



Strategic Initiative Section Report

Counseling Division - Counseling Center:

Date: 05/16/2016

- Program Review Non-instructional Cycle F
2015_Counseling Division- Counseling Center

Sorted by: Program

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2,
PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource
Requests

Counseling Division - Counseling Center

PR Section 1.0

Program Review Non-instructional Cycle F 2015_Counseling Division- Counseling Center

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: Fullerton College Mission / We prepare students to be successful learners. The Counseling Center provides in-person academic, personal, and career counseling services that facilitate the career exploration, decision-making and direction needed for students' success. Online counseling is also available for students to ask general questions.

Academic Counseling

- Information on college policies and regulations
- Orientation and new student group advising sessions
- Information on transfer process, major preparation, and general education requirements
- Preliminary progress checks for certificates, associate degrees and transfer requirements
- Preliminary evaluations of other college transcripts including course equivalencies and clearances for pre-requisites
 - Walk-in for general information
 - Abbreviated (short-term) and Comprehensive (long-term) Student Educational Program Plans (SEPP) for guidance on fulfilling certificates, associate degrees and transfer requirements
 - Assessment review to determine appropriate level of Math, English and Reading courses

Career Counseling

- Clarification of career goals
- Career preparation
- Interpretation of career assessments such as Myers-Briggs, Strong Interest Inventory and Values and Skills Card sorts
 - Career/Undecided Major workshops

Personal Counseling

- Discussion of student's concerns about life management issues
- Referral to the Health Center for psychological services and to other resources as needed (on/off-campus)
 - Student Development Courses
 - College Study Skills, Career Development and Educational/Life Planning

Vision: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

The Counseling Department offers Career and Life Planning, Personal Growth and Life Transition courses each term which satisfies the CSUGE Area E Lifelong Learning requirement. Counselors and staff routinely encourage students to join and/or attend a myriad of extracurricular activities and workshops on-campus. They also refer students to programs and services that specialize in information designed to help them be successful learners. These include but are not limited to the Cadena/Transfer Center, Career and Life Planning Center, the Workforce Center, the Veteran's Center, Disability Support Services, Extended Opportunities Program and Services, Financial Aid, Admissions and Records, and Academic Support Center. The Counseling Department also supports programs like UMOJA, Puente and TAP designed to increase success and retention, particularly for those who need additional guidance such as first generation and underrepresented students. The Honors Program works with an identified population of students to help them be highly competitive when transferring to their preferred transfer institutions.

Counselors attend conferences related to student success and transfer practices to keep abreast of the latest information for their professional growth and development. One of the Counselors completed a dissertation titled, *Evaluation of Student Success in the Step-Ahead Program Sponsored by EOPS at Fullerton College*. Another Counselor participated in the Research Symposium at CSUF presenting her dissertation and findings on *Leadership Stress in California Community Colleges*. Sabbatical projects included *Exploring Best Transfer Practices and Further Explore the Implementation of Assembly Bill 2302 and Senate Bill 1440 at the California Community Colleges*, and *Personal Qualities that Contribute to Career Success*. Faculty publications also included two books titled, *Women in Bloom* and *Career Motivation and Self-Concept*.

Core Values:

We respect and value the diversity of our entire community.

We value tradition and innovation.

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

We expect everyone to continue growing and learning.

We believe in the power of the individual and the strength of the group.

We expect everyone to display behavior in accordance with personal integrity and high ethical standards.

We accept our responsibility for the betterment of the world around us.

We value and promote the well-being of our campus community.

Counseling faculty and staff are involved across campus working to remain student-centered and promote success. Our services and programs address the needs of the general population and those of specific populations. Counseling representation and involvement are particularly evident in the following:

- Shared Governance (Senate, United Faculty, Department Coordinator, Curriculum, etc.)
- District and/or campus-wide participation
 - SSSP District Implementation Group
 - FC SSSP Advisory Committee
 - District Curriculum Coordinating Committee
 - Basic Skills Initiative (BSI) Campus Committee
 - Student Equity Campus Committee
 - UMOJA Advisory Committee
 - Student Diversity Success Initiative (SDSI) Campus Committee
 - Honors Advisory Board
 - FC Transfer Achievement Planning Committee

