



FULLERTON COLLEGE

ELEVATING.
EXCELLENCE.

Administrative & Operational Services

2022 - 2023 Self-Study

Three-Year Program Review Template

EDUCATIONAL PARTNERSHIPS & PROGRAMS DEPARTMENT (EPP)

Dual Enrollment & Educational Partnerships | Instructional Pathway Programs | Scheduling

Vice President of Instruction Office

Statement of Collaboration

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

Participants in the self-study

Ericka Adakai, Director

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.

Ericka Adakai

Printed name of Principal Author

Signature

Director, EPP

Title

02/03/23

Date

Ericka Adakai

Printed name of Department Manager

Signature

Director, EPP

Title

02/03/23

Date

José Ramón Núñez

Printed name of Dean or
Immediate Management Supervisor (IMS)

Signature

VPI

Title

Feb 7, 2023

Date

1.0 Mission and Goals

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

Mission:

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

The Educational Partnerships & Programs (EPP) Department supports the **mission** of Fullerton College by building rapport and partnerships with our community to expand access to higher education, offering first-year-experience instructional pathway programs (AJPP & TPP), and effectively coordinating specific scheduling processes of the college.

Vision:

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

The Educational Partnerships & Programs (EPP) Department supports the **vision** of Fullerton College by accepting its responsibility to prioritize and respond to the needs of our local community and transform our college by removing barriers, expanding access, and in turn positively impacting student success.

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 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.

The Educational Partnerships & Programs (EPP) Department supports the **core values** of Fullerton College by establishing and maintaining good **RAPPORT** with our local community partners to increase access and positively impact academic success indicators.

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

Access – We commit to expanding access to college.

Partner – We collaborate with our educational and community partners.

Potential – We value the crucial student development that occurs in higher education.

Obtain – We commit to expanding career pathways that lead to sustainable living wages.

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

Time – We commit to improving time-to-degree and/or transfer rates.

College Goals:

<p>GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT</p> <p>Fullerton College will prepare students for success through the development and support of exemplary programs and services.</p> <p>Objective 1: Create a clear pathway for every student</p> <p>Objective 2: Enhance workforce training opportunities</p> <p>Objective 3: Improve student critical thinking skills</p> <p>Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness</p> <p>Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs</p>	<p>GOAL 2: CULTIVATE A CULTURE OF EQUITY</p> <p>Fullerton College will strengthen and support a diverse and inclusive campus culture.</p> <p>Objective 1: Remove institutional barriers to student equity and success</p> <p>Objective 2: Increase equity in hiring and training</p> <p>Objective 3: Increase outreach to and recruitment of students from underserved populations</p> <p>Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed</p>	<p>GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY</p> <p>Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.</p> <p>Objective 1: Create and expand partnerships with local K-12 and higher education institutions</p> <p>Objective 2: Create and expand relationships with local businesses and civic organizations</p> <p>Objective 3: Be a cultural hub for the local community</p>	<p>GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT</p> <p>Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.</p> <p>Objective 1: Promote transparency in the shared governance structure and decision-making processes</p> <p>Objective 2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs</p> <p>Objective 3: Provide professional and career development opportunities for students, faculty and staff</p>
---	---	--	--

The Educational Partnerships & Programs (EPP) Department supports the following [goals and objectives](#) of Fullerton College through its facilitation of dual enrollment & educational partnerships, instructional pathway programs, and scheduling processes.

- Goal 1; All Objectives
- Goal 2; Objectives 1, 3, & 4
- Goal 3; All Objectives
- Goal 4; Objectives 2 & 3

