FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Student and Support Services
2022 - 2023 Self-Study
Three-Year Program Review Template
CalWORKs

Student Services

Statement of Collaboration

The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

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Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Yolanda Aguirre	*Yolanda Aguirre*	Counselor	
Printed name of Principal Author	Signature	Title	Date

Sonia Duran	*Sonia Duran*	Director	
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Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0　Mission and Goals

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

FULLERTON COLLEGE MISSION STATEMENT

"Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members."

CalWORKs MISSION STATEMENT:

"We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education." Adopted by the California Community Colleges CalWORKs State Advisory Committee, September, 2005

The college's mission statement requires each administrator, dean, instructor and counselor to consistently seek innovative methods of imbuing a passion for learning to the diverse student population that we serve. This requires that both our instructional and student services areas engage in consistent reevaluation of pedagogy and method of student services delivery. In keeping with the college's mission statement of developing flexible pathways and fostering a supportive and inclusive environment, the underlying premise of the CalWORKs mission statement is that in addition to understanding the challenges and barriers that our diverse student parent population face as a whole, it is equally important that we identify the unique and individual needs of each student. This requires that we assist each student in identifying not only their academic and career goals, but also guide them in the creation and ongoing development of their sole pathway leading to their growth as a student, parent and contributing member of society. In addition, in order to help students create that unique pathway, one of the ongoing goals is to foster an environment in which the student experiences an inclusivity in the campus community and the community at large. The ultimate goal is for our students to feel as part of a whole, and not apart from the whole.

FULLERTON COLLEGE VISION

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

Expanding on the college's mission statement, the college vision looks beyond fostering an environment that supports students in becoming successful learners, responsible leaders and community members. It creates a vision in which we, as a college community will make a thorough and dramatic change in the character and lives of our students, which in turn will effectively inspire positive change in the world.

CalWORKs PROGRAM VISION

The CalWORKs Program staff promotes the self-empowerment, self-esteem and self-confidence of each and every student. Students must develop the ability to dis-identify with their current circumstances and develop a sense of self-efficacy. It is this sense of empowerment and self-efficacy that leads to their growth and transformation as a student, as a parent and as a member of society.

FULLERTON COLLEGE CORE VALUES

> **_Community:_** "We promote a sense of community that enhances the well-being of our campus and surrounding areas."
>
> **_Diversity:_** "We embrace and value the diversity of our entire community."
>
> **_Equity:_** "We commit to equity for all we serve."
>
> **_Excellence:_** "We honor and build upon the tradition of excellence."
>
> **_Growth:_** "We expect everyone to continue growing and learning."
>
> **_Inclusivity:_** "We support the involvement of all in the decision-making process."
>
> **_Innovation:_** "We support innovation in teaching and learning."
>
> **_Integrity:_** "We act in accordance with personal integrity and high ethical standards."
>
> **_Partnership_**: "We work together with our educational and community partners."
>
> **_Respect:_** "We support an environment of mutual respect and trust that embraces the individuality of all."
>
> **_Responsibility:_** "We accept our responsibility for the betterment of the world around us."

CalWORKs CORE VALUES

Community

The CalWORKs Program not only focuses on integrating the student into the CalWORKs Program, but also promotes a connection with the Fullerton College community and beyond. We promote a sense of inclusivity with not only the campus but our community-based partners. Our program seeks to provide a sense of well-being not only with the Program, but also with the campus.

Diversity

The Program serves a highly diverse student population, with the data indicating that the Program serves a higher percentage of Hispanic and African Americans. In contrast, the general population serves a higher number of Asian students versus that of the CalWORKs student population. In addition, we serve a diverse student population with regard to their current status (e.g. ESL language learners, refugees, victims of domestic violence, etc.).

Equity

As stated earlier, the student population is very diverse both in ethnicity and student status within the Program and community. CalWORKs students, regardless of their socio-economic status or personal circumstances, are entitled to the same quality of education and "college experience as any other student in the general population. The CalWORKs Program seeks to promote a sense of equality among all students served, as supported by the case management model and services provided.

Excellence

In keeping with the campus community's tradition of excellence, we are a model program which reflects excellent student services delivery. Case Management is provided for each student, which is the main attribute that distinguishes this student services program from others.   Counselors function as both Social Workers and Academic Advisors. The CalWORKs Counselor is primarily responsible for the oversight and tracking of the student's psychosocial and educational needs. However, it is the collaborative approach of Program staff that is critical to effective case management and student services delivery.

Growth

The foundation of the Program is the belief that each and every student served must be provided equal access to the services and resources available, both on and off campus, that are designed to assist them in becoming successful learners. In addition to understanding the challenges and barriers that our diverse student parent population face as a whole, it is equally important that we identify the unique individual needs of each student. This requires that we assist each student in identifying not only their academic and career goals, but also guide them in the creation and ongoing development of their sole pathway leading to their growth as a student, parent and contributing member of society.

Inclusivity

In order to help students create a unique pathway towards their academic career and personal goals, one of the goals is to foster an environment in which the student experiences an inclusivity in the campus community and community at large. The ultimate goal is for our students to feel as part of a whole, and not apart from the whole. The Program's philosophy is to maintain an open and collaborative team approach as we seek innovative ways to serve our students.

Innovation

As reflected in the college's mission statement the college fosters a supportive and inclusive environment for students to be successful learners, responsible leaders and engaged community members. This mission statement requires the campus community to consistently seeks innovative methods of instilling a passion for learning to the diverse student population that we serve. This requires that both our instructional and student services areas engage in constant reevaluation of pedagogy and method of student services delivery. In keeping with this core value, the Program seeks to identify and support the needs of students becoming successful learners by taking a wholistic approach in identifying any barriers in retention and success. This in turn will maximize their potential for both growing as a student and contributing member of the community.

Integrity

In order to maintain a Program that meets the psychosocial and academic needs of each student, it is imperative that each team member hold a high standard with regards to their own personal integrity and ethics. It is in the team's strength of character that the promotes a Program that maintains a high standard in serving our students.

Partnership

As stated in our mission statement, a foundational component of the program is the ongoing *"collaboration and advocacy with our college and community partners."* Maintaining a strong and collaborative partnership with the educational providers, community-based organizations, county partners, legal advocates and additional key stakeholders are essential in maintaining our program integrity and high standards of student services.

Respect

The Program team recognizes the importance of establishing an environment of mutual respect and trust that is a main contributing factor of the Program as a whole. This is essential in that without this, the lack of collaboration between team members would adversely impact the students and the support and services that they receive.

Responsibility

As reflected in the Program's mission statement, the college looks beyond fostering an environment that supports students in becoming successful learners, responsible leaders and community members. It creates a vision which we, as a college community will make a thorough and dramatic change in the character and lives of our students, which in turn will effectively inspire positive change in the world.

FULLERTON COLLEGE GOALS

GOAL 1: FULLERTON COLLEGE WILL PROMOTE STUDENT SUCCESS

GOAL 2: FULLERTON COLLEGE WILL REDUCE THE ACHIEVEMENT GAP

GOAL 3: FULLERTON COLLEGE WILL STRENGTHEN CONNECTIONS WITH THE COMMUNITY

Fullerton College's Core Values and Goals are interwoven into the fabric of the CalWORKs Program structure. The CalWORKs Program is based on a comprehensive student services delivery model designed to optimize each student's potential for growth as not only a student, but as a contributing member of society. We value and respect the diversity of our students not only based on culture, but also in their unique experiences as both student parents, immigrants, refugees and English language learners. CalWORKs students, regardless of their socio-economic status or personal circumstances, are entitled to the same quality of education and "college experience" as any other student in the general student population. The foundation of the program is the belief that each and every student served must be provided equal access to the services and resources available that are designed to assist them in becoming successful learners. As they strive to overcome the challenges and complexities of meeting the full-time demands of parenthood and community college student, CalWORKs students are ensured that they are given every opportunity to reach their academic, career and personal goals. In addition, as stated in our mission statement, a foundational component of our program is the ongoing "*collaboration and advocacy with our college and community partners.*" Maintaining a strong and collaborative partnership with educational providers, community based-organizations and our county partners are essential in maintaining our program integrity and high standards of student service.