- Student Success Campus Committee
- FC Men and Women of Distinction
- Program Review Committee
- FC Accreditation Committee
- Financial Aid Literacy Committee
- FC Distance Education Advisory Committee
- FC Study Abroad Committee

The department strives to provide the best services to students and promote learning at all levels through:

- Articulation agreements to benefit transfer students
- Meetings and events at universities including USC, CSUF Business Division, CSULB, CSUDH, and TEPAC (Teaching Partners and Collaborators).
 - Agenda items in the Division/Department meetings to improve student services
 - Comprehensive four weeks of training for more than 40 adjunct faculty over the course of the academic year
- Counseling courses offered for general and special populations such as athletes, TAP and Puente; on campus and in hybrid and online formats
- Counselor training to share best teaching practices
- Student surveys distributed as part of the full-time and adjunct faculty evaluation process
- Direct contact with faculty and staff, classroom presentations, workshops, flyers, the department and campus websites, and online counseling.
 - Counseling faculty supervise 5-10 graduate interns/volunteers per academic year
 - Professional development opportunities: conferences, counselor events at universities and webinars such as CA Career Café, and CA Career Development Association.

The Counseling Department provides traditional and innovative services. One example of a traditional service includes counseling appointments, which are offered Monday through Friday. Innovative counseling services now include Saturday counseling appointments, online counseling group advising, and continued assessments on selected Saturdays. Before the fall semester begins, the Counseling Center participates in Smart Start Saturday to assist new students with preparation for the start of the fall semester. After the adoption of Degree Works, the department implemented an electronic educational planning and degree-audit system. Ongoing participation on various technology related committees is necessary to maintain and improve the departmental and on-campus technological needs as follows:

- Develop and maintain the FC Articulation website
- Banner Student District Committee (user issues, changes and innovations)
- Banner Steering District Committee (broader coordination of projects and solutions related to Banner)
 - Technology District Coordinating Committee (discuss policy and practice issues pertaining to tech use at district/campus level)
 - FC Technology Committee (policy issues pertaining to campus use, replacement, acquisition of technology)
 - MyGateway Steering District Committee (coordination of projects and solutions pertaining to MyGateway)
 - Degree Works Management District Committee (coordination of projects and solutions pertaining to deployment and maintenance of Degree Works)
 - 3CBG: Banner User Group Annual State Conference (discuss innovations, solutions to Banner use)
 - Onbase Community Live: Annual International Conference (solutions and innovation in the configuration and use of Onbase data management system)
 - Camevo Software (manage student online orientation, academic probation, etc.)

College Goals: Fullerton College 2015-2017

Goal 1: Fullerton College will increase student success.

The Counseling Center supports and/or offers a multitude of services/programs in support of student success. Examples include:

- Group Advising (group counseling sessions to develop first-semester educational plans; offer general sessions, ESL sessions, sessions for athletes)
- Transfer Achievement Program/TAP (comprehensive program to encourage and support students transferring to the university)
- Veteran's Center (counseling services)
- Disability Support Services (counseling services)
- Transfer Center (counseling services)
- Assessment Center (use of multiple measures for final placement)
- Probation Intervention (online orientation, and Persistence + Accountability = Successful Students/PASS workshops)
- Liaison counselors attend Division Meetings (Business, Math, Humanities, Social Sciences)
- Communication Project including development of a visual branding logo, connecting with Associated Students and departmental faculty regarding degree requirements

Goal 2: Fullerton College will reduce the achievement gap.

- Incite (athletic counselor involved in study hall for athletes through Academic Support Services)
- Student Diversity Success Initiative/SDSI (counseling for African American and Latino males)
- Basic Skills Initiative: Entering Scholars Program/BSI:ESP (ESP Basic Skills class presentations by Counseling staff, classified and certificated, on counseling issues and student services)
- Puente Program (UC transfer readiness program for underrepresented and 1st generation students)
- UMOJA Program (provide and coordinate a variety of services and referrals in support of African American student success)
- Refer students to Academic Support Center (Skills Center, Tutoring Center, and Writing Center)

Goal 3: Fullerton College will strengthen connections with the community.