2.0 Department/Office /Data & Trends Analysis

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

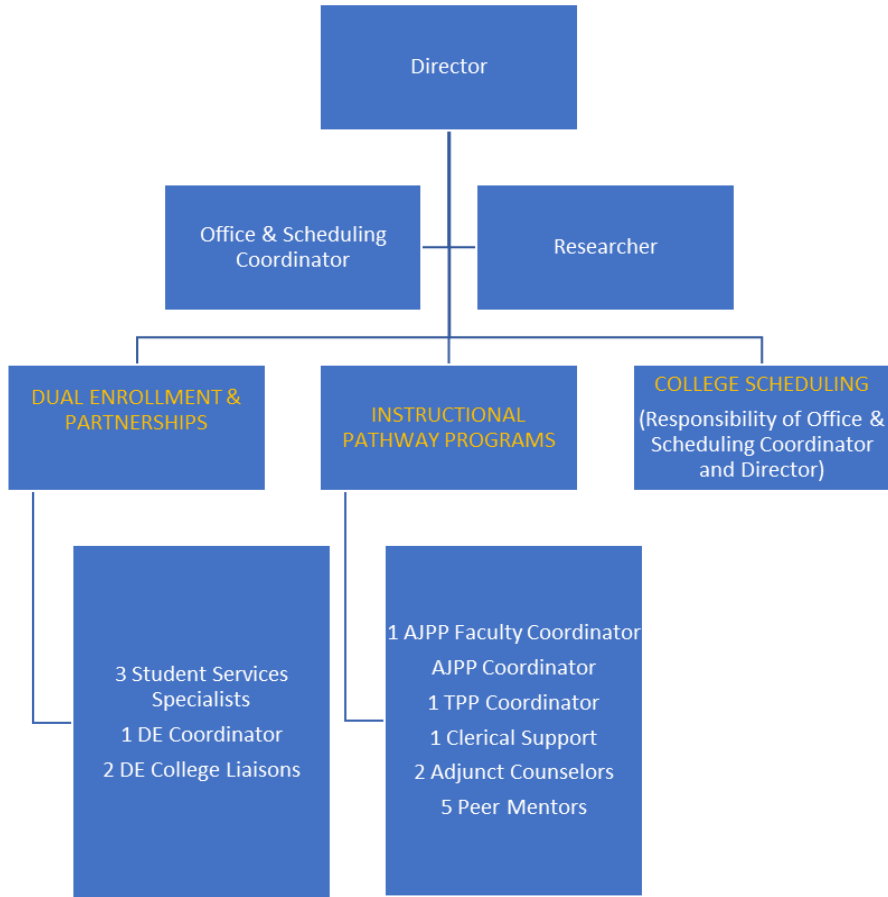
Purpose & Components

The Educational Partnerships & Programs Department is responsible for the following functions of the college and continually works to expand its imprint on the community and within the college infrastructure:

1. DUAL ENROLLMENT & PARTNERSHIPS
 - a. CCAP Dual Enrollment
 - i. Journalism Pathway
 - ii. Biotech Pathway
 - iii. Dance Pathway
 - iv. Drone Pathway
 - v. MUSA Pathway

- vi. Embedded Course Scheduling
- vii. Reserved Seating Scheduling
- b. Accelerate Partnership with PYLUSD
- c. Contract Education/Educational Consulting Agreements
- d. Disney Aspire Partnership
- e. Grants
 - i. Title V HSI Promise Career Pathways Grant (\$2,730,077 from 2017 – 2023)
 - ii. OCDE OC Pathways K16 Collaborative Grant (Unfunded Partner - Fullerton School District)
 - iii. Other grants as assigned
- 2. INSTRUCTIONAL PATHWAY PROGRAMS
 - a. Administration of Justice Pathway Program
 - b. Teacher Pathway Program
- 3. COLLEGE SCHEDULING
 - a. Class Schedule Production
 - b. Course Scheduling Processes & Maintenance

Current Staffing | Organizational Chart



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

It is important to mention and understand that the current staffing listed in the chart below is only for staff that are working directly for or with the Educational Partnerships & Programs Department. However, because the EPP Department was created in 2017 by the Title V grant award: Promise Career Pathways, many other positions related to specific initiatives of the Title V grant are funded across the college including the following:

Initiative: Peer Mentors for New Students

– Staff: Hourly Peer Mentors with Promise Center

Initiative: Embedded Tutors in Dual Enrollment Courses and/or Basic Skills

- Staff: Hourly Tutors with Hornets Tutoring

Initiative: Instructional Pathway Programs

- Staff: Faculty Professional Expert with STEM Pathway Program

Initiative: Faculty Inquiry Groups

- Staff: Faculty Professional Experts with Math Division

Initiative: Improve Degree, Certificate, and Transfer Rates

- Staff: Adjunct Counselors with Transfer Center

Lastly, please note that the Title V Promise Career Pathways grant that funds all positions above and below and is set to expire September 30, 2023.

