage. While these discussions have not yet resulted in formal department-wide policies, they have significantly increased faculty awareness and reflection on equity-minded instructional practices.

Faculty participating in CORE training have shared updates highlighting tangible progress. Many have revised their syllabi and are making deliberate efforts to adjust course materials to be more inclusive, culturally responsive, and supportive of equitable student success. These efforts include clearer communication of course expectations, and more flexible assignment and attendance policies.

The department plans to continue this work with the goal of moving from individual practice changes to department-wide guidelines that promote consistency and equity. While no formal policies have been adopted yet, this remains a priority action area for 2025–26. Next steps include collecting feedback from CORE participants, reviewing course success data, and using those insights to inform the development of equitable grading and instructional policies across Counseling courses.

## **DSS Counseling Courses:**

These conversations have reinforced the intentional design of DSS courses to prioritize student support and equitable access. As a result, our program continues to provide support within our courses with the priority to ensure students are not penalized for disability-related challenges.

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3. What additional areas of professional development could help your faculty and staff engage in this work?

## **Counseling Instruction (Non-DSS Courses):**

The Counseling Department recognizes the need for expanded professional development to strengthen equitable teaching and student success. Faculty would benefit from course-specific training (e.g., COUN

140, 151, 152) focused on aligning instructional practices and redesigning courses through an equity lens. Developing and maintaining shared Canvas shells for each course would support consistency and collaboration; however, staff support is needed to manage and update these resources, including syllabi and instructional materials.

Currently, OTC recertification is one of the few structured professional development opportunities available, but it does not fully address ongoing needs for equity-focused training. The department seeks funding and institutional support for sustained professional learning opportunities such as workshops, centered on equitable grading, culturally responsive pedagogy, and inclusive course design. These efforts will ensure that Counseling courses remain student-centered and aligned with collegewide equity goals.

## **DSS Counseling Courses:**

Training on the latest assessment tools to assist with identifying students who would benefit from the support DSS offers.

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## **Section 5: Program Planning**

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### **5.1 Progress on Previous Strategic Action Plans**

1. Please discuss the goals (Strategic Action Plans, SAPs) from your last self-study. Assess and explain your progress on each of the SAP.

## **Counseling Instruction (Non-DSS Courses):**

- Counseling SAP #1: New Counseling faculty will be hired to maintain current levels of instructional and counseling services (EOPS, VRC, General Counseling)

Over the last program review cycle, we had 1 faculty transition to Department Dean and 1 General Counselor assigned to CalWorks retire. The following Full Time counseling positions were hired during the last cycle: Athletics, CalWORKS, UMOJA, and EOPS (in progress). Part-time adjunct counselors teaching have declined slightly during the last cycle. This may be as a result of class cancelations and more full-time counselors electing to teach our counseling courses.

- Counseling SAP #2: Counseling faculty will review and rewrite counseling courses as necessary for UC transferability
  - COUN 135 F Introduction to Leadership Development is in progress of being updated.
  - COUN 152 Diversity in the World of Work was approved for UC transfer and Cal-GETC General Education Area D.
- Counseling SAP #3: Provide free MBTI and STRONG Assessments to students in all COUN 151 F courses and through the Career Center

From 2022 to 2025, a total of 3,298 MBTI assessments and 2,988 Strong Interest Inventory assessments were administered to students free of charge. Offering these assessments at no cost has supported more equitable access to career development resources for our diverse student population.

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supported more equitable access to career development resources for our diverse student population.

#### Impact on Major Declaration

Current data does not indicate whether the free assessments have led to an increase in students declaring a major. While the Major Change Form from Admissions & Records provides resources for students exploring their academic options, it does not include an “Undecided” option among major selections. As a result, it is not possible to determine if the number of students declaring a major has increased.

#### Potential Impact on COUN 151 Enrollment

We anticipate that enrollment in COUN 151 F courses may increase if assessments continue to be offered at no cost. Given the college’s large low-income student population, financial accessibility may be an important contributing factor to course participation. Collecting direct feedback from students would help confirm whether the availability of free assessments influences their decision to enroll.

Data from MBTI and Strong assessments completed in COUN 151 show a notable peak in 2023, with an additional one-time increase during summer 2023.

Similarly, the number of students receiving interpretation of assessment results peaked in spring and summer 2023, corresponding with higher assessment activity during those terms. Overall, fall semesters consistently show the highest levels of participation.