- The Counseling Center's community involvement includes:
 - Region 8 Meetings
 - South Coast Higher Education Council Meetings
 - CSUF Gear Up Advisory Board
 - Anaheim High School Advisory Board
 - Anaheim Union High School District Collaborative
 - La Habra High School Advisory Board
 - Annual STEM Conference Planning Group
 - Orange County Migrant Education
 - City of Anaheim Project SAY
 - Annual High School Counselors Breakfast (approximately 120-150 participants receive information about services and programs to assist the transition of their students to FC)
 - Principal's Luncheon (approximately 30-50 attendees hosted by the President's Office receive FC information including a Counseling/Outreach presentation)
 - Assessments completed at selected high schools (Math, English, Reading)
- Jump Start Program (creates awareness for 9th graders and high school parents regarding higher education)
 - Parent College Education Seminars (inform parents of higher education options at 10-12 high schools)

- Higher Education Night (parents of 9th-11th grade students are informed of higher education opportunities)
 - Continuation Schools Initiative (biweekly presentations about higher education and FC programs/services at Gilbert High School, La Vista High School and La Sierra High School)
 - Males Achieving Success(MAS) biweekly presentations at high schools to promote higher education and inform males in 12th grade, particularly Latinos, of programs and services offered at FC
 - MAS @ FC Conference: Males Achieving Success through education (1st conference hosting 500-600 male students from local high school districts during winter break)
 - Summer Bridge Program/SBP (diverse group of high school students learn about programs and services on/off- campus that would help their transition to college)
 - Summer Transition Program (ease new college students' transition to FC by completing 1.5 transferable units in 2 weeks covering: educational planning, class scheduling, policies, transfer/graduation requirements, campus resources and programs, and career motivation)
 - Counseling 50: College Orientation (approximately 50 sections offered at local high school districts and 6 sections offered on campus to the general high school senior population)
 - Early Commitment (2 visits to the high schools offer 12th graders orientation sessions, a FC application workshop, completion of FC assessments and a campus tour of FC that includes an educational planning session)
 - FC Student Advocates/HS visits (approximately 300-400 visits to local high schools each academic year)
 - FC Family and High School Senior Night (approximately 350 graduating seniors and parents in the English session and 150 in the Spanish session receive information about FC programs and services to facilitate a successful transition to FC.)
 - High School College/Career Nights (20-25 visits each year per invitation)

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015_ Counseling Division- Counseling Center

4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes (SLO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	SAO- The Counseling Department will develop ESL Group Advising Sessions to meet the needs of this specific	Summer 2015 and Fall 2015 (In Progress)	Summer 2015 and Fall 2015 (Pending)	Spring 2015 SCE/Counseling faculty revised the Group Advising presentation by simplifying the language level,	1 cycle (Completed) 1 cycle (In Progress)

	population.			modifying the content and adding registration steps.	
2.	SAO- The Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night to facilitate a successful transition for students into Fullerton College.	2013-2015	Spring 2013, 2014, 2015	Increased # of attendees annually. Approximate attendance follows: 2013 (300) 2014 (450) 2015 (525)	3 cycles (annual events)
1.	SLO- Students completing the new student Online Orientation, will understand the matriculation/SSSP process at Fullerton College as evidenced by a passing score on the Quiz embedded at the end of the orientation.	Fall 2013	In Fall 2013-Spring 2014 the department revised online orientation based on past student performance on the quiz and SSSP regulations	Summer 2014-Summer 2015	3 cycles

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College				
	Intended Outcomes	Means of Assessment & Criteria for	Summary of Data Collected	Use of Results

		Success		
1.	SAO- The intended outcome is to facilitate a smooth transition into FC for ESL students.	Student count using attendance rosters was used as an assessment tool. A total attendance of 50 students or more to the ESL Group Advising sessions was considered successful.	Summer 2015 89 ESL students were served in 16 sessions	The data reflects that enough sessions were offered to meet the demand.
2.	SAO- The Outreach Office will accommodate 300 attendees to demonstrate expansion of program through the Fullerton College High School Senior and Parent Night.	A minimum participation of 300 individuals was deemed successful using attendance rosters.	Over 500 prospective students and their families attended the last event.	The event was successful. The Outreach Office will continue to promote and offer the annual event to the local community.
<i>Student Learning Outcomes Assessment for the Student Services Division of Fullerton College</i>				
	Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1.	SLO- All students who successfully complete new student Online Orientation will understand the various steps of the matriculation/SSS P process.	Students pass the post-orientation quiz of 12 items with a score of 9 or higher. Those who get 75% or higher in the quiz were deemed successful.	Fall 2013: 2209 students took the quiz and 1801 successfully completed it (81.53%) Spring 2014: 5122 students took the quiz and 4596 successfully completed it (89.73%)	The Counseling Center will continue to evaluate the effectiveness of the Online Orientation based on quiz results to improve the content.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015_ Counseling Division- Counseling Center

4.3 - 4.6

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

SAO 1. Based on Summer attendance, it was determined to offer 9 ESL Group Advising sessions in Fall 2015 in preparation for Spring 2016 registration when we typically have less incoming students. In the future, ESL Group Advising sessions will be scheduled as needed based on demand.

