Student and Support Services

2022 - 2023 Self-Study
Three-Year Program Review Template
Guided Pathways

Library/Learning Resources, Instructional Support Programs and Services Division

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.

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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.

Mission:
Guided Pathways supports student success by eliminating systemic barriers and creating/enacting institutional change to improve student success and streamline the entire student journey by supporting each student's individual needs, interests, and career goals. We operate from a foundation of diversity, equity, inclusion, accessibility, and anti-racism as we strive to close the equity/achievement gaps that exists for marginalized groups of students.

Vision:
Guided Pathways will develop programs and initiatives to provide all students with clear enrollment avenues, course-taking patterns, and support services so that they can accomplish their academic and/or career goals.

Core Values:
- Diversity: we value and seek diversity of our students, staff, faculty, administrators, and community as well as racial and cultural awareness, enhanced critical thinking, and higher level of service to community.
- Equity: we are committed to equity for marginalized groups through developing equity-minded policies and practices through systematic change, innovation, kindness, and compassion.
- Inclusion: we seek the involvement of diverse groups in the implementation of initiatives, programs, and decision-making processes.
- Accessibility: we are committed to ensuring that programs, policies, and initiatives are accessible to all students, staff, faculty, administrators and the community at large.
- Anti-racism: we acknowledge racism exists at Fullerton College, in the community, state, country, and worldwide. We are committed to removing systematic barriers at the college and to continually work through an equity-minded lens with an intentional focus on closing the achievement/equity gaps for marginalized groups of students

College Goals:
The Guided Pathways Office's goals and objectives are in line with the following college goals:
- Goal 1: Promote Success for Every Student
- Goal 2: Cultivate a Culture of Equity
- Goal 3: Strengthen connections with our community
- Goal 4: Commit to Accountability and Continuous Quality Improvement

2.0   Program Description/Data & Trends Analysis

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

According to the State Chancellor's Office, the primary purpose of Guided Pathways is to ensure that community colleges provide a clear pathway for students with few obstacles so that they can move through their educational experience with confidence to achieve their goals. To accomplish this, the Fullerton College Guided Pathways Office seeks to remove systemic barriers by advancing equity, transforming institutions, redefining readiness, and redesigning supports.

In 2017, Fullerton College established a Pathways Steering Committee (PSC) as well as four workgroups which mirrored the state's four pillars of student success: Creating Clear Pathways, Onboarding Students to the Correct Pathway, Supporting Student Completion in their Pathway, and finally Ensuring Learning and the Reduction of Equity Gaps. From its inception in 2017 through to the end of Spring 2022, the Guided Pathways workgroups, with PSC oversight, developed, designed, and implemented several meaningful initiatives, practices, policies, and procedures to support students in their educational journey that will be discussed throughout this review. And although there were several accomplishments during this time, the PSC decided that there was a need to establish continued leadership to support, maintain, and fully implement ongoing initiatives from our previous Guided Pathways efforts, as well as develop new initiatives, programs, and policies to support student success and move with current trends and data.

As a result, the PSC co-chairs and committee members developed a Guided Pathways Office Proposal that created a team of staff housed in the Library/Learning Resources, Instructional Support Programs and Services (LLRISPS) Division. The LLRISPS Division was identified as the appropriate division, as it is the one division on campus that is considered a "hybrid" between student services and instruction. While the division formally reports to the VP of Instruction, all of the departments have student services components, and they all complete the "Student and Support Services" program review. The GP Office proposal was approved by the PSC, President's Advisory Council (PAC), and Faculty Senate. In Fall 2022, the office opened with a full staff consisting of an Administrative Assistant II, Faculty Coordinator, and Director, Educational Programs and Partnerships (Guided Pathways).

The Guided Pathways Office supports and contributes to the college's success by leading, moderating, and facilitating conversations about change. The office collaborates with the appropriate campus cohorts to develop proposals that can be shared and vetted by the campus and ultimately supported in Faculty Senate and PAC.

As of fall 2022 the Guided Pathways Office is involved in the following projects:

Program Mapper
The Guided Pathways Office oversees Program Mapper, the software system from Concentric Sky that allows the campus to display curriculum maps for all academic programs (degree and certificate) on our website. Program Mapper allows current and prospective students to view program courses and units so that they can fully understand the units and estimated time necessary to complete the program. Program transparency allows students to understand the time and finances necessary to complete their program of interest. Also, the office utilizes Program Mapper features to provide viewers with additional resources (verbiage, links, etc.) to get personalized assistance in academic planning from the Academic Counseling Department at the college. Overseeing Program Mapper involves working collaboratively with instructional faculty, counselors, and our

Articulation Officer to create maps of our academic degree and certificate programs. Once maps are created and approved, they are built in Program Mapper by the Administrative Assistant II in the Guided Pathways Office and published on our website. As part of our previous Guided Pathways work, a Canvas shell was created with resources, guide sheets, tools, and general mapping principles to help faculty map their programs. We also established a campus Program Mapping Advisory Taskforce to ensure that the campus design principles remain updated and approve exceptions to our design principles, when warranted. The Guided Pathways Office is responsible for keeping published maps up-to-date and for leading campus efforts to build and publish maps for our programs. Over the next four years Program Mapper will expand to include the mapping of Milestones and Micro-Credentials. Additionally, since our college is number one in transfers to California State University, Fullerton (CSUF) we plan to connect with them and our Transfer Center to create transfer maps our college programs so that students can visualize their full educational journey from the start at Fullerton College to the end of their bachelor's at CSUF. In the future, we hope to build maps to other transfer institutions.

Starfish

The Guided Pathways Office is leading the collaboration of the Starfish software implementation at Fullerton College along with the Starfish Functional and Technical implementation teams. Starfish is a software platform that is designed to help connect and engage students with their faculty and important student support services. Starfish also provides the opportunity to reduce the number of software platforms faculty and staff are using to support students. Finally, Starfish analytics help bring insight into student data and allows faculty, staff, and administrators to develop programs and engagements going forward based on actual student data.   More specifically, the Guided Pathways Office is implementing and overseeing the usage of several Starfish features including the following:

- **Early Academic Alert**: Starfish offers three options for faculty to communicate that a student needs academic and/or student services support. First, faculty can log into Starfish and raise flags and/or make referrals to a student who they think could benefit from additional support. That support could include things like inviting students to visit faculty in their office hours or encouraging students to see a tutor for assistance with an assignment. Second, Starfish offers a Progress Survey which allows cohort managers to send faculty progress surveys on their respective groups such as Extended Opportunities Programs and Services (EOPS), Veterans, Athletics, and, more. Finally, Starfish has functionality for real time progress surveys. Faculty can turn on their Canvas Gradebook in Starfish so that approved student support professionals can have access to real time success and attendance data stored in Canvas. This is a feature that has not yet been initiated as the office gathers best practices from other colleges before implementing.
- **Kudos**: Starfish offers the ability for faculty and staff to recognize students with a positive affirmation for things both inside and outside of the classroom. These messages help create a sense of community and belonging for the student which studies show leads to increased retention and success.
- **Cohort Management**: Starfish offers student support professionals and faculty overseeing cohorts of students the ability to manage them with: Appointments, Direct Messaging, To Do's, Flags, Referrals, and Success Plans. Not only does Starfish give us the functionality to manage cohorts of students, it also gives us the ability to export important analytics regarding the impact of our efforts to inform our processes and adjust and when necessary.
- **Centralized Student Engagement Database**: Starfish offers the campus the opportunity to use one platform to track student engagement from the moment a student applies until the moment they complete their educational program. As a result, Starfish will, in the future, create a more efficient workspace for campus staff and faculty to support students because Starfish will house a record of student engagements and the notes that student support professionals provide regarding those engagements. And even more importantly, Starfish is a centralized tool for students to connect with

staff, faculty, administrators, programs, cohorts, and more. Our goal is that this increased connection between students and campus personnel and resources will foster and lead to program completion and academic success closing the equity and achievement gap for our Black/African American and Latinx students.

Zero Textbook Cost (ZTC)/Low Textbook Cost (LTC) Program Grant
The Guided Pathways Office is leading the collaboration with the Faculty Senate Open Education Resources (OER) Workgroup is overseeing the ZTC Program Grant. This grant program is designed to encourage colleges to identify and/or create degree and/or certificate programs that are ZTC. Once identified, campuses are asked to map and promote those programs. The ZTC Program will build on efforts by our campus to comply with SB 1359 and the publication of ZTC icons on ZTC courses in the class schedule. These efforts involve collaborating with division administrative assistants, deans, department coordinators, and the bookstore to develop a new workflow for textbook adoption process. This new workflow will allow for all ZTC courses/programs to be viewable when the class schedule is published, which will provide all current and prospective students an opportunity to plan their courses and include ZTC courses/programs when possible, to save money thereby reducing their financial burden. These efforts also require collaboration with District Information Services to ensure that ZTC and LTC coding is possible in Banner.