It is important to note that this data includes only comprehensive assessments and does not account for other types of assessments that faculty may use in their COUN 151 classes. Additionally, interpretation dates are not always reported, which may result in some underreporting.

Participation in career assessments and interpretation sessions within COUN 151 varies by semester, with the highest engagement observed during fall terms. Recent decreases may be influenced by the Career Center’s offerings of more basic assessments (e.g., MBTI Experience, Super Strong, etc.).

## **DSS Counseling Courses:**

- Purchase of the learning disability assessment materials—purchased needed WAIS-V kits for use in the COUN 072 course and IPADS for use of Q Interactive administration renewal of site license for Q interactive program every year for the last 4 years.
- Hiring full-time instructor for ACL – hired a full-time instructor for ACL in Fall 2022 which allowed for consistent course offerings and support for students.
- Hiring at least 5 hourly tutors for ACL – Hourly tutors allowed for adequate staffing and support for ACL students who are experiencing learning challenges
- Purchase 9 tablets for COUN 71,72,75 – purchased needed tablets for LD assessments administration and ACL students who need access to specialized applications.
- Purchase 25 livescribe pens – Glean/Genio Notetaking Application was purchased in lieu of livescribe pens, to provide students with a more comprehensive notetaking experience.
- Professional development/training for LD specialists - Utilized funding for CAPED (California Association for Postsecondary Education and Disability) Convention to further specialized training related to serving students with disabilities
- Purchase of 150 Equatio licenses – Purchased in 2023 but not renewed due to low student usage
- Renew Sensus Access subscription – provides students with immediate and independent access to alternate formats for light course/reading materials.
- Purchase of 2 Dragon Software License and 2 laptops – Purchased Dragon software and laptops to support students with physical limitations. Training in Dragon, focusing on voice dictation and computer navigation, has

- enabled students to complete academic tasks with greater independence.
  - Funding for eGlass Lightboard – did not purchase and no longer needed
  - Funding for Merit Software program - did not purchase and no longer needed
- 

2. If additional funds were NOT allocated to you in the last review cycle, how did the LACK of funds have an impact on your program?

## **Counseling Instruction (Non-DSS Courses):**

We received \$37,072 in funding during the last review cycle to purchase laptops and hotspots, allowing us to replace outdated technology and provide new instructors with the equipment they need.

## **DSS Counseling Courses:**

Although adequate support was received with our last review cycle, accessibility is constantly evolving, and costs are consistently rising, requiring more resources for each review cycle.

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## **SAPs**

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### **Counseling Instruction (Non-DSS Courses): A Four-Year Plan for Advancing Equitable and Inclusive Teaching Practices for Student Success in Counseling Courses**

#### **Short Description:**

Data shows that COUN 151, one of our most frequently offered courses, has had the lowest average success rate over the past four years compared to other Counseling department courses. In response, the department proposes implementing targeted strategies over the next four years to build and sustain a unified, inclusive, and high-impact instructional environment. These efforts aim to improve success rates in COUN 151 while enhancing the overall quality of all Counseling courses. By intentionally focusing on COUN 151 and addressing the needs of our most disproportionately impacted student populations, we seek to strengthen instructional practices, promote equity, and elevate student success across the Counseling curriculum. To achieve these goals, the department will develop a Counseling 151 course for Rising Scholars (formerly incarcerated and system-impacted students), establish shared policies for consistent teaching practices, engage in professional development, integrate culturally relevant content, utilize affordable/ free course materials (career assessments and OER), and collaborate to share best practices.

#### **Measurable Outcomes:**

1. A section of COUN 151 will be offered to students in the Rising Scholars Program. 2. Establish a policy guide: Provide a clear, accessible document outlining expectations (e.g., extra credit, attendance, AI use, accessibility). 3. Teaching faculty will participate in at least one professional development opportunity per semester through Professional Development or other entities. Faculty will be surveyed annually to measure this outcome. 4. Dedicate at least one department meeting per year focused on instructional best practices. 5. Develop a guide and rubric for faculty to self-assess their integration of culturally relevant content into their courses.