SAO 2. The Outreach Office received anecdotal feedback that attendees would like more time at the resource booths before the main event. Therefore, in future Family and High School Senior Nights the time to visit the resource booths will be extended from thirty minutes to one hour.

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

As students complete the Online Orientation and complete the quiz embedded at the end of orientation, they become aware of the matriculation/SSSP process at Fullerton College, educational options, and services available to students.

4.5 What challenges remain to make your program SAOs/SLOs more effective?

SAO 1. The primary challenge in Group Advising is to serve students who speak different languages (Spanish, Russian, Vietnamese, Korean, etc.).

SAO 2. The challenge of expanding the Outreach Program is based on limited staff and space availability.

SLO 1. Work needs to continue to develop additional evaluative processes and tools to monitor, assess and adjust services to effectively meet current student need, and to adapt to future changes that in some cases are a result of state mandates that impact academic goals and student services.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

ESL Group Advising sessions and the Family and High School Senior Nights (English and Spanish sessions) provide information that is appropriate to the participants' language skills is linked to Goal 1: Fullerton College will promote student success. The new student Online Orientation emphasizes the matriculation/SSSP process, particularly assessment and educational planning. These learning opportunities are intended to increase student success and possibly reduce the achievement gap goals 1 and 2: Fullerton college will reduce the achievement gap. FC's connections with the community are strengthened when partnering with SCE faculty in the development of the ESL Group Advising presentation and when coordinating outreach events with the local school districts as we intend to address the needs of our immediate community, including SCE and the high school population. These activities are linked to Goal 3: Fullerton College will strengthen connections with the community.

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

Even though institution level SLOs align better with instruction, ESL Group Advising sessions and the Family and High School Senior Nights (English and Spanish sessions) and the new student Online Orientation, intend to facilitate effective communication with students and/or parents in such a way that there is awareness of the surrounding academic environment, including options, services and its various implications. The information provided will assist students and their families in the decision-making process and assume responsibility for their educational journey.

4.8

A. What methods are used to assess the program's success in serving the student population that interacts with your program?

Attendance to the ESL Group Advising sessions and the Family and High School Senior Nights is presently the primary method utilized to assess the need for this service. Counselor feedback is also utilized to modify and enhance service delivery. The methodology used to evaluate program effectiveness was heavily dependent on simple data pertaining to completion of Online Orientation. An item analysis of the Online Orientation quiz questions was also conducted to identify possible patterns or trends with regard to student responses.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program?**ESL Group Advising:**

Student attendance at 16 ESL Group Advising sessions confirm the need for this service. Students actively participated in the sessions. This resulted in the successful completion of a one semester plan, increased knowledge of the registration process and college resources. Only 2 sessions were cancelled. There was no classroom available to offer one session and the other had no students signed-up.

Family and High School Senior Nights:

The increased number of attendees to the Family and High School Senior Nights (English and Spanish sessions) each year indicates that the event is valued by the community as students and their families embark in the decision-making process of attending college.

Online Orientation:

The number of students completing the Online Orientation successfully increased. This indicates that the completion of the new student Online Orientation and passing score in the quiz embedded at the end of orientation is an effective means of creating awareness in students of the matriculation/SSSP process at Fullerton College, educational options, and services available to students.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.**ESL Group Advising:**

The challenge of addressing the needs of students who speak different languages is being addressed by translating the current ESL presentation into multiple languages. The continued collaboration with SCE facilitates the use of multiple resources in an effort to best serve the needs of this population. The presentation was revised based on counselor feedback in an effort to facilitate student comprehension. The practice of providing students with a folder that includes a copy of the presentation, resources, map, and programs brochures will continue.