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 & Scheduling Coordinator	1	100%	12	Categorical	1
Student Services Specialist/Dual Enrollment Outreach	3	33%	12	Categorical	1
Researcher	1	50%	12	Categorical	.5
Adjunct – Counselor					

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
AJPP Counselor	1	50%	8	Categorical	.25
TPP Counselor	1	50%	8	Categorical	.25
Hourly - Adult					
Clerical Support	1	65%	9.5	Categorical	.5
TPP Peer Mentor	1	65%	9.5	Categorical	.5
Hourly - Student					
AJPP Peer Mentor	2	50%	9.5	Categorical	.8
TPP Peer Mentor	2	50%	9.5	Categorical	.8
Professional Experts					
AJPP Coordinator	1	65%	9.5	Categorical	.5
AJPP Faculty Coordinator	1	25%	12	Categorical	.25
TPP Coordinator	1	65%	9.5	Categorical	.5
Dual Enrollment Coordinator	1	65%	9.5	Categorical	.5
Dual Enrollment College Liaison	2	65%	9.5	Categorical	1
Total FTE					9.35

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				
None	N/A	N/A	N/A	N/A
Volunteers				
None	N/A	N/A	N/A	N/A
Interns				
None	N/A	N/A	N/A	N/A
Total Hours & Costs		N/A	N/A	N/A

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Total FTE				N/A

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

Staffing levels are inappropriate for the Educational Partnerships and Programs Department.

BACKGROUND

During academic year 2016 – 2017 the concept of establishing an Educational Partnerships & Programs (EPP) Department formalized under the leadership of Dr. José Ramón Núñez, Vice President of Instruction. To achieve this vision, the college applied for a Title V Hispanic-Serving Institutions grant and was awarded the Promise Career Pathways (10/01/2017 – 09/30/2023) grant in 2017. The original framework included a centralized EPP Department to handle all things dual enrollment, amongst other college programs and initiatives; however due to the delayed award and time-consuming hiring processes of the NOCCCD, it was ultimately decided in the interim to embed some Dual Enrollment functions in pre-existing Classified positions within Outreach. This temporary revised model allowed us to meet grant implementation timelines and expectations.

The EPP Department is seeking institutionalization of the following permanent and hourly positions to be centralized in the EPP Department to maintain its functions post grant expiration (09/30/2023). The centralized focus will allow dual enrollment initiatives to be prioritized and not have to compete with other outreach activities of the college. Having a lack of centralized staff blurs the focus of our team and impedes efficient implementation of continuous quality improvement due to some of the disconnects and delays.

PROPOSED STAFFING						
Classification	#	%	Months	Funding	FTE	
Managers						
Director	1	100%	12	General	1	
Classified						
Office & Scheduling Coordinator	1	100%	12	General	1	
Instructional Services Specialist/College Liaison	4	100%	12	General	4	
Researcher	1	50%	12	General	.5	

Professional Experts					
Early College Mentors	4	65%	9.5	General	2
Communications Specialists	1	65%	9.5	General	.5
AJPP Co-Coordinator	1	65%	9.5	General	.5
TPP Co-Coordinator	1	65%	9.5	General	.5
AJPP Faculty Co-Coordinator	1	25%	12	General	.25
TPP Faculty Co-Coordinator	1	25%	12	General	.25
Hourly - Adult					
Clerical Support	2	65%	9.5	General	1
Hourly - Student					
AJPP Peer Mentor	2	50%	9.5	General	.8
TPP Peer Mentor	2	50%	9.5	General	.8
Total FTE					13.1

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

The Educational Partnerships & Programs Department serves a variety of populations both internally and externally to the college as outlined in its three primary functions below of (1) Dual Enrollment & Educational Partnerships, (2) Instructional Pathway Programs, and (3) College Scheduling.

