



## Student and Support Services

### 2022 - 2023 Self-Study

Three-Year Program Review Template  
Educational Partnerships and Outreach  
High School Outreach

#### Statement of Collaboration

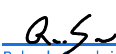


The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.


#### 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.

Rolando Sanabria		Faculty Coordinator	<b>12/12/2023</b>
Printed name of Principal Author	Signature	Title	Date
Jennifer LaBounty		Dean	Dec 16, 2022
Printed name of Department Manager	Signature	Title	Date
Jennifer LaBounty		Dean	Dec 16, 2022
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Dec 24, 2022

## 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:

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.

Educational Partnerships and Outreach aims to address the needs of our K-12 students and provide various pathways to Fullerton college. Outreach hosts and facilitates a variety of informational presentations regarding matriculation steps, student programs and services and career exploration. We utilize different modalities including virtual, in person at the high schools or at Fullerton college to facilitate participation. Our goal is to assist and support our students with their college journey to help them achieve their academic needs.

### Vision:

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

### Core Values:

1. Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas.
2. Diversity – We embrace and value the diversity of our entire community.
3. Equity – We commit to equity for all we serve.
4. Excellence – We honor and build upon our tradition of excellence.
5. Growth – We expect everyone to continue growing and learning.
6. Inclusivity – We support the involvement of all in the decision-making process.
7. Innovation – We support innovation in teaching and learning.
8. Integrity – We act in accordance with personal integrity and high ethical standards.
9. Partnership – We work together with our educational and community partners.
10. Respect – We support an environment of mutual respect and trust that embraces the individuality of all.
11. Responsibility – We accept our responsibility for the betterment of the world around us.

### College Goals:

Goal 1: Promote Success for every student- Fullerton College will prepare students for success through the development and support of exemplary programs and services.

Goal 2: Cultivate a culture of Equity- Fullerton College will strengthen and support a diverse and inclusive campus culture.

Goal 3: Strengthen connections with our community- Fullerton College will develop and strengthen collaborative projects and partnerships with educational institutions, civic organizations, and businesses in North Orange County and beyond.

Goal 4: Commit to accountability and continuous quality improvement- Fullerton College will continually improve operational efficiency and effectiveness to ensure delivery of high quality instructional and support programs.

Goal 1: Educational Partnerships and Outreach works closely with Fullerton College (FC) support programs and services. Outreach hosts events such as Future Hornet Sessions, JumpStart, HS Roadshows, Financial Aid Workshops, Family Academy, START, and FC Day where we collaborate with programs to provide FC bound seniors details regarding our many programs and facilitate onboarding.

Goal 2: Educational Partnerships and Outreach services many high schools in our community that consists of diverse populations. For example, we host an annual Males Achieving Success (MAS) Conference.

Goal 3: Educational Partnerships and Outreach works in partnership with various school districts and high schools in our community to develop and host events that help the youth in our community with your college journey. These partnerships include the Anaheim Pledge, Fullerton Partnership, and the PYLUSD Promise.

Goal 4: In an effort to maintain effective communication, receive feedback and provide effective support, Educational Partnerships and Outreach is committed to participating and hosting meetings with both our FC partners and community at large.

## **2.0 Program Description/Data & Trends Analysis**

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

The Educational Partnerships and Outreach Office provides a range of matriculation services to incoming students. Our outreach component provides a range of matriculation services such as assistance with FC applications, orientations, Financial Aid Workshops, assessment/counseling sessions, and registration workshops. Additionally, our office collaborates with a number of FC programs and services to assist with onboarding. These efforts play a significant role in assisting first-time college students with completing their matriculation process. We directly work with 7 school districts and nearly 40 schools. Our Dual Enrollment complement is responsible for fully matriculating and enrolling students. Furthermore, we also assist participating schools with recruitment of dual enrollment courses. Below you will find additional roles and responsibilities of our office.

#### **High School Services:**

- i. Work closely with high school students, teachers, administrators, college and career techs, and guidance counselors on strategies for recruitment, setting dates for classroom presentations, and obtaining high school student contact lists
- ii. Provide information about college procedures, policies, goals, and objectives
- iii. Meet with prospective students in groups or on a one-on-one basis to promote college enrollment and provide general information regarding financial aid, academic programs, student support services, career assessment, and the matriculation process
- iv. Organize/coordinate and participate in the following events at FC:
  1. JumpStart
  2. High School Partners Breakfast
  3. Senior Day