Family and High School Senior Nights:

Besides increasing the time to visit the resource booths before the Family and High School Senior Nights, evaluations and surveys will also be distributed in the future to collect empirical data regarding the event.

Online Orientation:

Item analysis of the Online Orientation and quiz suggested that the content was too broad and rudimentary. Therefore, during Fall 2013-Spring 2014 the department revised the content to ensure that required SSSP topics were covered. The revised online orientation and quiz have been used since Summer 2014. The content of the orientation and quiz will remain under continuous review to keep pace with changing student needs, regulations and other environmental factors that would impact the student experience at the college.

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

SAO 1. Based on Summer attendance, it was determined to offer 9 ESL Group Advising sessions in Fall 2015 in preparation for Spring 2016 registration when we typically have less incoming students. In the future, ESL Group Advising sessions will be scheduled as needed based on demand.

SAO 2. The Outreach Office received anecdotal feedback that attendees would like more time at the resource booths before the main event. Therefore, in future Family and High School Senior Nights the time to visit the resource booths will be extended from thirty minutes to one hour.

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

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SLO 1. Work needs to continue to develop additional evaluative processes and tools to monitor, assess and adjust services to effectively meet current student need, and to adapt to future changes that in some cases are a result of state mandates that impact academic goals and student services.

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A. What methods are used to assess the program's success in serving the student population that interacts with your program?

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B. What do the results of the above methods of assessment indicate about the effectiveness of the program?

ESL Group Advising:

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

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Besides increasing the time to visit the resource booths before the Family and High School Senior Nights, evaluations and surveys will also be distributed in the future to collect empirical data regarding the event.

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Item analysis of the Online Orientation and quiz suggested that the content was too broad and rudimentary. Therefore, during Fall 2013-Spring 2014 the department revised the content to ensure that required SSSP topics were covered. The revised online orientation and quiz have been used since Summer 2014. The content of the orientation and quiz will remain under continuous review to keep pace with changing student needs, regulations and other environmental factors that would impact the student experience at the college.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015_Counseling Division- Counseling Center

Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	The Counseling Center will develop a process to offer large group advising sessions to students on the same day they take placement exams
List College goal/objective the plan meets:	<ul style="list-style-type: none"> • College Goal #1 • Objective #1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<ul style="list-style-type: none"> • Dean of Counseling; SSSP Coordinator; Assessment Coordinator • Timeline: Fall 2015 planning; Spring 2016 implementation • Compare data from spring 2015 to spring 2016 of number of new and returning students completing SSSP requirements.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase completion of SSSP requirements by new and returning students
What specific aspects of this SAP can be accomplished without additional financial resources?	none

This SAP is in addition to the Assessment Center's request for funding for the same item. The personnel costs in this SAP is for adjunct counselors. The personnel for the Assessment Center is for classified hourly. Supplies for this SAP is related to providing instructional materials for students that the counselors will develop.

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	The Counseling Center will further develop and enhance methods to deliver counseling services and support to students who have been placed on probation
List College goal/objective the plan meets:	<ul style="list-style-type: none"> • College Goal #1 • Objective #1

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<ul style="list-style-type: none"> • Dean of Counseling; SSSP Coordinator; Counseling Faculty • Timeline: 2015-2017 • Counseling department will compare enrollment characteristics and length of time on probation between students who participated in orientation and those that did not. Software provided by <i>Comevo</i> will be used to enable students to complete the orientation online.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase capacity to reach students placed on probation via electronic communication. Dismiss fewer students.
What specific aspects of this SAP can be accomplished without additional financial resources?	No additional funding needed if <i>Comevo</i> software, currently used for online orientation, can be utilized. The current <i>Comevo</i> contract includes unlimited additional modules.