New Schedule and Registration Calendar
This initiative began as part of our original Guided Pathways work and is now overseen by the Guided Pathways Office. It stemmed from the onboarding experts wanting the ability to register new students while they were still in high school and before they left for their summer breaks. Data suggested that if new and ongoing students registered before they left for summer or winter break, they were more likely to persist and return the following semester. A draft calendar was created, representatives from District IS, Cypress College, and Fullerton College have vetted the new calendar, and the proposal has been taken to Chancellor's Staff. The goal is to implement the new calendar for Fall 2025. The Guided Pathways Office will help lead the campus transition to the new calendar.

Instructional Support Teams (IST)/Data Coaching
The Guided Pathways Office, in collaboration with the Office of Institutional Effectiveness (OIE) and Staff Development, supports the ongoing Instructional Success Team (IST) pilot. During our early Guided Pathways work, we realized that the "cafeteria style" of engagement we were offering to our faculty was working as poorly as the "cafeteria style" engagement we were using for our students. We began the IST pilot as a way of bringing staff development directly to faculty from their division peers. Each academic division on campus elected a professional development coach, equity coach, and a data coach. Also, Student Service deans appointed a classified professional specializing in student services to each team. Together these four individuals are tasked to collaborate with department faculty to identify high-enrolled courses with high levels of disproportionate impact (DI) in ordert to deliver focused attention and support. The teams are collaborating with colleagues to investigate causes for the DI and strategize solutions to improve student outcomes. In spring of 2023, the pilot is scheduled to end, and a recommendation is due to Faculty Senate for what might be a permanent addition to the mission of the Professional Learning Committee. Staff Development and the OIE have taken the lead on this program, and the Guided Pathways Office provides support for the data-driven inquiry central to the project.

Campus Research
The Guided Pathways office is dedicated to ensuring that data regarding the student experience at Fullerton College drives our planning and policy making. In addition to our support for the data coach role on our ISTs,

we collaborate with the OIE to support the ongoing collection of student voices in the Student Focus Group Project. Additionally, we also support campus participation in the SENSE and CCSSE national surveys. Finally, the Guided Pathways Office has initiated, led, and will continue to lead campus collaborations and discussions related to the many different surveys and data points the campus has access to understand the data trends to inform our work and how we plan and develop initiatives, programs and implement software. Our plan is to continue to lead and support the Survey Inquiry Group model established in our earlier Guided Pathways work.

Portfolium

The Guided Pathways Office is overseeing an ePortfolio Pilot that uses Porfolium. Portfolium is an ePortfolio software platform that allows students to create professional profiles to showcase their projects, course assignments, resume, and more to prepare for transfer and/or the workforce. The pilot group is made up of a small group of faculty from various disciplines who are already using ePortfolio or are interested in using it in their courses. According to the [American Association of Colleges and Universities,](#) ePortfolio development is identified as a high impact practice for students by encouraging metacognition through reflection of assignments they add to Portfolium. ePortfolios enable students to reflect on their assignments and how they are connected between various educational and personal experiences. Additionally, if the student begins their ePortfolio early on in their academic journey, they will have the opportunity to reflect on their academic journey and growth. Further, the office is creating a resources page in Canvas to guide faculty and students in how to use Portfolium and why the software is helpful in achieving transfer and program completion goals. Over the next four years, the office aims to expand the use of Portfolium so that at least one course in every program utilizes the software.

Guided Exit

The Guided Pathways Office is collaborating with the directors of Admissions and Records and the Transfer Center as well as the Counseling Division to support existing initiatives and the development of new initiatives to help students transition from the First Year Experience (FYE) to a guided exit or 2nd/3rd year experience program. The office will help coordinate initiatives to help students achieve their academic goals, including transfer to a four-year institution and degree and/or certificate completion. Some initiatives in Guided Exit include career development and transfer workshops, internships, service learning, employer panels, and career fairs.

The above programs and initiatives are in place to assist students in achieving their educational goals while providing the support they need to succeed and thrive. The office continues to connect with other colleges who are implementing Guided Pathways efforts to learn best practices and strategies. Additionally, the office is in frequent contact with California Community College's Regional Coordinator who supports our implementation and fosters regional collaborations.

First Year Experience (FYE)

The First Year Experience (FYE) program is a Guided Pathways adjacent program that offers students a supported onboarding experience that provides support services, workshops, tools, and other necessary services to help students. Currently, the Guided Pathways Office meets regularly with the FYE team to stay abreast of our team's events, activities, and other efforts. We also discuss ways we can support each team's efforts. These regular meetings, as well as frequent email and Teams chat interactions, keep our teams in close communication and allows us to collaborate when and where appropriate. During the Spring 2023 semester, the Guided Exit Group with collaborate closely with FYE to find ways to implement a seamless transition for students from FYE to Guided Exit.

Staffing: The Guided Pathways Office is staffed with an Administrative Assistant II, Director Educational Partnerships and Programs (Guided Pathways), and full-time Faculty with 100% reassign time.

The descriptions below are taken from the North Orange County Community College District Employment Description website of classified and management positions.

1. [Administrative Assistant II](#) duties:
   - Manages the software Program Mapper, builds program maps submitted by faculty, reviews maps for accuracy, and stays up to date with state approved programs and program revisions. Continuously updates Program Mapper website when course numbers or prefixes, pre-requisite or co-requisite, program description, unit totals, or GE patterns update or changes.
   - Schedules various meetings for tasks and projects related to Guided Pathways
   - Attends meetings and compose meeting agendas, transcribes meeting minutes for the Pathways Steering Committee, Program Mapping Advisory Taskforce, and IIC
   - Updates Guided Pathways-related websites, Teams accounts, and Canvas pages
   - Administrative duties in Starfish software include, managing faculty course list in Grade Book, managing Department Coordinator's in the Student's Success Network and managing the placement of programs in their appropriate Pathways list, as well as continually update Starfish lists every semester
   - Manages the course list inventory of the Zero Cost Textbook courses offered at Fullerton College
   - Orders supplies, and prepares purchase requisitions, tracks orders, and responds to facilities maintenance requests
   - Fills in for the vacant Administrative Assistant II position in the OIE office, attends OIE meetings and transcribes meeting minutes
   - Monitors Guided Pathways budget and expenditures
   - Creates Professional Expert contracts
   - Coordinates and facilitates special projects
   - Maintains the director and faculty coordinator's calendars

2. [Director, Educational Programs and Partnerships,](#) Guided Pathways
   - Perform varied and responsible duties in the development, organization and administration of specific college educational pathways, programs, and partnerships, focused on ensuring student success and retention in specific areas such as: dual enrollment, high school and university partnerships, discipline-specific pathway programs, and other educational pathways and programs as assigned.
   - Plan and develop programs and services for targeted student communities.
   - Develop, in collaboration with faculty, staff, and educational partners, the learning support needs of students within specific educational pathways; provide leadership in implementing innovative services, including current technology-based programs with appropriate equipment and software, materials, and communication modes
   - Promote and facilitate the growth, development, marketing, and administration of specific pathway programs, including the development of materials, making presentations, initiating formal agreements with partnership programs, and responding to constituents in a timely manner
   - Develop and prepare the annual preliminary budgets for assigned programs; monitor and control budget expenditures; direct the preparation and maintenance of detailed and comprehensive reports, records, and files regarding programs, operations, and activities.
   - Evaluate the effectiveness of programs and services through various mechanisms, including but not limited to the Office of Institutional Research, and make adjustments as needed.

- Plan, organize and arrange appropriate training, staff development programs, and growth activities for assigned staff; provide orientation for new employees.
- Organize, attend or chair a variety of administrative and staff meetings as required; serve on internal and external committees and special projects as assigned; active in developing successful partnerships to support the assigned pathway and program; coordinate programs and services as appropriate with internal District and college personnel, and outside partnership institutions
- Plan, create, and facilitate outreach activities and serve as a liaison with other community agencies and institutions, including K12 partners, four-year institutions, industry, and employers that serve, influence, support or align with the specific pathway or program to promote program enrollment and effectiveness
- Prepare and apply for grant funding; manage and oversee grant budgets; prepare grant reports, as needed.
- Assist and promote the growth and success of a diverse population of students and employees through the development of interculturally competent and equity minded management and leadership abilities. The ideal candidate should have experience in this area with African Americans, Latinx, Native Americans, Pacific Islanders and other disproportionately impacted students and employees.