In an on-going effort to close the achievement gap between historically under-represented, high-risk students (e.g. first generation, English language learners; refugees; students without a high school diploma or GED), at intake CalWORKs counselors identify both psychosocial needs and educational goals. The unique case management model allows for the counselor to identify current and potential barriers to retention and success and provide ongoing resources and support throughout the student's academic journey. Providing this ongoing support and guidance is equally as important as the academic and career guidance/resources that the

counselor provides. It is the counselor's role to guide the student on their own unique pathway, to help them grow and co-create a vision. Through the ongoing support provide by the counselors, program staff and students support services programs, the student's self-confidence and self-esteem grows and they begin to believe that they can thrive, rather than just survive.

2.0   Program Description/Data & Trends Analysis

2.1   Describe the purpose, components, and staffing of this program.

The community college CalWORKs program's main focus is to serve current CalWORKs (cash aid) recipient parents who are attending college and/or adult education (NOCE) as part of their welfare-to-work activities. All eligible students must have a dependent child under the age of 18 living in the home. Students are referred to the Program via three primary resources: County, campus student services areas (primarily EOPS/CARE/FYSI staff) and North Orange Continuing Education (NOCE). The CalWORKs Program primarily serves students who reside in Orange County, but also serves a small percentage that reside in the surrounding counties of Los Angeles, Riverside and San Bernardino. The CalWORKs Program is the designated single point of entry for all new and continuing CalWORKs students who attend Fullerton College and NOCE. The Program`s primary goal is to identify current, potential and chronic barriers to student retention and success, and to provide the resources necessary in order to reduce the adverse impact these barriers may have on the student's ability to succeed. In order to meet this goal, the program is based on a comprehensive case management model.

While CalWORKs students are identified as student parents who are receiving cash aid, it is important to provide a deeper understanding of the level of poverty these students live in. This table reflects the monthly cash aid and CalFresh (food stamps) issued to a family of three as of 2022.

MAXIMUM CalWORKs & CALFRESH BENEFITS		
	Monthly Benefit	Percent of Federal Poverty Level
CalWORKs (CW) Maximum Grant	$1130	42%
CalFresh (CF) Maximum Benefit	$658	29%
TOTAL	$1788	71%

The maximum CalWORKs grant for a family of three (3) in 1988 was $668 a month. Today, for 2022, a family of three (3) receives a maximum grant of $1,130 reflecting a $462 increase over a 34-year span.

(Source: California State Department of Social Services)

California leads the nation in poverty, based on the Supplemental Poverty Rates. The primary antidote to child poverty in California is the CalWORKs program – the sole source of funding for housing, clothing and other necessities for children and families.

This data offers a sobering picture of the economic challenges our students face. In addition to the challenges of parenthood and poverty, students continue to be challenged by the ongoing stigma of receiving cash aid benefits. Typical stereotypes of cash aid recipients are that they <u>want</u> to be receiving benefits, are taking advantage of the system, don't want to work and are lazy. Nothing can be further from the truth. Our students include teen parents, victims of domestic violence, English language learners and refugees. Students do not want to be trapped in a cycle of poverty and are not only seeking a viable career but just as, if not more important, are seeking to create a stable living environment while providing opportunities for their children that they never had. An important and ongoing goal of the program is to educate the campus community as to the reality of the CalWORKs student's challenges, experience and strivings

PROGRAM COMPONENTS

The program is currently comprised of the following components:

- Case Management
- Service Coordination
- Child Care
- Work Study

CASE MANAGEMENT

The CalWORKs case management model is the main attribute that distinguishes this student services program from all others.   Counselors function as both Social Workers and Academic Advisors. The CalWORKs Counselor is primarily responsible for the oversight and tracking of the student's psychosocial and educational needs. However, it is the collaborative team approach of program staff that is critical to effective case management. Through this team effort effective coordination of student support services is ensured. The case management approach is integral to the program and foundational to promoting student retention and success. It is imperative that the students identify counselors and program staff as their key campus contact. In effect, the CalWORKs Program staff and services become an integral component of the CalWORKs matriculation process, and thus sign the CalWORKs "Steps to Success" student contract which provides the guidance necessary for students to succeed.

At the initial intake appointment students are assigned to a CalWORKs Counselor who will remain their point of contact/resource throughout the duration of their FC CalWORKs Program experience/academic journey. The intake is designed to accurately identify current or potential barriers to student retention and success, thus establishing a baseline of the student's current level of psychosocial functioning. A psychosocial intake form is utilized in order to secure critical information with regard to the students' current living situation, educational history (includes basic screening for potential learning disabilities), physical and mental health status, current concerns or history of domestic violence, foster youth status, basic needs (food, housing, shelter, etc.), transportation and child care needs and work history. In addition, counselors ensure students have or acquire the necessary basic computer skills fundamental to college survival.

Upon intake completion, counselors engage in an in-depth discussion of the student's academic and career goals. In addition, the counselors provide a new student orientation which includes a student contract known as the CalWORKs Steps to Success guide. This is a comprehensive outline of student Program requirements. Counselors also guide students in how to complete county and Program documentation. Depending on the

student's needs appropriate referrals are made for on and off-campus resources as necessary. Upon completion of the intake appointment, a follow-up appointment is made within 2-3 weeks, sometimes sooner depending on where the student is in the matriculation process. One of the primary goals of the follow-up appointment is to ensure supportive services are in place (e.g. child care, transportation assistance and books/materials, etc.) A foundation of the case management structure is maintaining an individual electronic case file for each student, which is comprised but not limited to the following: psychosocial intake, county documents; the county Welfare-to-Work Referral for Education and Training, CalWORKs semester Ed Plan, Major Requirements, CSU and IGETC Worksheets which track the students' progress as they matriculate). Case notes are also kept in order to track all student-related contacts (e.g. contacts with students; on-campus staff; county staff; off-campus service providers, etc.). One of the key advantages of maintaining a student case file is that staff is able to quickly evaluate what a student needs based on case note documentation. In addition, each counselor maintains a student caseload, and if one counselor is out of the office, the other counselor can quickly assist and assess the student's needs by reviewing the student's file and case notes.

A critical role of the CalWORKs Counselor is that of student advocate, serving as the liaison with the student's county case manager. The primary goal is two-fold: to ensure that academic and career goals are in alignment with the student's county approved Welfare-to-Work Plan, and to efficiently provide student access to county supportive services (books/materials, child care and transportation assistance). As student advocate, the counselor must consistently reference state legislation by reviewing ACL`s (All County Letters) issued by the state Department of Social Services, as well as a continued and necessary proliferation of information disseminated by welfare-to-work advocates. Also, there are certain state policies which counties are allowed to administer based on `operational discretion.' Thus, in essence, what may be required from a student who lives in Orange County may not be the same for a student who lives in Los Angeles, Riverside or San Bernardino County. This further complicates the counselor's task of assisting students in managing the maze of welfare requirements. As a result, it is imperative that counselors remain abreast of all legislation, so that they may effectively and accurately advise students. This is especially critical in view of the high rate of county staff turnover, and the fact that students are given misinformation due to lack of training and/or misinterpretation and implementation of federal, state and county policy.

CHILD CARE

Child care is a critical component in ensuring the success of CalWORKs students while they are enrolled at Fullerton College and/or NOCE. CalWORKs students must also have access to child care that meets their individual family needs (e.g. children with special needs, as well as the provision of child care during weekends and evenings). Due to the fact that counties and the local alternative payment programs have the primary responsibility for meeting the majority of the CalWORKs students' child care funding needs, campus CalWORKs child care funds are utilized as emergency 'transitional' funding while students are in the process of accessing county and alternative payment program funding. One of the main job responsibilities of the program's Office Coordinator is to administer and coordinate child care services. Students are primarily referred to off-campus providers due to the limited availability of on-campus childcare.

WORK STUDY

The program receives funding specifically designed to serve CalWORKs students. In contrast to Federal Work Study regulations, CalWORKs work study funding does not require students to qualify for financial aid or maintain full-time status. In addition, students may work a maximum of 26 hours as opposed to the 20-hour maximum allowed through Federal Work Study. Every effort is made to place interested students in work

study positions. Working in close collaboration with student services areas and campus departments, students may hold positions in several campus service areas, which include but is not limited to Admissions and Records, EOPS/CARE/FYSI, Library, Academic Support Center, Music Lab and Bookstore. On occasion, placements can be made that are related to a student's major/career goals. Unfortunately, as a result of a limited number of available campus department positions, all interested students cannot be immediately placed. Therefore, an ongoing wait list is maintained. As openings become available, students are given the opportunity to apply for open positions. In addition, students are referred to the Career Life and Planning Center where they can enroll in soft skills workshops (e.g. resume writing, mock interviews), given direction on how to access on-line employment opportunities and can participate in career exploration.