COUNSELING CENTER'S REVISED SAP #3

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	The Counseling Center will develop and implement a process to enable students who are new, continuing and graduating or transferring to independently access counseling support and information using an online resource, while attending FC.
List College goal/objective the plan meets:	<ul style="list-style-type: none"> • College Goal #1 • Objective #2
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<ul style="list-style-type: none"> • Dean of Counseling; SSSP Coordinator; Counseling Faculty, Professional expert to coordinate content development with counselors. • Timeline: 2015 - 2017 • The process may involve using software provided by <i>Comevo</i> to enable students to access information about college procedures/requirements and available resources, at their convenience. The software will enable the department to imbed pre and post quizzes as students access information, gather and analyze data from the quizzes to demonstrate the student's increased level of knowledge. Students who access the site will be encouraged to follow up with campus personnel as needed.
What <i>Measurable Outcome</i> is anticipated for this SAP?	The department will indicate the number of students who access the website and analyze the pre and post data to indicate the level of increased knowledge by students who engage in the use of this online resource.
What aspects of this SAP can be accomplished without	No additional costs for software needed if <i>Comevo</i> , currently used for online orientation, can be utilized.

additional financial resources?	
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The majority of the personnel cost for this item will be for a Professional Expert to coordinate the content development with counselors. It is possible that counselor overload may also be needed to complete this project but it would be minimal and not exceed the total requested amount.

STRATEGIC ACTION PLAN # 4	
Strategic Action Plan Name: (formerly called short-term goal)	SSSP Staffing
List College goal/objective the plan meets:	College Goal #: 1 Objectives #: 1-5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The coordination and administrative requirements of SSSP are significant and the re-assignment of 1.0 FTE counselor to this task is proving inadequate. The functions of SSSP occur year round in many areas of the college and a forty hour a week, 12month manager is needed immediately in order to remain in compliance with the requirements of SSSP. Planning and implementing programs and services, providing clerical support for related activities such as the day-to-day scheduling of counselors, scheduling student appointments, payroll for all staff, event management, faculty and staff evaluations and budget tracking have also increased substantially requiring at least one additional classified staff member to assist the current team members. Dean of Counseling will initiate process to request positions in spring 2016.
What <i>Measurable Outcome</i> is anticipated for this SAP?	SSSP mandated services will be effectively coordinated and documented ensuring compliance with Title 5 requirements while also increasing/improving MIS data collection which will positively impact the categorical funds allocated to this program.
What specific aspects of this SAP can be accomplished without additional financial resources?	none

STRATEGIC ACTION PLAN # 5	
Strategic Action Plan Name: (formerly called short-term goal)	High School Outreach/General Outreach Staffing

List College goal/objective the plan meets:	College Goals #:1, 2, 3 Objectives #: G1-1-5, G2 1-4, G3 2,3	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	In order to maintain and continue to increase outreach services the department will need to seek support from the college to address the permanent staffing requirements of managing a program of this size and complexity. A 12 month full time coordinator is needed to provide effective oversight for the college's outreach efforts to all segments of the local k-12 districts. A 12 month 100% Administrative Assistant II solely dedicated to this area is also needed given the projected growth in the college's efforts towards general and high school outreach programs and activities. Dean of Counseling will initiate process to request positions in late spring 2016.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The outreach services to k-12 local school districts will be clearly defined and the necessary staffing will be supported by the College in conjunction with the Counseling Department and Division Office.	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	

STRATEGIC ACTION PLAN # 6		
Strategic Action Plan Name: (formerly called short-term goal)	Full time counselor for athletes	
List College goal/objective the plan meets:	College Goals #: 1,2, 3 Objectives #: G1 1-5, G2 1-4, G3 2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Given the size of the Fullerton College Athletic Program (approx. 550 students) it is time to strongly consider recruitment of a full time 100% assigned counselor for this program; a 50% reassignment is no longer optimal. Dean of Counseling will initiate full time faculty request for this position in fall 2016 for a spring 2017 recruitment and start date of July 2017.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased counseling support for Fullerton College student athletes resulting in higher completion and success rates for this population of students.	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	

Counseling Center's Revised SAP #7

Strategic Action Plan Name: (formerly called short-term goal)	Maintain current full time counselor staffing levels	
List College goal/objective the plan meets:	College Goal #: 1 Objectives #: 3 and 4	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Maintaining current levels of counseling faculty into the future as the department experiences attrition will be necessary to remain in compliance with SSSP requirements and to continue to address college goals and objectives regarding student success and achievement.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Maintain SSSP counseling activities as required by Title 5, continue to address college goals and objectives regarding student success and achievement.	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	

The department is seeking support for maintaining current full time counselor staffing ratios in order to remain in compliance with Title 5 regulations. As counselors retire or resign a 1:1 replacement is needed to maintain at a minimum 28 full time counselors for the counseling department to adequately address SSSP requirements.