#### **College Goals:**

1.1 Equitable Dual Enrollment access; 1.5 Outreach strategies for prospective students/family; 2.3 Increase access to affordable course materials

**SAP Phase:**

New

**Resource Requests**

**Three On-Campus Trainings**

**Enhancement:**

Bring in guest trainers or consultants for 3 departmental workshops. 3 workshops to cover food and materials: \$1000. 5 guest speakers or community partners will receive honoraria: \$250 (\$50/each)

**Personnel-Related:**

N/A

**Resource Category:**

Training

**Quantity:**

1

**Unit Cost:**

\$1,250.00

**TotalCost:**

\$1,250.00

**Marketing Materials**

**Enhancement:**

Flyers, posters, or digital ads promoting counseling courses. 500 printed materials \$500

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

1

**Unit Cost:**

\$500.00

**TotalCost:**

\$500.00

**Outreach Event Costs - 4 events**

**Enhancement:**

Food, giveaways, or space rental for outreach events. 4 events at \$300 per event= \$1,200

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

4

**UnitCost:**

\$300.00

**TotalCost:**

\$1,200.00

**Emergency Student Funds**

**Enhancement:**

Small grants to remove barriers for underrepresented students (books, transportation, supplies). 20 student emergency grants \$400 (\$20 each)

**Personnel-Related:**

N/A

**Resource Category:**

Other

**Quantity:**

20

**UnitCost:**

\$20.00

**TotalCost:**

\$400.00

**Emergency Student Funds - Counseling Books**

**Enhancement:**

Small grants to remove barriers for underrepresented students. \$480 to put 3 books on reserve in the library

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

3

**UnitCost:**

\$160.00

**TotalCost:**

\$480.00

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**DSS Counseling Classes: LD Specialist and faculty will participate in professional development and training opportunities.**

**Short Description:**

The professional learning opportunities will focus on: (1) training on updates in cognitive and achievement assessment batteries, (2) enhancing knowledge of best practices for supporting students with disabilities, and (3) staying current with

emerging assistive technologies that promote student independence and success in the classroom.

**Measurable Outcomes:**

Continue to maintain — and, if possible, increase — the current student success rate above the Institutional-Set Standard of 62 percent through enhanced faculty and staff training that improves assessment practices, instructional support, and integration of assistive technologies.

**College Goals:**

3.5 Increase participation in DEIAA focused professional development

**SAPPhase:**

New

**Resource Requests**

**Funding allocation to support professional development and training opportunities**

**Enhancement:**

This resource would allow DSS faculty and staff to stay current with best practices related to disability and post-secondary education, learning disability assessment updates per Title 5 mandates/criteria, and emerging trends in assistive and adaptive technologies.

**Personnel-Related:**

N/A

**ResourceCategory:**

Training

**Quantity:**

26

**UnitCost:**

\$2,500.00

**TotalCost:**

\$65,000.00

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**Resource Requests**

**Counseling Instruction (non-DSS Classes): Providing Free Access to MBTI and STRONG Assessments for Student Equity to Coun 151 Courses**

**Enhancement:**

Provide fair treatment, access, opportunity and advancement for all students, while working to identify and address barriers that stand in the way of student success. Since students are required to take the MBTI and STRONG Assessments in all Coun 151 courses, it would be helpful and equitable to provide this free of charge to our students. This resource allocation will improve program quality by ensuring consistent implementation of career and self-assessment activities across all COUN 151 sections. Counseling faculty will be able to use assessment data more effectively to guide individualized educational planning, strengthen student engagement, and foster a clearer connection between students' goals and their coursework. Ultimately, this will lead to improved student retention, persistence, and completion of outcomes by empowering students with greater self-awareness and direction in their academic and career journeys. Cost per year \$85,000 x 4 years = \$340,000.00

**Personnel-Related:**

N/A

**Resource Category:**

Supplies

**Quantity:**

4

**Unit Cost:**

\$85,000.00

**TotalCost:**

\$340,000.00

**DSS Counseling Classes: Purchase LD Assessment Materials - the WJ-V Achievement and Cognitive battery kits**

**Enhancement:**

Typical students evaluated have a lifelong history of academic difficulty, such as math, reading, comprehension, or test taking difficulties. Despite these difficulties, they have never been verified with any disabilities or if they were, they no longer have access to their documentation. Quite often they graduate from high school only to find out that they are having even more difficulties in college. By assessing and verifying these students with learning disabilities, we can then authorize them for mandated accommodations as well as offer them support services, resources, and strategies to ultimately improve their learning and achievement, and help them to reach their educational goals. 1 subscription and 20 subtests \$42,400 (\$10,600/year for 4 years)