Academic Year	Work Study Students Served
2013-14	13
2014-15	26
2015-16	29
2016-17	25
2017-18	25
2018-19	16
2019-20	19
2020-21	4
2021-22	4
2022-23	7

The significant reduction in work study students can be attributed to the pandemic and the students' inability to work in on-campus job placement. The goal is to increase student participation in Work Study as the campus continues to return to normal campus operations and positions become available.

The ability to participate in the work study program offers students an invaluable opportunity to gain work experience while contributing to their personal growth as they learn how to interface with campus staff and students in a work setting. In addition, they are able to increase their earned income while meeting welfare-to-work required participation hours. It is also important to note that work study earnings are exempt from cash aid, thus students are able to supplement their monthly cash aid benefits. The Office Coordinator currently oversees the Work Study program.

Unfortunately, as a result of the 2003-2004 budget cuts, the Job Development and Placement component of our program was severely impacted. A full-time Job Developer was specifically assigned to work only with CalWORKs students. An off-campus work study component had been developed, in which partnerships had been established with off-campus employers, One-Stop Centers and Workforce Investment Boards. Unfortunately, the elimination of this position resulted in the loss of an important service for our students. In addition to expanding the on-campus work study component, efforts were made to match their job placements in areas related to their major/career goal in off-campus placement.   The collaboration with local business and industry, which supported one of the college goals of strengthening connections with the community, was eliminated.

SERVICE COORDINATION

Service coordination is essentially the team approach utilized by the CalWORKs Program staff in its primary role of identifying students' current and potential barriers, and providing the ongoing support and advocacy necessary to optimize retention and success. Program staff coordinates student access to both on-campus

resources and off-campus service providers. Close collaboration with the campus student services areas, NOCE, community-based providers, county personnel and legal advocates (which interpret federal, state and county policy) ensures a comprehensive student services delivery model, and is critical from the onset as students matriculate.

COLLABORATION/ SERVICE COORDINATION

Program staff maintain a strong collaboration with on-campus service areas, county staff and off-campus service providers. These include but are not limited to the following partnerships:

* **EOPS/CARE/FYSI:** The combined program efforts in the service of our shared student population enhances student access to the distinct services each program offers. Annual events for our shared student population include the Adopt-an-Angel Holiday event and the Student Parent Success Luncheon. The collaborative efforts with county staff have resulted in county representation on the EOPS/CARE/FYSI Advisory Board.

* **FINANCIAL AID:** The Financial Aid office has proven to be an invaluable resource. Students often need assistance with financial aid related issues (from learning how to navigate their financial aid information in My Gateway to more complex issues such as filing an appeal, etc.) Oftentimes our students are overwhelmed. Therefore, when the counselor contacts FA staff on the student's behalf in an effort to problem-solve, the end result is alleviation of the student's stress. In addition, the CalWORKs Office Coordinator coordinates with Financial Aid staff in order to optimize student work-study placement for students that may be receiving Federal Work Study and have exhausted their Federal Work Study funds. CalWORKs Program work study funds are then able to supplement FWS funds so that students may continue to work. whereas otherwise they would have needed to stop working due to lack of Federal Work Study funding.

* **ADMISSIONS AND RECORDS:**   A&R staff is extremely helpful in assisting counselors in remedying issues that include but are not limited to the following: rectifying priority registration issues, residency-related questions, student holds, etc.

* **DISABILITY SUPPORT SERVICES:** As part of the psychosocial intake, basic screening of both primary and secondary learning disabilities allow for counselor intervention and referral to DSS Programs at Fullerton College and North Orange Continuing Education campuses.   Students who ordinarily may not have accessed this important resource for a variety of reasons (e.g. lack of awareness; failure of primary and secondary educational institutions to accurately identify and/or provide needed resources; stigma associated with learning disabilities; etc.) are more likely to utilize program services.

* **THE FRIENDS OF FULLERTON COLLEGE FOUNDATION:** The Foundation continues to provide emergency grant funding on a limited basis for students as funding permits.

* **COUNTY PARTNERS:** A key component of the program is collaboration with county staff. In order to ensure that students have access to county supportive services while meeting county program requirements, it is imperative that program staff maintain a close collaborative relationship with county administration, staff supervisors and cash aid technicians and case managers.
In an effort to enhance collaboration with county staff, two campus tours were held for county case Managers. The tour included the Wilshire NOCE Learning Center and High School Diploma Lab, as

well as Fullerton College student services program areas. In addition to meeting our CalWORKs Program staff, county personnel were able to gain a deeper knowledge of the programs and services that both educational sites offer. A county 'Meet and Greet' was also held by the CalWORKs Program where county supervisors, case managers and cash aid technicians were invited to the campus in order to meet administration and staff.   The goal was to promote collaboration, as well as educating the county staff with regard to Program and student support services area. When the pandemic occurred the Meet and Greet was held successfully on Zoom. The Meet and Greet continues to be a key event in promoting collaboration.

* **LEGAL ADVOCATES:** Student advocacy necessitates on-going assistance with interpretation of welfare-to-work legislation. As a result, counselors maintain frequent contact with legal advocates who provide the expertise needed in order to assist students. Statewide partnerships have been established with legal agencies such as Legal Services of Northern California, Western Center on Law and Poverty and the Coalition of California Welfare Rights Organizations.

While the eligibility criteria for the EOPS/CARE and CalWORKs Programs differ, CalWORKs students can also qualify and participate in both programs. It is important to note that while program eligibility requires that students and/or their children are receiving cash aid benefits, eligibility and services provided by both programs differ in certain areas as indicated in the tables below. In addition, a critical difference between eligibility criteria is that students who are sanctioned (i.e. are not receiving cash aid for themselves but only their children (which can be attributed to a variety of reasons) and students who have reached their 60-month time limit and thus are only receiving cash aid for their children, are eligible for CARE. In contrast, CalWORKs student program eligibility requires that both student and child must be receiving cash aid, as well as in the process of curing their sanction if applicable. It is very fortunate that the CARE Program is able to serve students that otherwise would not be receiving these additional supportive services, as both sanctioned and students who have exhausted their 60-month time limit are not eligible for county supportive services (i.e. child care, books/materials/ school supplies and transportation assistance).

EOPS Eligibility Criteria	CARE Eligibility Criteria	CalWORKs Eligibility
12 unit minimum (with exception of 10% waiver)	12 unit minimum (with exception of 10% waiver	No unit minimum; services both credit and non-credit students
California Resident and/or AB 540	California Resident and/or AB 540	Both California residents and non-residents qualify
Qualify for CCCPG (fee waiver)	Qualify for CCCPG (fee waiver)	Qualify for CCCPG (fee waiver) (n/a for NOCE students served)
	Cash aid recipient for self and/or children (i.e. serves students who do not qualify to receive cash aid for themselves but whose children still qualify).	Student and child must be receiving cash aid
	Must have at least one child age 18 or younger	Must have child under 18 (exceptions for children who will complete high school equivalency by age 19)

Students who have completed a maximum of 40 transferable units do not qualify	Students who have completed a maximum of 40 transferable units do not qualify	Maximum unit completion does not apply

PROGRAM SERVICES

SERVICE	CARE	CalWORKs
Gas cards	X	County supportive services provides mileage reimbursement; CalWORKs Program also supplies gas cards
Meal cards	X	X
Bus pass or Parking Permit	X	County supportive service;
Book Service Award (limited $ amount)	X	County supportive service w/o $ limit;
Funds for all school related fees and all required course materials	X	County supportive service
School Supplies	X	County Supportive Service each semester; Program service for new students 1x only
N/A	N/A	County supportive service and emergency transitional CalWORKs Program funding

As a result, students that participate in both programs are able to benefit from the services that both programs offer. However, it is important to note that distribution of services is carefully tracked in order to avoid duplication of services offered by both programs. EOPS/CARE/FYSI and CalWORKs program staff have established a strong and vital partnership in order to optimize services to our shared student population as well as minimize duplication of efforts. In addition, program staff combine efforts so that students may benefit from campus-sponsored events, such as the Mecha Thanksgiving Food Drive. Two student events are hosted each academic year: the Adopt-An-Angel Holiday Party and the Student Parent Success Luncheon. Through the generosity of the campus community, students and their children are able to enjoy an evening of holiday fun. The end of the year Student Parent Success Luncheon is designed to recognize the efforts of our students. Each student receives a certificate celebrating their achievements for the academic year. The luncheon's highlight is the Student Success Panel comprised of 3 to 4 former CalWORKs and EOPS/CARE students, who have either transferred, graduated or are employed in their chosen field. They share their stories and the hardships they have had and continue to overcome. Their tenacious spirit as they move forward in their educational and career pursuits serves as a vital source of inspiration and encouragement for our students.