(1) Dual Enrollment & Educational Partnerships

Through our partnerships, we serve students and prospective students from the following organizations:

- AUHSD
- FJUHSD
- BOUSD
- PYLUSD
- FSD
- WUHSD
- BPSD
- Disney
- Aspire
- OCDE
- CSUF

We have established the following dual enrollment pathway programs with local high schools and junior highs:

- Journalism
- Biotech
- Dance
- Drone
- MUSA
- Reserved Seating
- Embedded Course Scheduling
- Administration of Justice

(2) Instructional Pathway Programs

The EPP Department is responsible for the Administration of Justice and Teacher Pathway Programs. These programs serve both Fullerton College students and prospective high school students from our local feeder sites. Although the primary model of both programs is a first-year experience cohort program, they also serve general population students and prospective students through a variety of events and activities throughout the year.

Each Fall semester, the programs admit a cohort of 27 students who take in-person courses together their first year and have access to a specialized counselor, free textbooks, and programming activities that emphasize four foundational pillars of success: (1) academic development, (2) professional development, (3) personal development, and (3) civic engagement. All programming is designed to support student's successful completion and accelerate their time to degree, certificate, and/or transfer while positively impacting our community. Lastly, programming activities also continue into student's second year and beyond.

(3) College Scheduling

The EPP Department is responsible for specific scheduling functions of the college which include dual enrollment scheduling, class schedule production, and collaborated efforts to ensure efficient and accurate scheduling functions of the college. These functions serve Fullerton College students, staff, administration, managers, perspective students, and community partners.

- 2.6 Since the previous Program Review Self-Study what significant changes have occurred that impact the services of this department/office?
Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.
- 2.7 Describe any laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of your department/office.
- California Code of Regulations, Title V: Anything related to k12 Dual Enrollment
 - AB 288 (est. 2015): Creation of College and Career Access Pathway Partnership Agreements (CCAP) to focus on establishing or expanding opportunities for pupils who may not already be college bound or who are underrepresented in high education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness.
 - AB 30 and Senate Bill 586 (est. 2019): Amended the law with an intent to make pupil participation in the College and Career Access Pathways (CCAP) program and the CCAP agreement process less burdensome for colleges.
 - AB 102 (est. 9/2022): Continuation of amending the law to make pupil participation in the College and Career Access Pathways (CCAP) program less burdensome for students and colleges by identifying new allowable CCAP partners.
 - NOCCCD Administrative Policies & Procedures related to dual enrollment/special admit students
 - Faculty and Adjunct Faculty union agreements
 - FC Shared Governance infrastructure and college planning process

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

Although this is the first participation in Program Review process of Fullerton College, the EPP Department was founded by a Title V grant that has required annual reporting to show our impact on enrollment, graduation rates, student persistence/retention, and fiscal stability. We have submitted three annual performance reports, have one in progress to submit for last fiscal year ending September 2022 (federal FY) and we are in the final year of our grant award.

To summarize, dual enrollment is making a positive impact across all success indicators and especially for our Hispanic students. It is critical that the culture of our college continues to embrace dual enrollment and invest in long-term initiatives to expand college access.

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the **strengths** of your department/office?

ACADEMIC PROGRAMS

- Established menu of dual enrollment course options for partners.
- Dual enrollment scheduling and processes have been changed to better align with regular timelines of the college.
- Offer dual enrollment popular and highly regarded Career Technical Education (CTE) programs in such areas as drone, administration of justice, journalism, teaching, and real estate.
- Faculty are willing to pilot new pathway in some areas.
- Campus has pre-existing relationships with industry partners and local businesses that could lead to more employee sponsored education benefit partnerships or contract education.
- Expanded dual enrollment scheduling options to provide more variety to students with after school commitments: hybrid, online, zoom, combination from just in person.
- Offer dual enrollment reserved seating to specialized small cohorts.
- Flexible and responsive approach at Fullerton to better meet the needs of our students, workforce, and community at large.

INSTITUTIONAL MANAGEMENT

- Support of the Office of Institutional Effectiveness (OIE) to perform continuous research and evaluation functions.
- Ability to advocate for department by using evidence-based decision making and shared governance.
- Ability to participate in Program Review process that informs resource allocation.

FISCAL STABILITY

- Ability to apply for and receive grants related to dual enrollment. Currently have a Title V grant scheduled to expire September 2023.
- Department mission and purpose closely aligns with many institutional goals, objectives, and priorities.
- Established internal controls on budgets and expenditures to maximize effective use of limited funds.
- Acquired resource center and staff office space for department.