#### 4. Parent Night

#### 5. Roadshows

- v. In collaboration with Counseling, Admissions, EOPS, and DSS: coordinate the application and financial aid workshops, onsite matriculation assistance, and registration sessions
- vi. Support high school-sponsored college recruitment events
- vii. Prepare annual and ad hoc reports on recruitment and outreach statistics as requested
- viii. Act as liaison between Fullerton College and local high schools
- ix. Collaborate with high school faculty and staff to assess student/parent needs and provide pertinent resources and services to meet those needs
- x. Participate in annual high school college nights/fairs throughout our service area

FC offers nearly 150 dual enrollment sections. FC Outreach is responsible for matriculating and enrolling nearly 3,000 dual enrollment participants annually. Services included, but are not limited to:

- Facilitates admissions and enrollment of all dual enrollment sites
- Provide all dual enrollment students with access to academic and student services programs
- Addresses matters that impact student success through regular monthly meetings with partnering high schools
- Offers dual enrollment at nearly 25 high schools
- Provides regular reporting of enrollment records
- Provides Information Nights to partnering high schools including student orientations

Below you will find a summary of our above efforts for the 2021-2022 academic year:

## **FALL 2021 DISTRICT SUMMARIES**

### **AUHSD DISTRICT HOSTED:**

- 11 Matriculation assistance events
- 25 Dual Enrollment Workshops/ Events

### **FJUHSD DISTRICT HOSTED:**

- 27 Dual Enrollment Workshops/ Events
- 9 Fullerton College Information Events

### **PYLUSD DISTRICT HOSTED:**

- 10 Dual Enrollment Workshops
- 3 Fullerton College Information Events

### **BOUSD DISTRICT HOSTED:**

- 2 Dual Enrollment Events

### **JUNIOR HIGH SCHOOL DISTRICT:**

- 1 Dual Enrollment Information and Application Session

## **SPRING 2022 DISTRICT SUMMARIES**

### **AUHSD DISTRICT HOSTED:**

- 49 Weekly High School Visits
- 18 Matriculation assistance Workshops/ Events
- 28 Dual Enrollment Workshops/ Events

### **FJUHSD DISTRICT HOSTED:**

- 17 Dual Enrollment Workshops/ Events
- 26 Matriculation and Information Workshops/ Events
- 41 Weekly High School Visits

### **PYLUSD DISTRICT HOSTED:**

- 12 Dual Enrollment Workshops
- 4 Fullerton College Matriculation and Information Events
- 16 Weekly High School Visits

### **BOUSD DISTRICT HOSTED:**

- 2 Dual Enrollment Workshops
- 2 Fullerton College Matriculation and Information Events
- 12 Weekly High School Visits

### **JUNIOR HIGH SCHOOL DISTRICT:**

- 2 Dual Enrollment Information and Application Session

### **OUTSIDE DISTRICTS:**

- 1 Fullerton College Matriculation and Information Event

# **SPRING 2022 GENERAL EVENTS SUMMARY**

## **OUTREACH HOSTED:**

- 10 Zoom Drop-in Sessions
- 2 Financial Aid Workshops
- 11 Future Hornet Academy Events
- 47 Virtual Counseling Sessions
- 11 Fullerton College Information, Family Academy and Matriculation Workshops (combined total)

# **SUMMER 2022 DISTRICT SUMMARIES**

## **AUHSD DISTRICT HOSTED:**

- 8 Dual Enrollment Workshops/ Events

## **FJUHSD DISTRICT HOSTED:**

- 8 Dual Enrollment Workshops/ Events

## **BOUSD DISTRICT HOSTED:**

- 2 Dual Enrollment Workshops/ Events

## **JUNIOR HIGH SCHOOL DISTRICT:**

- 1 Dual Enrollment Workshops/ Event

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.

<b>CURRENT STAFF</b>					
<b>Classification (Include position titles)</b>	<b># of staff in each position title</b>	<b>Percent of employment</b>	<b>Months per year of employmen t</b>	<b>Source of funding (General / Categorical)</b>	<b>FTE</b>
<b>Managers</b>					
Director of Educational Partnerships and Programs (Promise)	1	25%	12	Categorical	.25
<b>Classified</b>					
Student Services Specialist	3	100%	12	General	3
Administrative Assistant II	1	25%	12	General	.25
Student Services Technician	4	45%	12	General	1.8
<b>Faculty (full-time)</b>					
Faculty Coordinator	1	100%	12	General	1
<b>Faculty (Adjunct)</b>					
None	-	-	-	-	-
<b>Hourly - Adult</b>					
High School Liaisons	3	26 (65%) hours/week	9	General	1.95
<b>Hourly - Student</b>					
None	-	-	-	-	-
<b>Professional Experts</b>					
High School Liaisons	5	26 (65%) hours/week	10	General/ Categorical	3.25
<b>Total FTE</b>					<b>11.5</b>