Additionally, to continue the work of the Guided Pathways Steering Committee (PSC) and the initiatives from the four workgroups representing each of the Guided Pathways Pillars, the PSC developed a Guided Pathways Office Proposal. As part of the proposal, in the 2020-2021 academic year, the PSC co-chairs developed a list of duties for the Guided Pathways Office Administrative Assistant II, Director, and Faculty Coordinator. Currently, the Guided Pathways Office staff have used the descriptions above and below guide their work and their individual responsibilities to work as a cohesive team.

Administrative Assistant II
- Assist the Director and the Faculty Coordinator with the clerical aspects of the various GP programs
- Create hiring paperwork and timecards, as needed
- Update the internal webpage, Canvas page and Teams account
- Book rooms/creating Zoom links for various meetings and trainings
- Create RQs, pay invoices, and collaborate with District to process purchases, as needed
- Take notes at the various meetings
- Maintain Microsoft Planner to track the progress of various projects
- Resource member of the Program Mapping Advisory Taskforce

Director, Educational Partnerships and Programs, Guided Pathways
- Collaborate with the Guided Pathways Faculty Coordinator, the Pathways Steering Committee, the Promise Office/FYE Program, Faculty Senate, and PAC to ensure the continued development, implementation, maintenance, and evaluation of the campus Guided Pathway initiatives listed below.
- Serve as a co-chair to the Pathways Steering Committee
- Collaborate with the Student Services Managers to ensure that the Student Support Coach roles for the Instructional Success Teams are filled
- Initiate and sign hiring paperwork and timecards for the people who participate in the various projects (as needed)
- Manage the various Guided-Pathways-related contracts (such as Starfish, Portfolium, Program Mapper, Badgr, etc) with the vendors and the District
- Management liaison to the Student Equity and Achievement Committee

Faculty Coordinator
- Co-Chair of the Pathways Steering Committee
- Chair of the Program Mapping Advisory Taskforce
- Chair of the ZTC Program Grant Phase 1 Implementation Team
- Member of the Starfish Functional Implementation Team
- Member of the Starfish Technical Implementation Team
- Member of the Program Mapper Administrative Team
- Faculty liaison to the Student Equity and Achievement Committee
- Support Professional Learning Coordinator with the Instructional Success Teams
- Support the Director of Institutional Research with the Student Focus Group Project
- Support First Year Experience team with the implementation of the FYE Project
- Lead on the NOCCCD New Class Schedule and Registration Project
- Lead the Real Time Degree Audit Project
- Lead the Guided Exit Project
- Lead the Student Drop Survey Rewrite Project

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.

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, Educational Programs and Partnerships (EPP), Guided Pathways	1	100%	12	Categorical	1
Classified					
Administrative Assistant II, Guided Pathways	1	100%	12	General	1
Faculty (full-time)					
Guided Pathways Faculty Coordinator	1	100%	10	Categorical	1
Faculty (Adjunct)					
Hourly - Adult					
Hourly - Student					

Professional Experts					
Guided Pathways Faculty Coordinator	1	40%		Categorical	1
				Total FTE	3

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	N/A			
Volunteers	N/A			
Interns	N/A			
Total Hours & Costs	N/A			
			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 program.

Current staffing in the Guided Pathways Office consists of one full-time permanent Administrative Assistant II classified staff member funded through the LLRISPS Division. Also, the office consists of a Director, Educational Programs and Partnerships and the full-time faculty reassigned who are paid through the Guided Pathways state grant, which is not a permanent or reliable source of funding. The initiatives the office is implementing are ongoing and based on current data and trends at the college, district, state, and national levels that reveal an equity and achievement gap for marginalized groups of students. Therefore, there is a need for consistency in staffing and funding so that the office can ensure that the college is continuing to support and expand existing initiatives and innovate new ways to clear the path for students to achieve their academic goals. To continue leading and supporting the numerous Guided Pathways programs and initiatives, we recommend the Guided Pathways Office be staffed and fully funded through general funds.

Also, there is a need for additional staffing to support technology and software implementation. Specifically, the continued implementation of Starfish, Program Mapper, Badgr, Portfolium, and any other software systems that may be acquired, require administrative and classified support. These are campus-wide systems that help support thousands of students, faculty, and staff to build clear educational pathways and ensure successful implementation. The implementation process for the Guided Pathways initiatives includes the office gaining campus support by marketing various features of software and how they will aid in the success of students and eliminate redundancies through more effective and streamlined processes. In addition to gaining campus support, there is a need for technology support to import data and communicate with District

Information Services (IS). Furthermore, there is a need for a more in-depth level of technology support from Academic Computing Technologies (ACT) Department that includes but is not limited to coding, developing new attributes, creating cohorts within software systems, and more. Further, this person will communicate with District IS and software implementation teams to implement and troubleshoot. The office recommends to hire a Business Analyst II who reports to the Director of ACT but works directly with the Guided Pathways Office daily. It is important that the Business Analyst II reports to ACT, as they have the most up to date information about current technologies in the district and in the educational industry. Also, to maintain and support software previously mentioned, we also recommend hiring a IT User Support Specialist who can teach users how to use the systems, develop guide sheets/videos, and troubleshoot with users as needed. This position would also report to the Director of ACT Technologies but would work directly with the Guided Pathways Office daily.

Additionally, there is a need to hire a Student Services Coordinator who can support the Guided Exit experience. As mentioned above, the Guided Pathways Office is leading a collaboration with several departments on campus to develop a 2nd/3rd year experience. Currently, the Guided Pathways Office is able to manage some early developmental components of Guided Exit including gathering information and initiatives that should be included in the student experience, leading meetings, and collaborating with FYE to create plan that offers a seamless transition for students from FYE to Guided Exit. However, the coordination of the initiatives that will make up the Guided Exit experience as well as the execution of the plan, will require additional staffing to create a full and enriching experience for the student.

Further, to implement initiatives and software led by the Guided Pathways Office, there is a need for support in areas such as data maintenance and data entry from Admissions and Records (A&R) who work directly with student data and records. Therefore, the office recommends additional support staff in A&R in the form of a Technology Unit with two staff members to provide the support needed.

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

The Guided Pathways Office develops, supports, and maintains programs and initiatives that serve the entire campus community including the entire student body. In Fall 2022, there was a total headcount of 18,460 students. Additionally, within that population, the Guided Pathways Office is dedicated to closing the achievement gap for marginalized groups of students and will continue to work with the Student Equity and Achievement (SEA) Committee to braid efforts, initiatives, programs, and services where and when applicable/appropriate. As such, the SEA Committee has developed their 2022-2025 Student Equity Plan and has identified two groups of students which data shows have the greatest achievement gaps as their focus in their summary of target outcomes. The marginalized groups of focus are Black/African American and Latinx students with a Fall 2022 population of 529 students or 2.87% and 10,851 or 58.78% of the total student population respectively at Fullerton College. We believe that by braiding our efforts with the SEA Committee, we can create and support initiatives to the most disproportionately affected students thereby closing the achievement gap by providing a clear path and student support services to reach their academic goals. In fact, the state chancellor's office believes the same, and has made the following edict part of the "assurances" the Guided Pathways program has signed. The CCCCO "assurance" document reads: " Integrating SEA Program: Our college is committed to continuing integrating our SEA Program and GP."

Since the Guided Pathways Office is in its first year as a program, there is no change in number to report.

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

While our Guided Pathways efforts have always been centered on equity, the efforts were focused on establishing a clear path for students and lacked a race conscious lens focus. With the onset of SEA 2.0 and the development of the Guided Pathways Office, the biggest change for our office is the braiding of SEA and Guided Pathways efforts. That braiding impacts our efforts because it helps us align our focus with campus, district, and state initiatives. Our Guided Pathways efforts center around developing programs and initiatives for marginalized groups of students to close the equity and achievement gap. As a new program with limited staff and resources, we are aligning our efforts with SEA Committee to serve Black/African American and Latinx students. The initiatives that we develop and support, although focused on marginalized groups of students, will in fact benefit the entire campus.

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

Below are the laws, regulations, trends, policies, and procedures as well as other influences that have an impact on the effectiveness of the Guided Pathways program.