**Personnel-Related:**

N/A

**Resource Category:**

Computer Software

**Quantity:**

4

**Unit Cost:**

\$10,600.00

**TotalCost:**

\$42,400.00

**DSS Counseling Classes: Hire at least 5 tutors (hourly) for the ACL to continue providing specialized academic instruction/tutoring for Math, English and multiple subjects for students with disabilities enrolled in COUN 71/COUN 75**

**Enhancement:**

Students with disabilities enrolled in COUN 71 and 75 often face academic challenges and require support in accessing and engaging with learning materials independently. By providing specialized instruction and tutoring in the ACL under the guidance of the ACL instructor, students gain targeted support that enhances their ability to succeed in coursework and progress toward their educational goals. 5 tutors over 4 years: \$170,000

**Personnel-Related:**

Yes, this request is personnel-related. ACL has consistently hired hourly tutors to support individual student needs. This request does not represent an addition or change to existing staffing practices but continues the established support model.

**Resource Category:**

Non-Faculty Personnel

**Quantity:**

5

**Unit Cost:**

\$34,000.00

**TotalCost:**

\$170,000.00

**DSS Counseling Classes: Purchase 2 Dragon Software****Enhancement:**

Dragon is a speech recognition software that supports students with physical disabilities by facilitating text input, navigation, and online searches through voice dictation. Because Dragon can only be installed on a single device, laptops equipped with the software will be made available for loan to eligible students. Learning and utilizing these assistive technologies ensures that students with disabilities have equitable access to course materials and the necessary tools to engage with them effectively and achieve success in their courses. 2 Dragon Software

**Personnel-Related:**

N/A

**Resource Category:**

Computer Software

**Quantity:**

2

**Unit Cost:**

\$1,000.00

**TotalCost:**

\$2,000.00

**DSS Counseling Classes: Purchase software license – Fusion****Enhancement:**

Fusion, which integrates JAWS, a screen reader, and ZoomText, a screen magnifier, enables students who are blind or have low vision to effectively navigate and engage with computer systems and digital content. Learning and utilizing this assistive technology ensures that students with disabilities have equitable access to course materials and the necessary tools to engage with them effectively and achieve success in their courses. Fusian annual subscriptions (\$5,000 per year over 4 years)

**Personnel-Related:**

N/A

**Resource Category:**

Computer Software

**Quantity:**

4

**Unit Cost:**

\$5,000.00

**TotalCost:**

\$20,000.00

**DSS Counseling Classes: 2 laptops for Dragon Software****Enhancement:**

Dragon is a speech recognition software that supports students with physical disabilities by facilitating text input, navigation, and online searches through voice dictation. Because Dragon can only be installed on a single device, laptops equipped with the software will be made available for loan to eligible students. Learning and utilizing these assistive technologies ensures that students with disabilities have equitable access to course materials and the necessary tools to engage with them effectively and achieve success in their courses. 2 laptops

**Personnel-Related:**

N/A

**Resource Category:**

Equipment

**Quantity:**

2

**Unit Cost:**

\$1,000.00

**TotalCost:**

\$2,000.00

**DSS Counseling Classes: Necessary reorganization or remodel of existing office space to accommodate our 4th LD Specialist to administer standardized LD assessments within the COUN 072 course.****Enhancement:**

Providing one more private office space for full- time LD Specialists would allow for standardized administration of LD assessments via the COUN 072 course while minimizing burdensome process and lengthy wait times for students. Ultimately, allowing eligible students academic success. Currently, there are only 3 shared offices available.

**Personnel-Related:**

N/A

**Resource Category:**

Facilities

**Quantity:**

1

**Unit Cost:**

\$85,000.00

**TotalCost:**

\$85,000.00

**DSS Counseling Classes: Expand the ACL to include distraction-reduced areas (i.e. private rooms and/or distraction reduced workspaces).****Enhancement:**

The current ACL space in room 842 (one large room with several tables and multiple computer stations) does not have any

designated areas for students who may benefit from a distraction reduced environment either when working on their own or with ACL instructional faculty/staff.

**Personnel-Related:**

N/A

**Resource Category:**

Facilities

**Quantity:**

1

**Unit Cost:**

\$70,000.00

**TotalCost:**

\$70,000.00