The college is approaching nearly a decade of offering dual enrollment partnerships to our local community and beyond. Because of this longstanding history, we are seasoned professionals that can

rely on data to drive our decision-making processes. If we can continue to shape the narrative of dual enrollment to be impactful, positive, and effective, we are positioned very well to be leaders in this trending initiative across the United States.

Because dual enrollment is trending across the United States and studies are showing time and time again how impactful it can be, it isn't by chance that it is highlighted in both our District and campus Goals. These priorities should position this department well for institutionalization, additional grant opportunities, and improved relations with our community partners.

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

ACADEMIC PROGRAMS

- Several departments opting out of offering dual enrollment courses even if a partner school requests.
- Several departments not willing to return dual enrollment to in person instruction due to staffing issues.
- Robust academic support services for dual enrollment students.
- Insufficient robust dual enrollment and academic preparation opportunities for feeder high school students.
- Inadequate exploration of developing new partnerships with businesses, community schools, juvenile court schools, and adult education partners.
- Confusion about pathways with high job market demand as well as degree and transfer requirements and options.

INSTITUTIONAL MANAGEMENT

- Inadequate dual enrollment staffing to deliver an acceptable level of student support services for incoming students from partner school districts.
- Inadequate educational partnerships staffing to explore new partnerships with businesses, community schools, juvenile court schools, and adult education partners.
- Need for dual enrollment mentoring to help students with both academic and social needs.

FISCAL STABILITY

- Need to further develop and diversify sources of revenue from a variety of funding streams.
- Need to decrease the number of students entering academically unprepared which often leads to repeated classes taken, increasing costs and additional faculty resource allocations.
- Need for improvement in student achievement outcomes which serve as benchmarks to better monitor the effectiveness of planning and resource allocation decisions.
- Need for improved and transparent new Classified Staff Position Prioritization process.
- Need to decrease time to certificate, degree, or transfer.

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

ACADEMIC PROGRAMS

- Improve student achievement outcomes through increased course completion, course retention and persistence rates.
- Accelerate transition of students from pre-college level to college level coursework with dual enrollment.
- Expand dual enrollment pathways in collaboration with K12 partner schools.
- Further establish reputation and credibility of Fullerton among partner K12 schools and communities served by expanding access, dual enrollment, and academic preparation efforts.

INSTITUTIONAL MANAGEMENT

- Increase skills development and professional training to enable dual enrollment faculty and staff to further improve student learning and achievement.
- Institutionalize staffing for Educational Partnerships & Programs Department at efficient levels.
- Institutionalize an ongoing operating budget for the Educational Partnerships & Programs Department for all non-personnel costs (supplies, equipment, contracts, travel).
- Centralize all dual enrollment activities and staff within the EPP Office to improve programming and partnerships.

FISCAL STABILITY

- Need to significantly increase short-term degree/job market demand associates degrees to decrease costs associated with students taking 3-6 years to complete a 2-year degree.

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

ACADEMIC PROGRAMS

- Limited established dual enrollment pathways in collaboration with partner K12 schools.
- Stressed relationships with K12 school partners when needs are not being met and courses are denied instead of attempting to pilot and let data guide our reflection and strategies to improve.
- Misunderstood value of dual enrollment to academic programs as a tool for recruitment, college readiness, and building community.
- Dual enrollment scheduling practices are oftentimes complicated and unique.
- Complicated scheduling process for dual enrollment courses.

INSTITUTIONAL MANAGEMENT

- Blurred roles and responsibilities of dual enrollment priorities between EPP Department and Outreach.
- Decentralized dual enrollment related staffing and functions.
- Misunderstanding and confusion by external and internal partners of multiple offices and staff with same titles and blurred roles:
 - Educational Partnerships & Programs Department (this office)
 - Educational Partnerships & Outreach
 - College Liaisons vs. Student Services Specialists
 - Dual Enrollment staffing spread across Departments and not centralized

FISCAL STABILITY

- Slow progress towards centralizing all dual enrollment activities and staff within the EPP Office to improve fiscal oversight and efficient planning and programming.
- Increased costs and financial burden placed on small/low funded programs wanting a specialized Counselor to support their programming efforts instead of it being a standard practice of the college that costs continue to be housed in Counseling Division.
- Lack of staff and operating costs funding post Title V expiration September 2023.