Laws, regulations, policies, and procedures
The Guided Pathways leadership team has agreed to comply with all program requirements articulated in the Guided Pathways Education Code 88922 and AB 132, Section 82, NOCCCD Board Policies and Procedures, California Education Code, Title V,

- **AB 132**
  - AB 132 influences the effectiveness of the Guided Pathways office by providing standards at each community college to meet students' basic needs. As part of the Guided Pathways program, providing a clear path to success means it is imperative that students have easy access to student support services to meet their basic needs. Therefore, the Guided Pathways Office will work closely with programs on campus to help provide services to the students rather than leave the onus on the student to find the resources. As a result, students will feel supported and received the resources that they need to be successful learners.
- **Guided Pathways Education Code 88922**
  - The Guided Pathways Education Code 88922 holds campuses who are receiving Guided Pathways grants accountable to integrate new and existing services including but not limited to Basic Skills Initiatives, ZTC, Strong Workforce, and student equity plans to students by developing a work plan to the state chancellor's office. This means our office will track and report on initiatives and programs we are developing and maintaining to support the above services.
  - California Education Code §88922 necessarily ensures support for faculty in implementing the Community College Guided Pathways Grant Program by delineating how funds for the program should be spent. Funds may be used to support faculty and staff, professional development, upgrades to computer and student information systems to improve tracking of student progress and feedback to students. Responsibilities in academic and professional matters, includes "processes for institutional planning and budget development," which would encompass any efforts to develop budget processes for local implementation of a guided pathways framework. Academic Senate for California Community Colleges urge local academic senates to ensure proper collegial consultation and transparency in developing guided

pathways budget processes, including supporting comparability between colleges in multi-college districts.

- **North Orange County Community College District Board Policies and Procedures**
  - The Guided Pathways Office seeks to break down systemic and institutional barriers for students to succeed. Therefore, there may be NOCCCD Board Policies and Procedures that need to be evaluated and amended that may inhibit students from achieving their academic goals. To do this, the office will take the necessary steps and follow Board Policies and Procedures to request such amendments.
- **AB 928: Student Transfer Achievement Reform Act of 2021**
  - AB 928 requires the creation of a single, unified, general education (GE) transfer pattern for all California University and State Colleges. The adoption of the new CalGETC pattern will impact on our work with Program Mapper as all transfer maps will need to be updated with the new GE pattern.
  - Assembly Bill (AB) 928 Student Transfer Achievement Reform Act of 2021 establishes the following purpose to serve as the primary entity charged with the oversight of the ADT (Associate Degree for Transfer) for the purpose of strengthening the pathway for students and to ensure it is the primary transfer pathway. The oversight should include ensuring a reduction in the number of excess units, eliminating repetition, increasing the number of Community College students who transfer.
- **AB 705: Affects Curriculum Patterns**
  - AB 705 requires colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year time frame. This requirement impacts our work related to Program Mapping as we need to ensure that all transfer maps are built to maximize the completion of transfer level Math and English in their first year.
  - Assembly Bill (AB) 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in English and Math within a one-year time frame. This bill also authorizes the Board of Governors to establish regulations governing use of measures, instruments, and placement models to ensure that the measures achieve the goal of maximizing the probability that a student will enter and complete transfer level coursework in English and Math. This bill was written to ensure students are not placed into remedial courses that can delay their educational progress.
- **AB 2624 and SB 1359: ZTC**
  - AB 2624 and SB 1359 require colleges to provide information related to the cost of each course before a student registers (appearing alongside the course in the published schedule of classes). The goal of these programs is to provide increased transparency related to the cost of taking courses before a student registers. The Guided Pathways Office has taken the lead on our ZTC efforts in collaboration with our OER Faculty Senate Workgroup. Together we are working to meet the requirements in AB 2624 and SB 1359.
  - Assembly Bill (AB) 2624 requires California Community Colleges to identify in the online course schedule the courses that use digital course materials only and are free of charge. This bill would require California Community Colleges to display the estimated costs for each of all required course materials for no less than 75% of the total number of courses on the online campus schedule. This would close price transparency gaps by requiring the California State Universities and California Community Colleges, and encouraging the University of California, to display estimated course materials for 75% of courses offered on the online course schedule platform.

- o Senate Bill (SB) 1359 would require each campus of the California Community Colleges to identify in the online version of the campus course schedule its courses that exclusively use digital course materials and communicate to students that the course materials are free of charge and not required to be purchased. In summary, the law requires community colleges to display in the course schedule when a course has zero-cost digital materials.
- **[AB 1111 Common Course Numbering Project](#)**
  - o AB 1111 requires all community colleges in the state of California to adopt a common course naming and numbering system. Using CID as a guide, the California Community Colleges will be asked to change their curriculum to conform to agreed upon course names and numbers for similar courses. These curriculum changes will impact our efforts with Program Mapper as most of our curriculum tiles will need to be updated with the new course names and numbers once approved.
  - o Assembly Bill (AB) 1111 requires implementation of a student-facing common course numbering (CCN) system across the California Community Colleges (CCC) on or before July 1, 2024. The CCN system will assign the same course number to comparable courses across all California community colleges in order to "streamline transfer from two- to four-year postsecondary educational institutions and reduce excess credit accumulation."

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

There is no data relevant to the office self-study since the Guided Pathways Office was established in Fall 2022.

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?

The Guided Pathways Office has many strengths that contribute to the success of students and closing the achievement gap for marginalized students. The strengths highlighted in this section include:

Campus Support
One of the program's major strengths is that the campus supports Guided Pathways efforts enough to have created a Guided Pathways Office staffed with an Administrative Assistant II, Director, and Faculty Coordinator. Further, having campus support results in the development of foundational trust that the Guided Pathways Office will in fact deliver on the implementation of the programs and initiatives developed in the last few years by students, staff, faculty, and administrators to help our students achieve success.

Personnel
The office personnel work very well together in a cohesive manner. More specifically, the administrative assistant takes initiatives to schedule collaborative meetings with programs, faculty, staff, and administrators. Our administrative assistant works to build program maps into the software Program Mapper and encourages faculty to create maps for all programs in the catalog to ensure students can view, compare, and visualize all programs and to pathways to create clear end goals. The administrative assistant also encourages faculty to create part-time maps for students who cannot take classes full-time. Also, the administrative assistant is highly organized and can complete tasks and projects in a timely manner. The faculty coordinator has many

strengths having worked in Guided Pathways from the beginning of implementation (2017) and was responsible for educating the campus of the state-wide initiative. The faculty coordinator has made significant efforts in breaking down silos and bringing student services, programs, and cohorts together to serve our students and break away from the "cafeteria college" model. Also, the faculty coordinator has fostered a climate of change and engages the campus to promote equity and measure impacts on students. Lastly, the director has served various leadership roles on campus which gives them great insight into numerous campus systems and functions. They are well versed with campus policies and procedures that may impact the program and use this information to develop strategies for implementation. Additionally, their campus work reflects their passion for and dedication to social justice, which is the root of all their efforts on campus. Lastly, the director served as a co-chair of the Guided Pathways Workgroup #4 and served as a classified representative on the PSC giving them extensive knowledge of the initiatives and work that has already been put into Guided Pathways at the college. Together, the team functions cohesively as they all bring individual strengths to the team.

Campus Collaborations
Another strength of the Guided Pathways Office is the daily collaborations that we foster to lead and coordinate initiatives with campus programs, students, staff, faculty, and administrators. To learn more about campus collaborations, please refer to section 2.1 above.

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

The Guided Pathways Office has weaknesses that may be a barrier to the success of students and closing the equity and achievement gap for marginalized students. The weaknesses in this section include:

Lack of General Funds for the Guided Pathways Office
Guided Pathways was given a one-time grant to fund the implementation of the program, but the office does not have ongoing funds to aid the important Guided Pathways work. The office needs ongoing funding to pay for staff and an operational budget. Our campus has a long way to go to reduce achievement and equity gaps and needs the Guided Pathways Office to ensure the campus is evolving and dismantling longstanding barriers to student success from marginalized groups. The goal is to ensure that marginalized students are helped to enter and complete programs that lead to family-supporting jobs in their major of study and/or transfer to four-year institutions.

Additionally, the Guided Pathways Office needs ongoing funds to support software contracts and programs like Starfish, Program Mapper, Portfolium, and more. In addition to software, the office needs ongoing funds for campus events, and additional staff/faculty (PE contracts) to support ongoing projects such as Student Focus Group.

In addition to software support, there is a need for funds to support large-scale initiatives like FYE/Guided Exit coordination and implementation. For example, the FYE office is staffed with a full-time classified Student Services Coordinator to develop and implement the FYE initiatives. Therefore, in order to fully execute and implement the 2nd/3rd year experiences in Guided Exit, the Guided Pathways Office needs ongoing funds to support a Student Service Coordinator.

Lack of Clear Campus Identity
The Guided Pathways Offices lacks a clear campus identity as the average Fullerton College staff cannot define Guided Pathways or the programs and initiative led by this office. There is a risk of the lack of identity leading

to lack of trust and/or purpose in Guided Pathways efforts. To resolve this, the office will continue to develop their mission, vision, goals and objectives and clearly define them on their public facing website. Also, the Guided Pathways team will continue to regularly meet with students, staff, faculty, and administrators to provide information and updates on current initiatives.