Depending on the student's educational needs, appropriate referrals are made as necessary (GED/HiSET or High School Diploma completion, ESL Placement Testing and the Academic Support Center, etc.). In addition,

an important component of the intake is the basic screening for learning disabilities. The majority of students who qualify for DSS services have never been tested for learning disabilities. Due to the perceived stigma of having a learning disability, it is not uncommon for students to not follow through with the initial referral to DSS. However, as the CalWORKs counselor educates the student regarding the services and benefits of participation, the majority of students eventually take advantage of this critical resource. CalWORKs counselors coordinate with both the Fullerton College and NOCE DSS Programs as student needs dictate.

A portion of the student population attends NOCE for English remediation, high school diploma and GED/HiSET completion certificates, as well as vocational certificates. As ESL students progress, the CalWORKs counselor encourages transition to Fullerton College where they can continue to improve their language acquisition skills and eventually enroll in general education coursework. ESL students have successfully completed certificates, degrees and transferred to universities. In addition, students enrolled in high school equivalency programs are encouraged to transition to Fullerton College, thus eventually co-enrolling at both FC and NOCE. Students may also opt to complete their high school equivalency prior to transitioning to the college. Students in vocational certificates are also encouraged to transfer to the college in order to continue to expand their educational journey.

Funding, Expenditures and Accountability

The community college CalWORKs program must have a process for tracking the expenditure of CalWORKs funds to ensure expenditures comply with legal budgetary requirements as set forth in the Education Code, annual Budget Act language and in guidelines issued by the Chancellor's Office. Close collaboration with identified district accounting personnel is maintained in order to ensure the accuracy and completion of required budget reporting.

Chancellor's Office guidelines require that student program eligibility be established two weeks prior to the beginning of each semester for current students, and at the intake appointment for new students.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Director	1	100%	12	Categorical	1
Classified					
Office Coordinator	1	100%	12	Categorical	1
Student Services Technician	1	100%	12	Categorical	1
Faculty (full-time)					
Counselor	1	100%	12	Categorical	1

Faculty (Adjunct)						
	Counselor	1	50%	12	Categorical	.5
Hourly – Adult						
Hourly – Student	Work Study Student	1	50%	12	Categorical	
	Student Services Assistant	1	50%	12	Categorical	.5
Professional Experts						
					Total FTE	5

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns	Assist with projects and events	10	N/A	N/A
Total Hours & Costs				
			Total FTE	5

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

The CalWORKs Program experienced two severe budget cuts (2003-04, and 2007-08), resulting in a 52% and 39% decrease in program funding, respectively. The initial budget cut ultimately resulted in a 50% reduction of CalWORKs Program staff (i.e. the elimination of a Program Coordinator, Job Developer and two classified staff, all of which were 100% 12-month positions).   In effect, with the exception of the addition of one full-time classified staff member added in the 2014-15 academic year, the program had been staffed at 50% of its staffing level prior to the initial budget cuts. However, as a result of an increase of program funding during the 2014-15 academic year, as previously mentioned a full-time Student Services Technician was hired in July, 2014 thus increasing the staffing level to 60% of the initial staff composition. The SST is responsible for providing all phases of support for the Office Coordinator.

Currently one full time counselor and one adjunct counselor serve the students. In addition, when the Program had a full-time job developer, they were effective in greatly expanding work study opportunities both

on and off-campus. The program has not had a job developer since 2008, and this would greatly benefit our students, as one of the main goals of the program is to assist students in building their work readiness skills and eventually transition into the workforce.   In addition, work study income also provides financial assistance which does not adversely impact their cash aid.   An additional adjunct would be beneficial to also assist with student caseload as the number of student referrals has significantly increased, along with developing student outreach efforts.

CalWORKs funding for job development and job placement allows colleges to place students in work activities that enable them to meet their weekly participation requirements for the CalWORKs program, provides students with practical experience that will make them more marketable when they complete their educational program, and provides opportunities for students to earn additional income.

The Job Developer provided the following services for program participants:

- ➢ Coordination with departments for on-campus work study placement
- ➢ Created off-campus job placements for students in the work study program
- ➢ Developed opportunities to place CalWORKs students in other qualifying work activities such as internships, work experience, and community service.
- ➢ Provided career information including vocational assessment.
- ➢ Provided work readiness training, e.g., resume writing, workplace etiquette, and interview techniques.
- ➢ Coordinated the evaluation of students' job performance and provided intervention and support as needed.
- ➢ Interfaced with on-campus programs including Financial Aid/work study placement; DSS, EOPS/ CARE/FYSI, and other student services, as well as instructional programs in order to create partnerships in support of job development and job placement efforts for CalWORKs students.
- ➢ Collaborated with the county personnel, EDD, One-Stop Career Centers, Private Industry Councils, Workforce Investment Boards and other community organizations to identify more placements for students, as well as developed resources for job placement opportunities upon academic program completion.
- ➢ Student follow-up post-graduation/transfer, in an effort to collect longitudinal data regarding student entry into the workforce

   2.5   How many students are served? How has this number changed since the last review?

Below is a table of the total number of students served since the last Program Review. Our Program also serves North Orange Continuing Education students. Please keep in mind that the total number of students served thus far for 2022-23 will increase by the end of the academic year. We are currently receiving an increase in new student referrals from the county, averaging 3 referrals weekly.

Academic Year	Fullerton College CalWORKs Students	North Orange Continuing Education Students	Total Students Served
2018-2019	142	66	208
2019-2020	167	66	233
2020-2021	189	95	284
2021-2022	134	59	193
2022-2023	87	55	142

As evidenced by the data the total number of students served has fluctuated since the last Program Review. This can be attributed to a variety of reasons, including the decrease in county student referrals, the economy, etc. The pandemic also contributed to the decrease in the number of students served. However, within the last semester there has been a significant increase in student referrals, thus it is safe to project that the number of students served for 2022-2023 should reach 2021-22 levels.

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

It is important to note that although the pandemic created significant challenges in providing comprehensive support student services, the staff were able to effectively and succinctly meet student needs. Electronic files were developed in lieu of paper files, ongoing collaboration was kept with key stakeholders including the county department of social services, and thus the interruption of services did not adversely impact the students. The program team were successful in ensuring that they were able to continue to serve students despite the challenges that the pandemic created. As a result, while working remotely during the pandemic, this created another avenue of student services delivery which has given the students flexibility of how they can continue to receive program services.

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

Both federal (TANF) and state (CalWORKs) legislation drive county program welfare-to-work requirements. State legislation will adapt in response to changes in federal legislation, and at other times, California will enact legislation independent of federal influence.

On January 4, 2021 the State Department of Social Services issued All County Letter 20-144 which increased the income disregard to $600. In effect, students that are working in unsubsidized employment are able to exempt $600 from adversely impacting the amount of cash aid they receive. This is a very positive change for CalWORKs recipients. The income reporting threshold is extremely low for recipients. For example, a family of 3 whose income equals $2,379 monthly or above will be disqualified from receiving Cal Fresh (food stamps) and their cash aid case will be closed. When a student's cash aid case closes, this increases the likelihood of the student dropping out of school in order to either find employment or add additional hours in their current employment in order to support their family. Therefore, by increasing the exemption amount this increases the likelihood that students will be able to keep their cash aid case open and thus remain in school.

Key state legislation has been enacted that has greatly benefited the CalWORKs student population. On January 20, 2021, the State Department of Social Service issued All County Letter 21-04 which established statutory changes affecting CalWORKs students as per Senate Bill 1232. A summary of these changes are as follows:

- Welfare-to-work participants enrolled in publicly funded postsecondary education institutions:

    - Will receive standard advance ancillary service payments for required books and college supplies.
    - Shall receive 3 hours of study time for each academic unit enrolled for purposes of calculating WTW hourly requirements.
    - WTW participants will not be required to participate in job search as the initial activity prior to approving education as an approved activity.
    - The County does not need to approve a change of major

Advanced standard ancillary service payments are issued to students, with the amount being based on full or part time status. This is the county's efforts to provide students advance funding prior to the beginning of the semester so that they can purchase their books and materials needed in a timely manner. Past practice has been that students would not receive funds until a formal request was made from the CalWORKs Office. However, the CalWORKs Office must issue ancillary funding requests for students that did not receive the advanced payment for a variety of reasons.