4.0 Outcomes Assessment

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

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment completed?	When did you analyze the data?	When were the changes made?	Number of Cycles Completed
1.	NEW: Develop a robust dual enrollment & targeted pathways program.	New	Annually	01/2023	In Progress
2.	NEW: Develop new partnerships with education and business partners to expand access to college.	New	Annually	01/2023	In Progress
3.	NEW: Strengthen institutional support for dual enrollment faculty professional development.	New	Annually	01/2023	In Progress
4.	NEW: Decrease time-to-certificate, degree, and/or transfer.	New	Annually	01/2023	In Progress
5.	NEW: Improve accuracy and efficiency of scheduling processes.	New	Semester	01/2023	In Progress

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.	Develop a robust dual enrollment & targeted pathways program.	a) Number of special admit students b) Number of discipline specific dual enrollment pathway programs	a) Banner b) Master Roster & Student Participation & Surveys	a) Yes b) Yes	<ul style="list-style-type: none"> Increased motivation for dual enrollment pathways. Increased awareness of pathway opportunities and careers. Increased academic confidence & self-efficacy.
2.	Develop new partnerships with education and business partners to expand access to college.	a) Number of new programs b) Number of new courses	a) Master Roster b) Master Roster	a) N/A b) N/A	<ul style="list-style-type: none"> Increased college know-how.
3.	Strengthen institutional support for dual enrollment	a) Number of new training programs	a) Master Roster b) Attendance	a) N/A b) N/A	<ul style="list-style-type: none"> Increased knowledge and understanding of

	faculty professional development.	offered b) Number of participants	Records		opportunities for impact
4.	Decrease time-to-certificate, degree, and/or transfer.	a) Correlate with dual enrollment participation b) Impact of embedded tutors c) Impact of Pathway Program events and activities	a) Banner b) Hornet Tutoring c) Attendance and Surveys	a) Yes b) Yes c) Yes	<ul style="list-style-type: none"> Increased academic preparation for college. Improved study skills. Improved course completion.
5.	Improve accuracy and efficiency of scheduling processes.	a) Quality control checks b) Collaboration with District, Deans, VPI, and Schedulers	a) Argos b) Solicit Feedback	a) N/A b) N/A	<ul style="list-style-type: none"> Positive impacts on FTES and Apportionment collection

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

First program review submitted for Educational Partnerships & Programs Department – In Progress

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

First program review submitted for Educational Partnerships & Programs Department – In Progress

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

First program review submitted for Educational Partnerships & Programs Department – In Progress

4.6 Describe how the department's/office's outcomes are linked to college goals.

1. Develop a robust dual enrollment & targeted pathways program.

- Goal 1; All Objectives
- Goal 2; Objectives 1, 3, & 4
- Goal 3; All Objectives
- Goal 4; Objectives 2 & 3

2. Develop new partnerships with education and business partners to expand access to college.

- Goal 1; All Objectives
- Goal 2; Objectives 1, 3, & 4
- Goal 3; All Objectives

- d. Goal 4; Objectives 2 & 3
- 3. Strengthen institutional support for dual enrollment faculty professional development.
 - a. Goal 4; Objective 3
- 4. Decrease time-to-certificate, degree, and/or transfer.
 - a. Goal 4: Operational efficiency and effectiveness
- 5. Improve accuracy and efficiency of scheduling processes.
 - a. Goal 4: Operational efficiency and effectiveness

4.7 Describe how the department's/office's outcomes support the achievement of the institution level SLOs.

The Educational Partnerships & Programs Department's outcomes impact the following ISLOs:

- Critical Thinking/Information Competency/Analysis
- Civic Responsibility
- Personal Responsibility and Professional Development

Dual enrollment students feed in to our two Instructional Pathway Programs (Administration of Justice & Teacher) where we program intentionally to have an impact on these outcomes. We host a variety of activities and events including the following:

- Academic mapping
- Guest speakers with industry professionals
- Field trips related to career choice
- Service learning opportunities and placement
- Civic engagement and volunteer opportunities to serve our community
- Professional development
- CPR Certification
- Specialized Counselor access
- Career specific transfer fair
- Career specific conference