Another aspect of developing a campus identity is that there is a need to define how Guided Pathways is braiding their efforts with other campus committees and programs. For example, the Guided Pathways goals overlap with SEA and Student Enrollment Management (SEM) committees in several areas. However, rather than create redundancy in efforts, the office must be intentional about collaborating with these areas to braid and clearly define our efforts to support and coordinate while achieving our individual program goals. As mentioned previously, the CCCCO requires that the Guided Pathways (GP) and Student Equity and Achievement (SEA) programs integrate in meaningful and significant ways.

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

The Guided Pathways Office was developed to move the needle on initiatives across campus to support students in their academic journey by providing a clear path for them to succeed. Therefore, there are many areas for opportunities for this office.

As an example, software platforms such as Starfish, Program Mapper, and Portfolium have many features that can help support students, staff, faculty, administrators, and programs across campus as mentioned in section 2.1. In addition to software, Guided Pathways collaborations such as Guided Exit and SEA, offer several opportunities to ensure that students have a clear path to succeed in their academic programs by providing the coordination, support, and technical assistance for cohort management needed to move away from the "cafeteria style" model of resources. Moreover, as we continue to implement software and initiatives across campus, we are finding more opportunities for programs to benefit from this software including the areas below.

Promise
Although the Guided Pathways Office has been working very closely with the Promise program as one of the first pilot models for Starfish, there are still many opportunities to collaborate. For example, the Guided Pathways Office would like to begin working with the Promise team to help them to manage their prospective student cohort using Starfish so that they can connect with students and track if their outreach efforts have led to student's enrollment at the college. The Promise team will also be instrumental in creating buy-in among other student service programs as they can identify best practices and share firsthand experience using Starfish. The Guided Pathways Office and the Promise Team are working closely to build support for and use of Starfish at Fullerton College.

Expansion of Portfolium
There are several opportunities to expand the ePortfolio Pilot by recruiting more faculty and increase the number of students utilizing Portfolium. In the next three years, the office aims to increase the number of faculty using Portfolium as part of a course assignment so that students can reflect on their assignments increasing metacognition. The more students utilize Portfolium to reflect on their learning, the more likely they are to see growth throughout their academic journey.

Expansion of Program Mapper
At community colleges, paths into, through, and out of college are often unclear and not well-aligned with student end-goals. In the Guided Pathways model, we clearly map every program, indicating which courses

students should take in what sequence and highlighting courses that are critical to success. Guided Pathways is taking steps to demonstrate how programs can connect to opportunities for employment and further education by involving university partners like California State University, Fullerton in the program mapping process and more as we continue to collaborate with the Transfer Center. Some additional expansion of this software includes building all degree and certificate programs that are viewable in the catalog into Program Mapper, create part-time (3 year-4 year) maps, involve university partners and the Transfer Center to create transfer maps for students to visualize an entire start-to-finish academic journey. Another opportunity for Program Mapper focus on the 7 Hornet Pathways, which we can market at campus events to help students explore career and college options, choose a program or meta-major, and develop a full-program plan early on in their journey. Educational planning early on contributes to retention and students entering into the workforce and/or transfer institution that aligns with their values, skills, and interests. Additionally, in the future, once Fullerton College has identified our ZTC/LTC programs, we can build Zero Textbook Cost and Low Textbook Cost program maps for students.

Collaborating with Student Support Programs
Just as Promise is using Starfish to manage their cohort of students, the Guided Pathways Office is encouraging and supporting the use of Starfish by other student support programs on campus including UMOJA, Cadena, Grads to Be, LGBTQIA2S+, Re-entry, Teacher Pathway Program, and the Administrative Justice Pathway Program. The office had participated in initial meetings to discuss Starfish features with these programs and aims to move forward in spring 2023. Additionally, there are other programs on campus that can benefit from utilizing Starfish including but not limited to athletics, Puente, Disability Support Services, Tutoring Center, Transfer Center, and Extended Opportunities Program (EOPS) to name a few. We will be conducting a roadshow to meet with these areas and share Starfish best practices and software benefits.

Creating a Path of Communication Between Department Coordinators and Students
Beginning in Spring 2023 we will be able to connect Department Coordinators with their majors in Starfish. This connection will provide two benefits. Department Coordinators will now be able to directly engage with students and send them information about events, careers, workshops, surveys, and more specifically to their majors. The benefit of these connections includes a better sense of belonging, community which will lead to increased retention and completion. In addition, they will be able to track these engagements and measure the effectiveness of their engagement on student retention and success. Secondly, connecting department coordinators to students in their program will help our faculty complete their Program Student Learning Outcome assessments by giving them a platform to connect with students and the ability to survey and assess students to measure program effectiveness.

Development and Expansion of Guided Exit Experience
Currently, the Guided Pathways Office has the staffing to lead the coordination, planning, and development of a robust Guided Exit experience. However, to fully execute the plan and develop and coordinate all the Guided Exit opportunities for students in the transition from FYE to Guided Exit and beyond through completion we will need more staffing. Further, the opportunity to build a truly robust Guided Exit experience is there if we can hire additional staff to coordinate the transition from FYE to Guided Exit as well as coordinate the 2nd/3rd year experiences that mirror the level of student support received in FYE.

FYE Support
As the FYE kicks off in Spring 2023, the Guided Pathways Office is continuously connecting with their team to support in any and all applicable ways. However, as the FYE program grows and additional initiatives are

launched, there will be several more opportunities to collaborate and weave our programs together to support our intitiatives.

Grants

The office has the opportunity to work with the District Director of Grants, Cypress College, and North Orange Continuing Education (NOCE) to research and apply for federal, state, and local grants to fill funding gaps in the Guided Pathways Office as well as fund initiatives.

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

No General Funds

Guided Pathways is funded by a one-time Guided Pathways grant, which has limited the full potential of this program and its future. Also, some staff and software that the office is implementing were and are currently funded through the Guided Pathways grant, and we are unsure how we will pay for staffing and software in the future since the grant is limited and not guaranteed. Further, a lack of general funds inhibits the full potential of collaborations and implementation of initiatives including but not limited to FYE, Guided Exit, ePortfolios, and more. Additionally, if the office is funded through general funds, it may be viewed as a permanent fixture on campus which will develop more trust and cultivate the culture of openness and change, which many other colleges have shared is one of the biggest challenges Guided Pathways efforts have faced. Moreover, we recognize that this type of change may take time and will continue to develop, implement, and support initiatives to help students succeed with the resources and funding that we have.

Resistance to Change

As the office works with campus groups, we are experiencing barriers to implementation in areas where more systematic changes need to happen and where the focus is often "this is how we have always done it." Moreover, there are some areas where there are gatekeepers and people with veto power who are preventing progress and implementation of initiatives. Therefore, a barrier to implementation is resistance where some programs require changes in mindsets and organizational culture. When and if we encounter this resistance, we work cohesively as a team to thoroughly explain the benefits of our initiatives to students and back up our work with examples of best practices, data, recent studies, peer reviewed articles and other reliable resources.

Additionally, there is a mindset held by some on campus that do not believe institutional change is necessary and that the Guided Pathways model is one of "handholding" students. The argument is that students are adults and that they do not require the high touch service models and programs that Guided Pathways is implementing. Guided Pathways initiatives propose to "redesign" the method in which support services are provided to students to better support progression of students into and through programs to achieve their academic and career goals. This is one of the program's biggest challenges because it requires a fundamental redesign of the delivery and method of guidance/support, not only for staff and faculty, but also for the whole campus, since under Guided Pathways, everyone at the college is responsible for helping to guide/support students along their paths. Guided Pathways is trying to build a culture where responsibility for guiding students into and through program paths is shared by all staff, faculty, and administrators regardless of their role.

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.

	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.	Increase engagement between students, staff, faculty, administrators, support services, and programs across campus.	This is a new program and no assessments have been completed.	This is a new program, and no data has been analyzed.	This is a new program, and there have not been any changes made.	This is a new program and there have not been any cycles completed.
2.	Increase number of programs that demonstrate unit load transparency for current and prospective students.	This is a new program and no assessments have been completed.	This is a new program, and no data has been analyzed.	This is a new program, and there have not been any changes made.	This is a new program and there have not been any cycles completed.
3.	Increase number of students utilizing Portfolium software.	This is a new program and no assessments have been completed.	This is a new program, and no data has been analyzed.	This is a new program, and there have not been any changes made.	This is a new program and there have not been any cycles completed.