Students are required to meet weekly participation hours. For single parents that have a child 6 years of age and above, they are required to participate 32 hours per week in an approved WTW activity, which includes work, class lecture and study hours. The fact that the state has now increased the number of study hours that are allowable has alleviated pressure for students to secure additional activity hours outside of school commitments, thus allowing them to focus on their studies rather than also having to find employment or participate in another welfare-to-work activity.

In the past, new CalWORKs recipients were initially referred to a job search activity prior to having their education approved as a CalWORKs activity. The fact students are no longer pressured to seek employment but can attend school is a major victory. In addition, students were not allowed to change their major without approval from their county case manager. With the inception of SB 1232, students are now allowed the freedom of pursuing a different major without having to justify the change of major to the county.

In essense, the goal of SB 1232 was to provide additional support and flexibility for CalWORKs students. The fact that they no longer have to seek employment, can receive their ancillary funds in a timely manner, have additional study hours county towards their weekly participation requirements, and change their major without county approval is a reflection of key stakeholders' efforts to assist students in reaching their goals of academia and self-sufficiency.

On May 1, 2022 state legislation was enacted which extended the amount of time CalWORKs recipients could be receiving cash aid from 48 months to 60 months. This had a significant impact as students who had formally dropped out of school to go to work were now able to return and complete their studies.

    2.8   Provide any other data that is relevant to your self-study

All of the following data was taken from the California Community College Chancellor's Office Data Mart. The following tables compare student gender, ethnicity, and age as compared to Fullerton College's overall student population. The Gender Distribution Tables below indicate that a significantly higher percentage of CalWORKs students are female as compared to the general student population. This can be attributed to the fact that the majority of the students are female single head of household, with a smaller percentage being a

two-parent or male single parent head of household. The percentage of the CalWORKs male student population is significantly lower than that of the general student population.

Gender Distribution, 2018-19

Percent Gender Distribution	Fullerton College	CalWORKs
Female	52.31%	86.74%
Male	46.03%	12.15%
Unknown	1.65%	1.10%

Gender Distribution, 2019-20

Percent Gender Distribution	Fullerton College	CalWORKs
Female	52.31%	86.96%
Male	45.92%	11.96%
Unknown	1.76%	1.09%

Gender Distribution, 2020-21

Percent Gender Distribution	Fullerton College	CalWORKs
Female	54.79%	88.03%
Male	43.29%	11.97%
Unknown	1.30%	Data not available

Gender Distribution, 2021-22

Percent Gender Distribution	Fullerton College	CalWORKs
Female	52.21%	87.88%
Male	42.90%	10.61%
Unknown	3.65%	1.52%

As reflected in the Ethnic Distribution Tables below, the trend of the cultural diversity of the CalWORKs student population as compared to that of the general student population has remained the same over the past four years. The CalWORKs ethnic distribution based on percentages as reflected below are as follows: Hispanic, White Non-Hispanic, African American and Asian. While there have not been statistically significant changes in the Hispanic general student population, there is a statistically significant difference between the percentage of the general Asian student population served versus the CalWORKs student Asian population.

Ethnic Distribution, 2018-19

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.24%	4.97%
Asian	16.01%	4.42%
Filipino	0.89%	1.10%
Hispanic	56.01%	62.43%
Amercn Indian/Alaskan Native	0.13%	0.00%
Pacific Islander	0.18%	1.10%
White Non-Hispanic	16.36%	18.23%
Unknown	2.0%	1.66%

Ethnic Distribution, 2019-20

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.26%	5.43%
Asian	12.89%	3.80%
Filipino	2.70%	0.54%
Hispanic	54.28%	67.39%
Amercn Indian/Alaskan Native	0.21%	0.00%
Pacific Islander	0.25%	1.63%
White Non-Hispanic	16.93%	15.22%
Unknown	6.53%	2.72%

Ethnic Distribution, 2020-21

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.33%	4.23%
Asian	15.11%	3.52%
Filipino	1.60%	0.70%
Hispanic	55.66%	67.61%
Native American	0.19%	0.00%
Pacific Islander	0.25%	0.70%
White Non-Hispanic	16.70%	15.49%
Unknown	2.43%	1.41%

Ethnic Distribution, 2021-22

Percent Ethnic Distribution	Fullerton College	CalWORKs
African American	3.24%	5.30%
Asian	16.01%	3.52%
Filipino	0.89%	0.70%
Hispanic	56.01%	67.61%
Native American	0.13%	0.00%
Pacific Islander	0.18%	0.70%
White Non-Hispanic	16.36%	15.49%
Unknown	4.58%	1.41%

The Age Distribution Table below indicates that the majority of the CalWORKs student population falls within the 20-29 year age range. The trend over the last 4 academic years reflects that the largest percentage of this student population lies within the 25-29 age range. The largest discrepancy in age of students served between Fullerton College and the CalWORKs student population is reflected in the '19 or less' category.

Student Age Distribution, 2018-19

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	36.03%	4.42%
20-24	36.98%	21.55%
25-29	13.08%	28.73%
30 - 34	5.52%	22.10%
35 - 39	2.91%	12.71%
40 - 49	3.04%	8.84%
50+	2.44%	1.66%

Student Age Distribution, 2019-20

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	36.74%	6.52%
20-24	36.06%	19.02%
25-29	12.78%	30.43%
30 - 34	5.43%	22.83%
35 - 39	3.08%	11.41%
40 - 49	2.79%	8.15%
50+	2.20%	1.09%

Student Age Distribution, 2020-21

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	35.18%	5.63%
20-24	35.19%	18.31%
25-29	13.35%	29.58%
30 - 34	6.18%	19.72%
35 - 39	3.55%	14.08%
40 - 49	3.88%	11.97%
50+	2.65%	0.70%

Student Age Distribution, 2021-22

Percent Age Distribution	Fullerton College	CalWORKs
19 or less	36.05%	0.00%
20-24	34.60%	16.67%
25-29	12.58%	34.09%
30 - 34	6.20%	25.00%
35 - 39	3.69%	11.36%
40 - 49	4.00%	11.36%
50+	2.80%	1.52%

CalWORKs Non-Instructional Program Review Data

Fall 2019 – Spring 2022

The Office of Institutional Effectiveness provided the following data. The overall persistence rates by cohort for the three-year cycle reflected a higher percentage in the Fall 2020 cohort, followed by Fall, 2019 and Fall, 2021. Overall persistence rates based on ethnic distribution showed a higher percentage of Hispanic, followed by White Non-Hispanic and African American, which is in keeping with the CalWORKs general student population percentages. Overall persistence rates by gender reflected a significantly higher percentage of females vs. males. Overall persistence by age range indicated that the following age distributions had the highest level of persistence: 20-24 age range – 61.1%; 19 or less – 50%; followed by the 25-29 age range – 42.39%. Overall award winners for Fall 2019 reflected a 16.6% in Fall, 2019 followed by Fall 2020 at 14.5%, and Fall 2021 at 5.9% respectively. Overall award earners by ethnicity reflected a 16.1% by the Hispanic student population. The other ethnic groups either had numbers lower than 5 or were not represented in the sample. Overall award earners by gender reflected an insignificantly higher percentage of males at 15.2% vs. females at 13.2%. Lastly, overall award earners by age group either had numbers lower than 5 or were not represented. It is important to note that this data reflects the challenges the students faced during the pandemic which may have resulted in lower persistence rates and overall award earners.