4.8 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office? [In Progress](#)

B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office? [In Progress](#)

C. How were the assessment results used to make improvements to services provided by this department/office? Please provide examples. [In Progress](#)

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

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

[Having a robust dual enrollment & targeted pathways program should increase motivation for dual enrollment pathways, awareness of pathway opportunities and careers, and increased academic confidence & self-efficacy.](#)

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

[Currently all student data can be disaggregated in relation to dual enrollment and pathway programs.](#)

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

I am currently working on training new hourly staff in order to devote more of my time to strategic planning including a cadence in which to assess data for continuous quality improvement. Annually we already meet with HS partners to share data and discuss themes or priorities of legislation.

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

A Dual Enrollment dashboard was built but is currently outdated and being modified to provide additional data points. It is challenging to keep it up to date because of the many changes to coding and scheduling methodologies that occurred in dual enrollment and because it is manually intensive.

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?

Although this is the first time submitting a Program Review, our Title V grant data has been analyzing disaggregated dual enrollment student data trends that are appropriate to highlight. Please note that dual enrollment was also negatively impacted during the pandemic with less students enrolling, therefore I am highlighting data from years 1 - 3 of grant when we showed the most promising results.

- Annual increase of first-time Hispanic students successfully completing college level math and English who had previously completed a dual enrollment course. We were successful.
- Annual increase of number of Hispanic pathway students completing at least 3 college units through dual enrollment. We were successful.
- Annual increase of Hispanic dual enrollment pathway students at Fullerton College who persist from fall to fall. Making progress.
- Increase the number of Hispanic dual enrollment pathway students who earn a certificate in 2 years or associate degree in 3 years. On Schedule.
- Annual increase of dual enrollment pathway students who transfer within three years. In progress with reporting occurring in year 5 of grant (2024).

Strategies employed:

- Annual data analysis with partners and stress importance of legislation intents for CCAP
- Intentional recruitment efforts with FYE Pathway Program recruitment
- Intentional programming to provide wrap around services in FYE Pathway Programs

Professional Learning Opportunities:

- Faculty Dual Enrollment Training offered at the start of each semester covering policies, procedures, and expectations related to dual enrollment.
- Faculty Advisory Group to explore and design staff development opportunities for curriculum and pedagogy.
- Shared value and understanding of the intent of dual enrollment

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

- 5.1 List the strategic action plans from your last self-study/program review.
 Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.
- 5.2 Describe the level of success and/or progress achieved in the strategic action plans listed above.
 Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.
- 5.3 How did you measure the level of success and/or progress achieved in the strategic action plans listed above?
 Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.
- 5.4 Provide examples of how the strategic action plans in the last cycle contributed to the continuous quality improvement of your department/office.
 Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.
- 5.5 In cases where resources were allocated toward strategic action plans in the last cycle, how did the resources contribute to the improvement of the department/office?
 Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.
- 5.6 If funds were not allocated in the last review cycle, how did it impact your department/office?
 Not applicable, as this is the first time participating in the Program Review process since the Department's establishment in 2017.

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:	Institutionalize Educational Partnerships & Programs Department
List College goal/objective the plan meets:	<ul style="list-style-type: none"> • Goal 1; All Objectives • Goal 2; Objectives 1, 3, & 4 • Goal 2; All Objectives • Goal 4; Objectives 2 & 3
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Fullerton College Educational Partnerships & Programs Department was established by a Title V Promise Career Pathways grant award in 2017. The grant is scheduled to expire September 2023. The Director of Educational Partnerships & Programs Department is seeking

	institutionalization of the department or access to other funding sources to maintain its functions of educational partnerships, instructional pathway programs, and college scheduling.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • FTES Fiscal Impact • Student Success Indicators (achievement gap, retention, success) • Number of discipline specific established dual enrollment pathways • Number of new partnerships • Time to completion indicators • Number of students completing at least 3 units of dual enrollment while in high school • Number of students enrolled in dual enrollment • Number of students in FYE Instructional Pathway Programs • Number of pathway students mentored and tutored • Number of Disney Aspire students (new, continuing, returning) • Number of dual enrollment faculty participating in dual enrollment related staff development opportunities 	
What specific aspects of this SAP can be accomplished without additional financial resources?	None unless another funding source is identified since the sole funding source of Title V Grant expires September 30, 2023.	
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	\$716,000	General, One-Time, or Categorical
Facilities		
Equipment		
Supplies	\$20,000	General, One-Time, or Categorical
Computer Hardware		
Computer Software		
Training	\$5,000	General, One-Time, or Categorical
Other - Travel	\$4,000	General, One-Time, or Categorical
Other – Hospitality	\$5,000	General, One-Time, or Categorical
Total Requested Amount	\$750,000	General, One-Time, or Categorical

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.