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.	Increase engagement between students, staff, faculty, administrators, support services, and programs across campus.	We will determine if this outcome is met by reviewing the number of students, staff, faculty, administrators, support services, and programs using Starfish to increase. We aim to increase the number of student support managers, department coordinators, faculty, and students to use Starfish to case manage their students. In three years, we expect student support areas such as Promise, FYE, TPP, AJPP, Umoja, Cadenda, LGBTQIA, G2B, and ReEntry to be using Starfish to support student success in their programs. We are also working on recruiting additional groups	We will collect this data from Starfish reports.	Yes	First, the results should show an increase in student retention and program completion because Starfish allows student support professionals to connect with students earlier and provide support services. Starfish provides a holistic and real-time picture of a student's progress during the semester so that a student support staff member can provide early intervention which is key to keeping students enrolled and on the path to program completion. Second, Starfish also allows us to track the analytics associated with

#	Outcome			
		on campus that manage cohorts will join Starfish. In three years, we expect that a minimum of 50% of our department coordinators will be using Starfish to engage and support their majors. In three years, we expect majority of students (more than 50%) will be using Starfish to access campus resources, connect with programs, and/or communicate with faculty and/or student services leaders.			the engagements we create for students. Data from Starfish will help inform the next iteration of tracking items. Additionally, the results should show that more students have been engaged by the department coordinator of their program of record. The results should have the side effect of increasing the accuracy of their information, including major and contact information. Also, department coordinators can communicate directly with students in their programs to share information and engage in a holistic way. The results of increased number of students using Starfish will assist us in updating student data including but not limited to major/program information. Additionally, we will see how and when students are engaging with resources on campus. This can help us identify peak times specific resources are used so we can ensure we have the person-power needed to support students.
2.	Increase number of programs that demonstrate unit load transparency for current and prospective students.	We will determine if this outcome is met if we see there is an increased number of programs submitting their program maps. More specifically, we aim to increase the number of program maps published in Program Mapper so that most of the programs (90%) are listed on the site. In turn, prospective and current	We will collect this data from Program Mapper.	Disaggregating data at the program level is not applicable here, as we will count the number of maps added to the site, and no student data is recorded or	The results will show an increased number of maps on Program Mapper site. We hope to see an increase in traffic on the site that will be tracked through data/web analytics.

		students will be able to view more programs on the site.		needed for this.	
3.	Increase number of students utilizing Portfolium software.	We will determine this outcome by monitoring the number of students utilizing Portfolium to document and reflect on their learning and by measuring metacognition through ePortfolio Pilot group surveys of students who are utilizing software as part of a course assignment.	We will collect data from Portfolium including student data and usage.	Yes	The results will show that students have an increased ability to understand how course material is connected to other aspects of their academic and professional journeys.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

4.6   Describe how the program's outcomes are linked to the college's goals.

The Fullerton College Guided Pathways Office is dedicated to supporting the campus goals of student success, equity, community, and continuous improvement.

Goal #1: Promote success for every student.
The Guided Pathways objectives are linked to the college's goal #1 because the initiatives are aimed to clear paths for students to achieve their academic and professional goals by eliminating systemic barriers and helping them stay on track and complete their programs. More specifically, initiatives like Starfish increase communication between the student and campus personnel to providing supportive services to the student thereby giving them the tools they need to succeed inside and outside of the classroom. Additionally, programs like the ePortfolio Pilot are geared to improve student's critical thinking skills and offer alternative methods of assessing their learning by asking them to reflect on assignments, various educational experiences, and more. In turn, they can market their ePortfolios to employers to gain workforce experience and enhanced workforce training opportunities as well as market themselves in transfer applications.

Goal #2: Cultivate a culture of equity.

The Guided Pathways Office also promotes equity by collaborating with SEA, SEM, and college programs to eliminate systemic barriers for students with a focus on program development for marginalized groups to ensure that they have access to the opportunities and support needed for program completion. Additionally, the Guided Pathways Office team is intentional about staying up to date in diversity, equity, inclusion, anti-racism, and accessibility studies, articles, workshops, seminars, best practices, and more to ensure that they are supporting and implementing the most effective and informed initiatives possible.

Goal #4: Commit to accountability and continuous quality improvement.
The Guided Pathways Office leads and coordinates initiatives that take a deep dive into current processes to analyze the effectiveness of the college's practices. As an example, the office is coordinating Program Mapper to ensure that there is transparency in program unit load. In this initiative, the office is collaborating with the Curriculum Committee to ensure that all federal, state, district, and college policies are followed while building programs in the software. Another example of continuous quality improvement is utilizing Starfish to increase communication with students and the campus by taking supportive services to the students and promoting early intervention for students to increase program retention. Additionally, the new student schedule is a significant undertaking that requires collaboration and agreement between all three campuses and the district to change the registration dates so that students can access schedules and plan earlier.

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

The Guided Pathways program's outcomes support the achievement of the institution level SLOs in the following ways:

Guided Pathways Objective:
Increase engagement between students, staff, faculty, administrators, support services, and programs across campus.
This objective supports ISLO #1 Communication: Students will be able to apply the principles of language and rational thought to communicate effectively. By increasing the level of communication between students and campus staff, faculty, and administrators through Starfish, students will have increased opportunities to communicate via email, in-person, and phone. In the post-COVID era, many students have not had the opportunity to exercise their communication skills outside their most intimate social circles. Students who use Starfish, whether on their own or through a program in which they are participating, will give them the opportunity to exercise and develop their communication skills.

In addition to ISLO #1, this objective also supports ISLO #4 Personal responsibility and professional development: students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills. More specifically, the office encourages and coordinates a holistic approach to serving students at the college which includes supportive services promoted through Starfish. The supportive services include but are not limited to Mindfulness activities/workshops, career development workshops, and ePortfolio development through initiatives like Guided Exit and the ePortfolio Pilot.

Increase program unit load transparency for current and prospective students.
This objective supports the student's whole journey by allowing them to understand the time and cost associated with their program of interest. With this transparency students are more likely to complete their program and achieve some or all of the ISLOs.

Increase number of students utilizing Portfolium software.

This objective supports ISLO #4 Personal responsibility and professional development: students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills. More specifically, the development of an ePortfolio on the Portfolium software requires students to exercise self-awareness as they reflect on the knowledge, skills, and abilities they have obtained to market themselves for transfer and/or the workforce. Also, in the ePortfolio Pilot, faculty assign students ePortfolio projects where they upload their assignment to Portfolium and reflect on an assignment and its relation to their academic and professional goals. This process of metacognition develops the students' capacity to make connections between various educational experiences.

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

The Guided Pathways Office will use several methods to assess the program's success including the following:

Starfish, Program Mapper, and Portfolium
The office will use data analytics and run usage reports on these sites to measure if our objectives are being met. Also, the Starfish site allows us to run detailed reports on workshop attendance, usage, program requirement completion, and more that we can share with programs and offices that are using Starfish. Lastly, the survey feature in Starfish will allow our office to send surveys to users to gather information about user issues, feature success, and more.

Office of Institutional Effectiveness (OIE)
The office will collaborate with OIE to gather disaggregated data to measure student enrollment, retention rates, and successful program completion rates. Also, the office will collaborate with the OIE to coordinate Student Focus Groups and gather student feedback to help guide the development and maintenance of initiatives to ensure their effectiveness.

Google Analytics
The office will use Google Analytics to monitor traffic to the Program Mapper site and identify if traffic is increasing and/or leading to increased traffic in other areas of the Fullerton College website.

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

The results of increased software usage cross-referenced with student success and retention data may reveal that implementing software to support increased communication with student success is correlated to students successfully completing their academic goals and having increased feelings of belonging.

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

The Guided Pathways Office is a new program and there are no assessment results to date.

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

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

The outcomes that focus on individual student learning or action include the following:

- Increase engagement between students, staff, faculty, administrators, support services, and programs across campus.
  - If engagement between students, staff, faculty, administrators, support services, and programs increases across campus, the individual student will receive the support needed to be successful in their coursework.
- Increase program unit load transparency for current and prospective students.
  - If students can see the full scope of their program alongside direct contact information and links to direct them to the Academic Counseling Department, they are able to plan their academic journey and be successful.
- Increase number of students utilizing Portfolium software.
  - If more students use Portfolium, they are more likely to see their growth in their academic journey and reflect on their experiences, which in turn will assist them in marketing their knowledge, skills, and abilities to transfer institutions and employers.

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

To assess outcomes in a way that the data can be disaggregated, the office will work with the OIE office and Starfish to identify students utilizing the initiatives that we are coordinating and disaggregate the date.

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

The office will review the data results and use the information to adjust initiatives and roll out methods, and software to better serve the campus and achieve our objectives.

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

We will work with the OIE to develop dashboards in Tableau as needed. Additionally, we will utilize Starfish Administrator Dashboards to refer to within the software as we run reports.

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?