Supporting Docs:
[Link to Analysis and Query Files]

==OUTCOME: X% of CalWORKs students will continue pursuing their post-secondary goals for at least two consecutive years or until transfer and/or degree completion.==

==OVERALL PERSISTENCE RATES==

	Total # in Cohort	# Persisting	% Persisting
Fall 2019 Cohort	51	22	43.1%
Fall 2020 Cohort	21	10	47.6%
Fall 2021 Cohort	17	6	35.3%

==OVERALL PERSISTENCE RATES BY RACE/ETHNICITY==
==*Suppressed numbers lower than 5 are noted with an " * "==
==**Groups that were not represented in the sample are noted with an "-"==

	Overall	Fall 2019	Fall 2020	Fall 2021
American Indian	-	-	-	-
Asian	-	-	-	-
Black	14.3%	*	*	*
Filipino	-	-	-	-
Latin a/o/x	45.2%	44.7%	61.5%	27.3%
Pacific Islander	*	-	-	-
Two or More	*	*	*	*
Unknown	*	*	-	*
White	41.7%	40.0%	40.0%	*

==OVERALL PERSISTENCE RATES BY GENDER==
==*Suppressed numbers lower than 5 are noted with an " * "==
==**Groups that were not represented in the sample are noted with an "-"==

	Overall	Fall 2019	Fall 2020	Fall 2021
Female	50.9%	57.1%	52.9%	61%
Male	24.2%	25.9%	*	*
Non Binary / Transgender				
Unknown / Not Reported	*	83%	80%	100%

	Overall	Fall 2019	Fall 2020	Fall 2021
19 or Less	50.0%	55.6%	*	-
20 to 24	61.1%	57.1%	*	*
25 to 29	42.3%	11.1%	75.5%	44.4%
30 to 34	40.0%	50.0%	*	*
35 to 39	20.0%	28.6%	*	*
40 to 49	28.6%	*	*	*
50 and Older	*	-	*	-

OUTCOME: X% of CalWORKs students will earn a degree or certificate

OVERALL AWARD EARNERS

	Total # in Cohort	# Award Earners	% Award Earners
Fall 2019 Cohort	51	10	16.6%
Fall 2020 Cohort	21	3	14.4%
Fall 2021 Cohort	17	1	5.9%

OVERALL AWARD EARNERS BY RACE/ETHNICITY
*Suppressed numbers lower than 5 are noted with an " * "
**Groups that were not represented in the sample are noted with an "-"

	Overall	Fall 2019	Fall 2020	Fall 2021
American Indian	-	-	-	-
Asian	-	-	-	-
Black	*	*	*	*
Filipino	-	-	-	-
Latin a/o/x	16.1	21.1%	15.4	0%
Pacific Islander	*	-	-	*
Two or More	*	*	*	*
Unknown	*	0%	-	*
White	*	*	*	*

	Overall	Fall 2019	Fall 2020	Fall 2021
Female	13.2%	*	*	15%
Male	15.2%	18.5%	*	14%
Non-Binary / Transgender	-	-	-	-
Unknown / Not Reported	*	*	-	-

	Overall	Fall 2019	Fall 2020	Fall 2021
19 or Less	*	*	*	-
20 to 24	*	*	*	*
25 to 29	*	*	*	*
30 to 34	*	*	*	*
35 to 39	*	*	*	*
40 to 49	*	*	*	*
50 and Older	*	-	*	-

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?
Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

Despite a reduction in staff since the program's inception, staff have aspired to consistently provide excellent services to the best extent possible. Program strengths are encompassed within the case management model that allows for a holistic approach to serving students, providing a comprehensive psychosocial assessment of current and potential barriers to success. The CalWORKs program model is a 'social work' model in that all psychosocial needs are assessed and monitored, ensuring appropriate referral/access to both on and off-campus supportive services. Unlike any other student services program, student advocacy and collaboration with county partners is a core component of student services delivery. As stated earlier, program staff must stay abreast of ongoing changes in county, state and federal program policy and legislation in order to effectively serve students. In addition, the office work study staff are also CalWORKs students, which has proven to be beneficial in that they are able to understand the needs and challenges of the students they serve. Another critical component of the program model is the service coordination with both on and off-campus service providers, which includes but is not limited to EOPS/CARE/FYSI, Financial Aid, DSS, Admissions and Records, Financial Aid and county staff and legal advocates. In keeping with the case management model this level of coordination is foundational to the program.

WORK STUDY

Unfortunately, as stated earlier, the number of students participating in work study has decreased since the last Program Review due to the pandemic. The Program is hopeful that these numbers will increase as the campus returns to normal operations. In addition, due to the flexibility of CalWORKs funding requirements, students who may not otherwise qualify for Federal work study funds are able to access CalWORKs work study-funded positions, as the requirements in order to qualify for CalWORKs work study differs from that of Federal Financial aid. CalWORKs students do not need to qualify for Financial Aid, don't need to be full-time students and are able to work 26 hours vs. the 20 hours per Financial Aid requirements. It can't be emphasized enough how beneficial this opportunity is for students who may not otherwise qualify.

The ability to participate in the work study program offers students an invaluable opportunity to gain work experience while contributing to their personal growth as they learn how to interface with campus staff and students in a work setting. In addition to supplementing their income, this work experience assists in the continued acquisition of soft skills contributing to the student's personal growth and maturity. Work study is exempt from the student's cash aid, whereas unsubsidized income is deducted. Due to the fact that unsubsidized income is deducted, this unfortunately perpetuates the cycle of poverty, as a student's income remains somewhat stagnant despite their efforts to become self-sufficient.

CHILD CARE

Child care is a critical service that our student parents need. Without child care, students are unable to attend classes. Child care costs are astronomical as noted in a recent study in which California ranked third among the top five states in which child care is the least affordable.

Affordability rankings are calculated based on the average cost of care in relation to the U.S. Census Bureau's 2016 American Community Survey that includes the state median family income of households with children. While child care funding is one of the supportive services the county provides, for a variety of reasons students may not have child care in place when they enter our program. Our program's ability to provide transitional funding for CalWORKs students until they acquire county supportive services ensures that students have a critical need met in order to remain in school.

PROGRAM STAFF TRAINING AND SKILLS

The CalWORKs full-time counselor and one adjunct counselor have clinical and/or social work backgrounds. This training and experience further enhances the ability to effectively serve this vulnerable student population   In addition, 4 staff members are bilingual (English/Spanish), including the two counselors. This is a valuable asset in serving our ESL student population.

> 3.2.   Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?

One of the weaknesses is the elimination of the job development/placement component. As stated earlier, this position was responsible for but not limited to the following: developing off-campus job placement and internship opportunities (matching student vocational and career goals when possible), coordinating the evaluation of students' job performance with employers, providing intervention and support as needed,

developing soft skills workshops, and collaboration with EDD, One-Stop Career Centers and Private Industry Councils. While the Career Life and Planning center does provide workshops and web-based employment opportunities specifically designed for Fullerton College students, the hands-on case management component integral to the CalWORKs Program is not in place. That is to say, working closely with the CalWORKs counselor, the Job Developer was able to provide assistance tailored to meet student-specific needs. This joint effort provided the foundation necessary for students to develop work force readiness skills.

Another identified weakness is the lack of a dedicated outreach position whose main focus would be outreach to off-campus service providers. Whereas the college has dedicated outreach positions (e.g. general counseling; EOPS, etc.).

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?

The monthly visits by the county staff were an added resource. However due to lack of student participation this practice is not being implemented at this time. This is a reflection of the fact that students are not having the amount of problems that they once had with their cash aid worker and/or case manager. It is the counselor's role to remediate any issues that the students are having directly with the county. The county has established an Educational Liaison that provides direct support to the counselors in assisting students resolve any issues that they are having. This has proved to be an invaluable resource.

A major focus of the program is to increase outreach efforts. This will include but will not be limited to the following: off-site presentations to county staff (thus increasing program visibility to a larger audience); school continuation programs; teen parent educational programs; women's shelters and service providers that target low socio-economic populations (e.g. Anaheim Family Resource Center).

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?

Increasing student retention and success is an ongoing challenge. An academic progress report (APR) is a process that has been instituted since the last program review. In an effort to provide early intervention, all students are required to complete and submit this form to our office at the end of the 8th week of instruction. Students must indicate their current grade in all coursework as well as coursework status (i.e. enrolled, withdrawn, incomplete or late start class). This is a valuable tool/resource for the counselors in an effort to assist students in identifying areas that need improvement. Students are required to meet with their respective counselor if they are not passing a class. An ongoing challenge, however, is to get students to submit this form in a timely manner. A $25 vendor card is given as an incentive for students to submit their APR by the deadline. The development of Strategic Action Plan #1 is to increase the response rate of the Academic Progress Report in an effort for counselors to provide early intervention for those students struggling in their coursework. Counselors will discuss and review the Academic Progress Report requirements as part of the new student orientation. The CalWORKs Steps to Success student program guidelines will be revised to include this requirement. In addition, the increase in required student appointments will assist the counselors in tracking students' academic progress.

Changing the perception and stigma associated with CalWORKs recipients within the campus community continues to be a challenge. While students have experienced support of both faculty and staff, they have also had negative experiences as well. While it is impossible to change everyone's biases and stereotypes it is important to maintain an ongoing effort to educate the campus with the ongoing challenges and barriers that our students face. An in-reach goal is to provide campus presentations in order to educate the campus community at large.