Cumulative Effects of all components:

- Increased college identity & long-term commitment to pathway career
- Improved time-to-degree/cert/or transfer
- Improved responses to community partners
- Reduction in achievement gap
- Improved student success outcomes

- Improved access to college

7.1 Describe in detail your need for additional resources as listed above (if applicable)
 The establishment of the Educational Partnerships & Programs Department by the acquisition of a Title V grant has been instrumental in our success. However, in order to continue to respond to our community and business partners, it is imperative that new funding sources are identified to continue the work of this Department. To-date the department has successfully carried out its intended goal and mission to improve student success outcomes and decrease time-to-degree and increase degree completion rates for students, particularly those from Hispanic backgrounds as shown below.

Dual Enrollment Headcount by District				
HS District	2018-19	2019-20	2020-21	2021-22
AUHSD	743	747	459	403
FJUHSD	670	800	711	586
BOUSD	128	64	59	87
PYLUSD	301	372	421	362
Other	157	201	138	83
Total Headcount	1999	2184	1788	1521

Dual Enrollment Headcount by Race/Ethnicity				
Race/Ethnicity	2018-19	2019-20	2020-21	2021-22
American Indian	3	--	2	1
Asian	164	167	248	238
Black	27	29	23	18
Filipino	42	55	48	43
Latinx	1308	1330	1113	935
Pacific Islander	8	3	4	1
Two or More	42	52	84	65
Unknown	208	386	31	36
White	197	162	235	184
Total Headcount	1999	2184	1788	1521

In addition, the department has enough impact on FTES and apportionment to justify funding as shown below. These numbers will only continue to grow and improve over the next few years.

CCAP Dual Enrollment FTES and Revenue*			
Year	Total FTES	Rate	Revenue
2018-19	164.8	\$5,444.45	\$897,245.36
2019-20	177.5	\$5,621.94	\$997,894.35
2020-21	117.4	\$5,621.94	\$660,015.76
2021-22	143.8	\$5,621.94	\$808,434.97

*Does not include all other partnerships and initiatives.

Lastly with new legislation identifying even more potential partners for expansion, it is imperative that we continue to invest in staffing in order to be able to provide high quality services and partnerships that keep us in compliance with legislation, ed code, and district policies and procedures.

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 Educational Partnerships & Programs (EPP) Department is responsible for dual enrollment & educational partnerships, instructional pathway programs, and scheduling processes. Since its establishment in 2017, it has built a foundation for excellence, and it can continue to have a strong impact on our relations with community educational and business partners to positively impact student success outcomes.

Although funding of the Department is unknown at this time which creates a very stressful work environment, I am hopeful that we can continue our work beyond September 2023. It a time of reflection and renewed hope for what is to come as dual enrollment continues to trend across higher education. The trending motivates me to continually improve upon our practices and be creative in that process. I just hired and replaced our Office & Scheduling Coordinator (eff. February 1, 2023) which will improve the quality of our programming.

Data analysis from our Title V grant reporting reflects positive impacts on student success outcomes, especially for our Hispanic students. If we're able to focus on data to drive our practices, pilot new and innovative partnerships, and reflect for continuous quality improvement, we will continue to be impactful in our community while securing much needed funding for our college.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process departments/offices are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

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

In the far-right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa 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
EPP Department Website	In progress	Yes	https://educationalpartnerships.fullcoll.edu/

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

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

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

RESPONSE

José Ramón Núñez

VP, Instruction

Feb 7, 2023

Printed name of IMS

Title

Date



I concur with the findings contained in this Program Review.



I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:



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

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

ACKNOWLEDGING RECEIPT

José Ramón Núñez



Vice President, Instruction

Feb 7, 2023

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.