The Guided Pathways Office is new and does not have data attached to the progress of specific outcomes yet. However, the office operates from the disaggregated data that shows there is a significant achievement gap for Black/African American and Latinx students. This data includes but is not limited to gaps in student enrollment, complete transfer level math and English, retention, completion, and transfer. The strategies the office will use to close the gaps include increasing communication between students and campus support services,supporting initiatives promoting career and transfer readiness, and collaboration with SEA and SEM.

5.0   Evaluation of Progress Toward Previous Strategic Action Plans

5.1   List the goals from your last self-study/program review.

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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?

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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

There is no assessment of the program outcomes since the Guided Pathways Office was newly established in Fall 2022.

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:	Starfish Implementation
List College goal/objective the plan meets:	**College Goal #1:** Promote Success for Every Student **Objective #4:** Increase completion of courses, certificate and degree programs, and transfer-readiness **College Goal #2:** Create a Culture of Equity **Objective #4:** Foster a sense of belonging where all are welcome and student basic needs are addressed

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways Office will help lead the campus implementation of Starfish for both student support and instructional programs. Over the next three years we will focus on:
	
	 • Cohort Management: The Starfish Implementation team will work with student service and instructional roles that manage cohorts of students (for example members of the Football team, or Communication Studies Majors, or members of an affinity group like Umoja). The goal is to provide Fullerton staff and faculty with a tool that allows them to communicate for effectively, track cohort data, and more. With these tools, they will be able to save time and more efficiently track the success of their students and effectiveness of their program. .
	
	 • Early Alert: One of the primary goals of cohort management is intervention to provide support services to students in a timely manner to prevent non-passing grades, course/program incomplete, etc. Over the next three years, Guided Pathways Office will lead a campaign to encourage faculty to use Flags, Referrals, and Kudos in Starfish to help support student success. Second, the office will lead a campaign to encourage faculty to support real time progress surveys by allowing their Canvas gradebook to connect to Starfish for approved student support personnel. With this access, student support personnel will have the ability to intervene when/if needed to provide support services for students and increase course/program retention. The office understands that the ability to view student grades is a sensitive and confidential matter and is currently taking the following steps to proceed with the utmost caution and care:
	
	     • Collaborate with A&R to ensure that all policies, procedures, laws, etc are followed when viewing student grades including but not limited to confidentiality agreements, trainings, etc.
	
	     • Communicate with cohort groups that are requesting gradebook access and gathering detailed information to understand what information they need and how they will use it.
	
	     • Begin development trainings and agreements for personnel who receive gradebook access to ensure there is an understanding that the information is sensitive and should not be abused or used to shame or guilt students.

What *Measurable Outcome* is anticipated for this SAP?	Increased persistence and retention, increased completion, and an increased sense of belonging
What specific aspects of this SAP can be accomplished without additional financial resources?	The Guided Pathways Office willlead this effort as currently staffed, however, as the implementation of Starfish grows, additional support staff will be needed.

	Specifically, as Starfish use grows, the Guided Pathways Office will need more administrative and technical support. Cohort managementrequires a lot of manual labor. Keeping accurate lists of cohorts and relationships in Starfish will take increasingly more time from the current Administrative Assistant II. Cohort management also requires the ability to identify cohorts and to filter them by important attributes. Much of that work requires technical coding and additional support from ACT (Business Analyst II) . Lastly, there is a need to have an IT User Support Specialist who can work with users to troubleshoot, train, and offer any other user guidance needed to use the software.

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: Business Analyst II and IT User Support Specialist	$100,000.00 Per year	General
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software: Starfish License	$100,000.00 Per year	General
Training	N/A	
Other	N/A	
Total Requested Amount	$200,000 Per year	General

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Program Mapper
List College goal/objective the plan meets:	**College Goal #1:** Promote Success for Every Student **Objective #1:** Create a clear pathway for every student **Objective #4:** Increase completion of courses, certificate and degree programs, and transfer-readiness
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways Office will lead the campus effort to create and publish clear program completion maps for all degree and certificate programs on campus. In addition to publishing at least one curriculum map per program the Guided Pathways Office will lead a campus campaign to add a three (3) year map for all transfer degree programs. Those maps will be mapped to the top transfer institution for each program. Finally, The Guided Pathways will continue to lead the campus collaboration on best practices for including new software developments including the ability to map prerequisites, to

	map stackable programs, and the ability to create milestone and/or information tiles.
What *Measurable Outcome* is anticipated for this SAP?	Increased program completion. Decreased time to completion and decreased unit accumulation.
What specific aspects of this SAP can be accomplished without additional financial resources?	Current staffing in the Guided Pathways Office is sufficient to lead our efforts on Program Mapper for the short run. The impact of AB 928 and the Common Course Numbering projects is going to increase the workload for Program Mapper. More specifically, most of the backend data loaded related to curriculum will need to be updated. Also, with the increase in map creation comes an increased need for support from Counseling, the Articulation Officer, and the Guided Pathways Administrative Assistant. These roles will need additional support as Program Mapper continues to mature.

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: Articulation Officer, Academic Counselors, User Support Specialist	$150,000 Per year	General
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other	N/A	
Total Requested Amount	$150,000.00 Per year	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	ZTC Course and Program Development
List College goal/objective the plan meets:	**College Goal #2:** Create a Culture of Equity **Objective #1:** Remove institutional barriers to student equity and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways Office will lead the campus discussion related to zero and low-cost textbooks (ZTC and LTC) and ZTC programs. The goal of this effort is to provide students with an accurate class schedule that represents all courses offering ZTC or LTC and to develop clear curriculum maps for degree and certificate programs that can be completed using ZTC or LTC.
What *Measurable Outcome* is anticipated for this SAP?	Decreased disproportional impact for our low-income students in our retention and completion metrics.
What specific aspects of this SAP can be accomplished	All aspects of this program can be accomplished without local funding. This program is grant funded by the state chancellor's office.

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	N/A	
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other	N/A	
Total Requested Amount	N/A	

STRATEGIC ACTION PLAN # 4

Strategic Action Plan Name:	New Class Schedule & Registration Calendar Upkeep
List College goal/objective the plan meets:	**College Goal #1:** Promote Success for Every Student **Objective #4:** Increase completion of courses, certificate and degree programs, and transfer-readiness **College Goal #2:** Create a Culture of Equity **Objective #1:** Remove institutional barriers to student equity and success
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways Office will help lead a district-wide conversation to change the dates the class schedule is released beginning in fall 2025 so that students can register at an earlier time in the year. The Guided Pathways Office will help support the implementation of the new calendar once it is finalized.
What *Measurable Outcome* is anticipated for this SAP?	Increased successful enrollment of first year students, especially those from our feeder high schools. Increased persistence and retention from continuing students as they will be able to register for their next semester prior to leaving their current semester.
What specific aspects of this SAP can be accomplished without additional financial resources?	The office does not need additional resources to fund our leadership on this project. The project will require funding, but that proposal will not/should not come from the Guided Pathways Office.

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	N/A	
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	

Computer Software	N/A	
Training	N/A	
Other	N/A	
Total Requested Amount	N/A	

STRATEGIC ACTION PLAN #5	
Strategic Action Plan Name:	Guided Exit/ First Year Experience (FYE)
List College goal/objective the plan meets:	**College Goal #1:** Promote Success for Every Student **Objective #2:** Enhance workforce training opportunities **Objective #4:** Increase completion of courses, certificate and degree programs, and transfer-readiness **Objective #5:** Encourage completion of degrees for students enrolled in Career Technical programs **College Goal #2:** Create a Culture of Equity **Objective #1:** Remove institutional barriers to student equity and success **Objective #4:** Foster a sense of belonging where all are welcome and student basic needs are addressed **College Goal #3:** Strengthen Connections with our Community **Objective #1:** Create and expand partnerships with local K-12 and higher education institutions
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways office will lend support to the newly formed First Year Experience Program (FYE) while we lead a campus collaboration on Guided Exit. Guided Exit will be a program that is focused on helping students once they have completed their FYE. The goal is to produce a guided seamless experience for student following their FYE. The Guided Pathways Office will collaborate with FYE and the Transfer Center, Career Center, Counseling, Admission and Records, as well as any organization that intersects with the student experience after their first year to develop a 2nd/3rd year experience program to help guide all students to completion.
What *Measurable Outcome* is anticipated for this SAP?	Increased completion, increased transfer, and increased job placement in areas related to the student's major with a livable wage.
What specific aspects of this SAP can be accomplished without additional financial resources?	There are a few aspects of this SAP that can be accomplished without financial resources. More specifically, the coordination of the Guided Exit planning and structure can be supported without financial resources, but the implementation and roll out of the initiatives will need financial support in our office and other areas involved in the execution of the plan. To do this, we are requesting to mirror the FYE staffing and hire a Student Services Coordinator as well as funds to pay for additional assistance/duties needed from staff in A & R, Career Center, and Counseling.