4.0   Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1   List your outcomes and complete the expandable table below.
Unfortunately, due to the pandemic, the CalWORKS Program was unable to track Service Area Outcomes as well as the Strategic Action Plans. Moving forward, the new Service Area Outcome and Strategic Action Plans will be closely tracked and monitored now that the campus has returned to normal operations.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Students will have supportive services in place (books/school-related expenses, child care, and transportation assistance) at the beginning of each semester. Additional requests (e.g. additional book needs, etc.) after semester starts will be processed in a timely manner.	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes .	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes
2.	Students will satisfy the county's monthly attendance/progress reporting requirements. This will ensure continued receipt of supportive services and cash aid benefits without interruption.	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes	Due to the pandemic, the CalWORKs Program was unable to track Program Outcomes

4.2   Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	The CalWORKs Program will develop a new student application designed to assist the counselor gather information prior to the student intake appointment. In addition, a video will be developed which will provide the new student CalWORKs Program information. Students will be better informed as to what to expect upon intake, which county paperwork they need for their appointment and program	Upon meeting the student for the initial intake, the counselor will discuss the application process and information video in order	Counselors will be responsible for tracking new student intakes and evaluating the success of the	No	That new students are better informed with regard to program expectations and county requirements as well as program processes.

	processes. Both the application and the video will be posted on the CalWORKs website.	to assess the helpfulness of this information, and identify any needed improvements for the application process.	intended outcome.		
2.	Students' grade point averages will increase from semester to semester based on the increased requirement of student appointments and timely submission of APRs.	Program will review all term cumulative gpas each semester	Data is stored in Banner will be requested through OIE.	Yes	The results will show an improvement in gpa from semester to semester.
3.	Outreach efforts to teen parent programs, continuation schools, NOCE students and other community-based organizations will result in an increase in student referrals to the CalWORKs Program.	A referral question will be added to the CalWORKs application, asking what the referral source was to our program	The data will be collected by reviewing each application for referral resources.	Yes	The results will show an increase in the CalWORKs student population
4.	New student orientation workshops will be held in order to educate students with regard to the CalWORKs Matriculation process, county and program requirements, financial aid information, an in-depth overview of student support services and a campus tour. The goal is to provide a working knowledge of the CalWORKs Program, student support services and county processes	A survey will be provided at the end of the workshop in order to assess if goals were met.	Data will be collected via the survey results	No	New students will be better able to navigate the county and CalWORKs Program processes, as well as experience themselves as a part of the campus community

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

Unfortunately, due to the pandemic, the CalWORKs Program was unable to move forward Program Outcomes.

4.4   How has assessment of outcomes led to improvements <u>in student learning and achievement</u>?

Unfortunately, due to the pandemic, the CalWORKs Program was unable to move forward with Program Outcomes.

4.5   What challenges remain to make your program outcomes more effective?

Unfortunately, due to the pandemic, the CalWORKs Program was unable to move forward Program Outcomes.

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

Unfortunately, due to the pandemic, the CalWORKs Program was unable to move forward with Program Outcomes.

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

Unfortunately, due to the pandemic, the CalWORKs Program was unable to move forward with Program Outcomes.

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

Student case notes and data from the Office of Institutional Effectiveness.

Success: *'the correct or desired result of an attempt'*   (Merriam-Webster)

While it is true that the correct or desired result/ outcome of the college community as a whole is student retention and success, each department and student services program utilize varying methodology in order to optimize this outcome. The definition of CalWORKs Program success is defined as follows:

'The CalWORKs Program staff seek to promote a student services model based on the individual as well as the whole. That is to say, we seek to provide efficient and succinct student services delivery to the student population, while at the same time identifying and meeting the unique needs of each and every student we serve while promoting both their personal growth and academic achievements.'

The methods used to assess the program's success in achieving this desired outcome are based on review of student files (submission of required documents, both county and program), and case notes. In addition, one of the key methods of assessing the program's success is the one-on-one counselor-student contact. Future methods will be to collect data which will effectively track student gpas from semester to semester in order to assess retention and success rates, as well as degree completion.

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

The results indicated that the case management model continues to be the program's cornerstone in providing a 'continuity of care' for the students. It is important to note that a student is assigned to a

specific counselor throughout their academic tenure. However, in instances where the counselor is not available (e.g. not scheduled on a particular day, out ill, etc.) any available counselor is able to review the student's file and assist the student.   In addition to the assigned counselor's ability to effectively identify, track and serve each student on their caseload, a key role of the counselor is that of advocate and county liaison. At intake, counselors emphasize the fact that in addition to being their academic counselor we are their key contact for assistance regardless if it is academic, personal or county-related. The ability of both counseling staff and program staff to serve all students via the students' file and its comprehensive documentation is vital in ensuring efficient provision of services as well as critical/crisis intervention as necessary.

The results indicated that ongoing collaborative efforts with county administration and personnel was positively correlated with the students' ability to meet welfare-to-work requirements, which in turn provided the foundational resources necessary for students (books/material; fees; child care and transportation assistance). In addition, the students' ability to incorporate and understand the correlation of both county requirements and CalWORKs Program services as foundational to their academic success was evident.

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

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

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

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

C. Identify a process for using outcome assessment data to improve student services programs

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

4.10   Outcomes Equity Analysis

A.   Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1   List the goals from your last self-study/program review.
- Increase course retention and success.

- Increase outreach efforts to non-traditional educational sites and community-based service providers.

- Students will acquire a skillset designed to optimize success as a student parent.

 5.2 Describe the level of success and/or progress achieved in the goals listed above.

 * As previously stated, the Strategic Action Plans were not effectively evaluated due to the pandemic with regard to goal 1 and 3. In reference to goal number 2, the pandemic hindered outreach efforts.

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

 5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program.

 5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

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

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Student Retention and Success
List College goal/objective the plan meets:	College Goal # 2: Fullerton College will reduce the achievement gap. Objective #: Increase student retention and success through collection and review of Academic Progress Reports as required through student report of academic progress.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Strategic Action plan will significantly increase student retention and success via the collection of students' progress via the APR. Counselors will actively reach out to students who have not stubmitted the report by the deadline thus increasing the likelihood of identifying those students that are struggling in their coursework. Counselors will ensure that students who have not scheduled an appointment that are not passing classes, are contacted. The individuals responsible for this SAP are the full time and adjunct counselor. The time frame is each academic semester. In addition, counselors will discuss and review the Academic Progress Report requirements as part of the new student orientation, emphasizing the importance of timely submission. The CalWORKs Steps to Success student program guidelines will be revised to include this requirement.

What *Measurable Outcome* is anticipated for this SAP?	Analyzing data in which students who submit their APR will manifest a higher rate of retention and success; as well as receive academic advisement with regard to the feasibility of withdrawing from coursework.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be accomplished without additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	N/A	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Student CalWORKs Program Education Plans and Academic Progress Reports
List College goal/objective the plan meets:	College Goal #: Fullerton College will promote student success Objective #: Assist students in meeting county participation requirements and accountability for required participation hours as well as timely submission of Academic Progress Reports.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	This Student Action Plan will identify and implement a methodology of ensuring that students meet with a counselor in order complete their Student Education Plan. Reminders will be posted on Canvas. This will ensure that students' meet county participation requirements and are enrolled in the appropriate coursework. This will also give the counselor the opportunity to review the prior semester's grade report and discuss options with regard to repeating coursework (if necessary), submitting forms as applicable to A&R (e.g. the Course Repeat Adjustment Form) etc. In addition, the counselor will remind students that the APR (Academic Progress Report) will be distributed by the CalWORKs Program, describe its importance and highly encourage students to submit in a timely manner. The student will be advised that this is for their benefit in assessing academic needs and that it will allow the counselor to make appropriate interventions as necessary. The counselor will answer any questions the student may have with regard to how to complete

	the APR, etc. Through timely submission of the APR, counselors will also be able to identify students that have added and/or dropped classes and are not passing classes, which will assist the counselor in identifying coursework that the student may be struggling with and advisement of additional resources as needed (e.g. tutoring, DSS etc.).
What *Measurable Outcome* is anticipated for this SAP?	Students who meet with their counselor and complete their Education Plan will ensure that their county welfare-to-work participation requirements are met and will submit their Academic Progress Report in a timely manner.
What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects of this SAP can be accomplished without additional financial resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	N/A	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Student Retention and Success
List College goal/objective the plan meets:	College Goal #: Fullerton College will promote student success Objective #: Improve students' success and retention rates via the increase in counselor contacts.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Currently, students are only required to meet with a counselor once per semester in order to received academic advising and create their Education Plan. Plans are currently underway to require students to meet with their counselor 2 times per semester in order to identify potential barriers to student retention and success. Full time counselor and adjunct counselor will be responsible for this outcome. The timeframe will be each academic semester.
What *Measurable Outcome* is anticipated for this SAP?	Improved retention and success of students, as counselors will be able to better track student progress through the ongoing contact with the student, and identify student needs in order to remain in their coursework (e.g. referrals to tutoring, DSS, etc.) Data will be requested from the Office of Institutional Effectiveness.