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: Student Services Coordinator and additional staffing in A & R, Career Center, and Counseling.	$150,000.00 Per year	General
Facilities	N/A	
Equipment	N/A	
Supplies: Marketing materials, event	$50,000 Per year	General
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other	N/A	
Total Requested Amount	$200,000 Per year	

STRATEGIC ACTION PLAN # 6	
Strategic Action Plan Name:	Student Focus Group
List College goal/objective the plan meets:	**College Goal #2:** Create a Culture of Equity **Objective #1:** Remove institutional barriers to student equity and success **Objective #4:** Foster a sense of belonging where all are welcome, and student basic needs are addressed
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	In collaboration with the OIE the Guided Pathways Office supports the campus Student Focus Group Project. This project was started as a response to the Survey Inquiry Group report in 2021 which identified the need for a better understanding of the student voice. We realized that we had a lot of data related to the student experience, but we also realized that we did not always understand it. As a result, each year the campus identifies a research question. Then, faculty are selected to work with the OIE to develop a plan to conduct student focus groups that will yield data directly from student voices to aid staff and faculty in a better understanding of the student experience. Those results are shared with the campus and help inform initiative, programs, policies, and procedures as well as the selection of future research questions.
What *Measurable Outcome* is anticipated for this SAP?	We hope that this SAP produces data that informs campus organizations and influences policy making, development of procedures, etc. Therefore, we will continue to collaborate with OIE on future projects and leveraging each other's skills and knowledge to produce measurable outcomes that may vary from semester to semester all with the goal to improve campus procedures, policies, programs, etc.

What specific aspects of this SAP can be accomplished without additional financial resources?	Although there are funds in the current Student Engagement and Enrollment proposal, this may not be sufficient to maintain ongoing efforts. Currently, the faculty compensation is paid from Guided Pathways budget, and we do not have the budget to continue to fund this project.

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: Faculty Lead (9 units of RA) per semester, Faculty Support Staff (3 @ 50-hour PE contract per semester).	$100,000.00 Per year	General
Facilities	N/A	
Equipment	N/A	
Supplies	$1,000.00 Per year	General
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other: Student Hospitality and Honorarium	$2,500.00 Per year	General
Total Requested Amount	$103,500.00 Per year	

STRATEGIC ACTION PLAN # 7	
Strategic Action Plan Name:	ePortfolio Pilot Group
List College goal/objective the plan meets:	**College Goal #1:** Promote success for every student. **Objective #2:** Enhance workforce training opportunities. **Objective #4:** Increase completion of courses, certificate and degree programs, and transfer readiness. **College Goal #3:** Strengthen connections with our community. **Objective #2:** Create and expand relationships with local businesses and civic organizations.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways Office is coordinating the ePortfolio Pilot group which consists of a small group of faculty from various disciplines who are interested in or currently utilizing Portfolium which is an ePortfolio software for students. The Guided Pathways Office along with a faculty member has led the group in the development of course assignments that includes creating a profile and an assignment in Portfolium. The student is given reflection questions about the assignment and the process of creating an ePortfolio. An ePortfolio is a high impact practice that provides students with the opportunity to make connections between various educational experiences and help

	them become career and transfer ready. The pilot group has also developed a student and faculty survey to measure the pilot's success and effectiveness. We hope to continue expanding the pilot and have at least one faculty from most of the programs participate in the project.
What *Measurable Outcome* is anticipated for this SAP?	The measurable outcome for this SAP is that an increase in students using Portfolium will result in students reporting that they are more career and/or transfer ready. Additionally, students will report value in reflecting on the connections they made between various educational experiences.
What specific aspects of this SAP can be accomplished without additional financial resources?	The specific aspects of this SAP that can be accomplished without additional resources include the pilot group's coordination.

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: Business Analyst II and IT User Support Specialist	$50,000.00 Per year	General
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software	N/A	
Training: Portfolium training	$2,000.00 Per year	General
Other		
Total Requested Amount	$102,000.00 Per year	

STRATEGIC ACTION PLAN # 8	
Strategic Action Plan Name:	Braiding SEAC (Student Equity and Achievement Committee) and Guided Pathways
List College goal/objective the plan meets:	**College Goal #2:** Cultivate a culture of equity. **Objective #1:** Remove institutional barriers to student equity and success. **Objective #4:** Foster a sense of belonging where all are welcome and student basic needs are addressed.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Guided Pathways Office is collaborating with SEA to align our objectives and initiatives with theirs. For example, the office will be mirroring SEA in focusing on Black/African American and Latinx student populations when developing initiatives to aid in closing the achievement gap. The office will utilize tools such as Starfish, Program Mapper, and Portfolium to assist SEA in improving enrollment, completed transfer-level math and English, retention, transfer, and completion.

What *Measurable Outcome* is anticipated for this SAP?	For this SAP, the measurable outcomes anticipated include an increase in enrollment, completed transfer-level math and English, retention, transfer, and completion, which will be measured with disaggregated from the OIE.
What specific aspects of this SAP can be accomplished without additional financial resources?	The coordination of this SAP can be completed without additional funds.

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: Business Analyst II and IT User Support Specialist	$50,000.00 Per year	General
Facilities	N/A	
Equipment	N/A	
Supplies	N/A	
Computer Hardware	N/A	
Computer Software	N/A	
Training	N/A	
Other	N/A	
Total Requested Amount	$50,000.00 Per year	

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 the Guided Pathways Office include the following:
- Maintain Starfish software and continue to utilize features and expand campus understanding, benefits, and communication.
- Expand the ePortfolio Pilot to several programs on campus.
- Develop an ePortfolio lab with peer mentors to assist students in the development of their Portfolium profiles and projects.
- Expand Program Mapper to include all college programs.
- Expand Program Mapper to include more transfer information and maps to commonly transferred to programs.
- Grow and develop partnership with SEA and continue to braid our efforts to serve marginalized groups of students.
- Form a partnership with CSUF other university partners to have clear program completion maps on Program Mapper
- Strengthen relations with campus programs and initiatives including but not limited to FYE, LGBTQIA2S+, Umoja, Cadena, Grads2Be, Puente, Athletes, Disability Support Services, and more.

7.1   Describe in detail your need for additional resources as listed above (if applicable)

As indicated in section 6.0, there are additional staff and funding needed to accomplish current and long-term goals in the Guided Pathways Office. Currently, most of our team is funded through a temporary grant. For our office to maintain and expand our initiatives, there is a need for permanent funding. Additionally, with the expansion of the initiatives, there is a need for additional staffing to support software maintenance, technology integration and implementation as well as user software support and training. Therefore, to accomplish and fully execute our initiatives, there is a need for staffing and funding for our office.

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.

At its foundation, the Guided Pathways Office strives to operate through the student-focused lens of diversity, equity, inclusion, anti-racism, and accessibility in the development, implementation, and maintenance of every initiative, program, policy, and/or procedure. The office acknowledges that there is an equity and achievement gap that exists for marginalized groups of students and works to close the gap through breaking down systemic barriers. To close the equity and achievement gaps, the office is leading and/or collaborating to develop and support key initiatives including Program Mapper, Starfish, ZTC/LTC, New Schedule/Registration Calendar, IST, Campus Research, Portfolium, and Guided Exit. Moreover, to ensure the effectiveness and efficiency of these initiatives, the office is dedicated to assessing and surveying target populations to gather valuable feedback necessary to pivot and adjust when and where necessary based on data and trends.

As a new program, we acknowledge that we have weaknesses and that barriers and challenges to achieving our objectives and goals exist. However, we will continue to pull from our strengths including the collaborative and dedicated team spirit in our office, to thrive and create systematic change. We are passionate about the work that we do to help marginalized groups of students and look forward to maintaining and building more collaborations at Fullerton College and beyond.

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
Guided Pathways Website	December 2022	Yes	https://guided.fullcoll.edu/
Starfish Website	December 2022	Yes	https://guided.fullcoll.edu/starfish/
Program Mapping Advisory Taskforce Website	December 2022	Yes	https://guided.fullcoll.edu/program-mapping-advisory-taskforce/
Pathways Steering Committee Website	December 2022	Yes	https://guided.fullcoll.edu/home/
Program Mapper	December 2022	Yes	https://www.fullcoll.edu/hornet-pathways/
Guided Pathways Resources	December 2022	Yes	https://guided.fullcoll.edu/resources/

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

Dani Wilson
_____
Printed name of IMS

Dean, LLRISPS
_____
Title

01.22.23
_____
Date

X ☐ | *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.