What specific aspects of this SAP can be accomplished without additional financial resources?	All aspects can be accomplished without additional resources.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	**N/A**	

7.0   Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

Long term plans for our program include the addition of a job developer. Especially in light of the growing job market in career technical programs and the projected growth of the job market in general, expanding our job placement program is critical. In addition to re-establishing/rebuilding this important component of the work study program, it will also meet one of the college's goals/objectives in strengthening connections with the community. The case management/team approach that was used in working with students in work study positions, off-campus job placement and internships served the students well as they gained valuable insight and feedback from the job developer and their respective counselor.

As the student population grows mainly through county referrals, so will the counselors' student caseloads. As a result, an additional adjunct would significantly expand outreach efforts in addition to developing a student caseload. A major focus of the program is to increase outreach efforts. This will include but will not be limited to the following: off-site presentations to county staff (thus increasing program visibility to a larger audience); high school continuation programs; teen parent educational programs; women's shelters and service providers that target low socio-economic populations (e.g. Anaheim Family Resource Center). Outreach is a critical program component that needs to be expanded.

8.0   Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The CalWORKs Program's mission, values and goals mirror those of the college. Foundational to the program, as well as to the college, is the belief that each and every student served must be provided equal access to the services and resources available designed to assist them in becoming successful learners. CalWORKs students, alongside the general student population, engage in a parallel process of ongoing growth and maturity, both as a student, as an individual and in the case of CalWORKs students, as parents. Unlike other student services

programs, the case management model (i.e. based on a social work model which includes a comprehensive psychosocial assessment at intake) is the main attribute that distinguishes this student services program from all others. This method of student services delivery provides the framework necessary in order to optimize student retention and success. A key component of this model is effective collaboration with both on and off-campus service providers. The program staff has an excellent relationship with student services programs as well as with their county partners and community-based organizations. These relationships are critical in ensuring that students have access to a wide array of services in the program's ongoing efforts in optimizing student retention and success. It is important to note that the Director has been instrumental in fostering an environment of personal and professional growth, collegiality and collaboration.   EOPS/CARE/FYSI and program staff continues to develop workshops for our shared student population. Significant funding cuts (2003-04; 2007-08) resulted in a 50% reduction of program staff, which included a full-time Job Developer. The loss of this position significantly impacted on-campus work study placement and eliminated off-campus job placement and partnerships with local business and industry. Growth opportunities for placement are limited based on funding and campus department needs. However, a waitlist for interested students is maintained and students are given interview opportunities as positions become available.

It is important to note that the Fullerton College CalWORKs Program also serves NOCE students. The goal of the CalWORKs Program is to eventually transition these students to Fullerton College in order for them to continue their studies. These students include those that are studying for their High School Diploma, GED and English Language learners. In addition, there are also students who are pursuing vocational certificates (e.g. Early Childhood Education).

 Although the pandemic created significant challenges in providing comprehensive support student services, the staff were able to effectively and succinctly meet student needs.   Electronic files were developed in lieu of paper files, ongoing collaboration was kept with key stakeholders including the county department of social services, and thus the transition to remote service delivery did not adversely impact the students. The program team were successful in ensuring that they were able to continue to serve students despite the challenges that the pandemic created. As a result, while working remotely during the pandemic, this created another avenue of student services delivery which has given the students flexibility of how they can continue to receive program services.

The trend of the cultural diversity of the CalWORKs student population has remained the same over the past four years. The CalWORKs ethnic distribution based on percentages is as follows: Hispanic, White Non-Hispanic, African American and Asian. While there have not been statistically significant changes in the Hispanic general student population, the CalWORKs Hispanic student population peaked in 2018-19 with 67.39% rate vs. 54.28% in the general student population.

The majority of the CalWORKs student population falls within the 25-29 year age range. The trend over the last 4 academic years reflects that the largest percentage of this student population lies within the 20-24 age range. This group is followed by the 25-29 age range. The CalWORKs student population has a significant amount of single female students vs. male students, as most CalWORKs students are female head of household.

On January 4, 2021 the State Department of Social Services issued All County Letter 20-144 which increased the income disregard to $600. In effect, students that are working in unsubsidized employment are able to exempt $600 from adversely impacting the amount of cash aid they receive. This is a very positive change for CalWORKs recipients. The income reporting threshold is extremely low for recipients. For example, a family of 3 whose income equals $2,379 or above will be disqualified from receiving Cal Fresh (food stamps) and their

cash aid case will be closed. When a student's cash aid case closes, this increases the likelihood of the student dropping out of school or dropping coursework in order to seek employment and/or work more hours in order to support their family. Therefore, by increasing the exemption amount this increases the likelihood that students will be able to keep their cash aid case open and thus remain in school.

Key state legislation has been enacted that has greatly benefited the CalWORKs student population.
On January 20, 2021, the State Department of Social Service issued All County Letter 21-04 which established statutory changes affecting CalWORKs students as per Senate Bill 1232. A summary of these changes are as follows:

- Welfare-to-work participants enrolled in publicly funded postsecondary education institutions:

  - Will receive standard advance ancillary service payments for required books and college supplies.
  - Shall receive 3 hours of study time for each academic unit enrolled for purposes of calculating WTW hourly requirements.
  - WTW participants will not be required to participate in job search as the initial activity prior to approving education as an approved activity.
  - The County does not need to approve a change of major

In the past, new CalWORKs recipients were initially referred to a job search activity, prior to having their education approved as a CalWORKs activity. The fact students are no longer pressured to seek employment but can attend school is a major victory. In addition, students were not allowed to change their major without it be approved by their county case manager. With the inception of SB 1232, students are now allowed the freedom of pursuing a different major without having to justify the change of major to the county.

In essence, the goal of SB 1232 was to provide additional support and flexibility for CalWORKs students. The fact that they no longer have to seek employment, can receive their ancillary funds in a timely manner, have additional study hours county towards their weekly participation requirements, and change their major without county approval is a reflection of key stakeholders' efforts to assist students in reaching their goals of academia and self-sufficiency.

On May 1, 2022 state legislation was enacted which extended the amount of time CalWORKs recipients could be receiving cash aid from 48 months to 60 months. This had a significant impact as students who had formally dropped out of school to go to work were now able to return and complete their studies.

The vision for our program is not only to continue to expand our services, but first and foremost, to ensure that processes, rules and regulations never overshadow the student, for every student that comes through our door must know that we are here to support them through the duration of their academic journey. In summary, the passion we have for the students we serve as we watch them grow and achieve beyond their wildest expectations is an experience that can't be adequately expressed in words. Ultimately, the opportunity afforded in reviewing our program and the writing of this document reaffirmed the fact that despite significant hurdles, ours is a model program that consists of highly dedicated staff that continues to offer quality student services.

9.0   Publication Review
Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process programs are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and

services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: http://news.fullcoll.edu/campus-communications/web-help/graphics/.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
CalWORKs Flyer	November 22, 2022	Yes	

Routing & Response Page
Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

_____	_____	_____
Printed name of IMS	Title	Date

☐
> *I concur with the findings contained in this Program Review.*

☐
> *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*
>
> *Area of exception:*
>
> _____
>
> _____

☐
> *I do not concur with the findings contained in this Program Review (include a narrative explanation):*
>
> _____
>
> _____

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

_____	_____	_____	_____
Printed Name	Signature	Title	Date

Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

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

Approved by Fullerton College President's Advisory Council and accepted by President Schulz May 2017.

VALUES

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

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

Equity
We commit to equity for all we serve.

Excellence
We honor and build upon our tradition of excellence.

Growth
We expect everyone to continue growing and learning.

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

Innovation
We support innovation in teaching and learning.

Integrity
We act in accordance with personal integrity and high ethical standards.

Partnership
We work together with our educational and community partners.

Respect
We support an environment of mutual respect and trust that embraces the individuality of all.

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