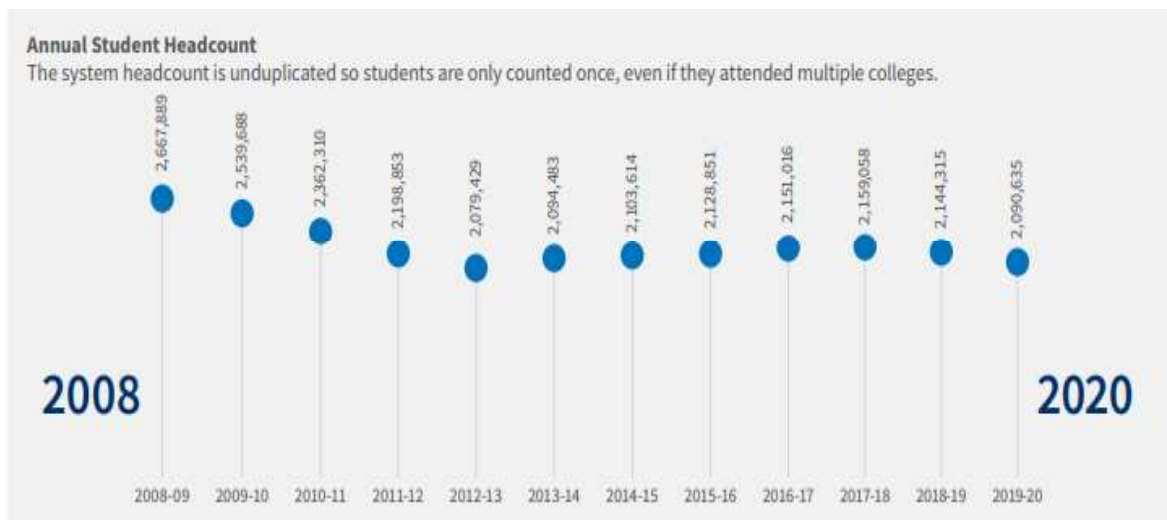
2.3 Other Resources

<b>OTHER RESOURCES</b>				
<b>Please list each position by classification in the department/program</b>	<b>Services Provided</b>	<b>Numb er of Hours</b>	<b>Overall Cost</b>	<b>Source of funding (General / Categorical)</b>
Independent Contractors				
None	-	-	-	-

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Volunteers				
Summer S.T.A.R.T Volunteers (July 2022)	Welcomed and assisted new, incoming Fullerton College students in completing their matriculation steps and guiding students through the registration process.	160	\$0	N/A
Interns				
None	-	-	-	-
<b>Total Hours &amp; Costs</b>		<b>160</b>	<b>\$0</b>	<b>N/A</b>
			<b>Total FTE</b>	<b>N/A</b>

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

With the reduction of enrollment at Fullerton College and to meet the student re-engagement efforts set by FC, high school outreach office has developed a number of new campaigns to attract additional prospective students. These efforts are aimed at being more high-touch. Therefore, requiring additional staff. Furthermore, the ongoing increase of dual enrollment sections being offered, additional staffing is needed to fill sections. Additional staff will also assist with more high touch inreach/outreach to potential new students, high school students, former students, adult students, ESL students, CTE students and, non-traditional students. These re-engagements efforts will allow the college’s FTES to return to pre-Covid 19 levels.





2.5 How many students are served? How has this number changed since the last review? Below you will find a summary of our above efforts for the 2021-2022 academic year:

# ACCOMPLISHMENTS

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Virtual Counseling Sessions: 1,465 Students Served

Roadshows: Over 50 workshops for 16 high schools

Future Hornet Sessions (Wed and Sat): 422 Students Served

Jumpstart: Over 325 Students from 6 High Schools

Future Hornet Day: Over 200 Students

Offered and Matriculated 121 Dual Enrollment Classes

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

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

The great influence that has impacted the High School Outreach Office is the decline of enrollment in the K-12 system. The California Department of Education (CDE) released K–12 public school enrollment data for the 2021–22 academic year. The annual snapshot of fall enrollment shows a fifth year of decline as the state emerges from two challenging years of the COVID-19 pandemic. The release provides yet another data point in the continuing analysis of California’s overall demographic shifts and related pandemic impacts. The information is crucial to understanding how best to plan for a robust recovery in the years ahead. Enrollment is

down from 6,002,523 in 2020–21 to 5,892,240 in 2021–22, a decrease of more than 110,000 students and 1.8 percent from the prior year. This follows a steady decline in public school enrollment statewide since 2014–15. Data from 2020–21 to 2021–22 show that total enrollment of African American students declined by 3.6 percent, Asian students declined by 1.9 percent, Hispanic/Latino students declined by 0.9 percent, and White students declined by 4.9 percent. The student group that identified as two or more races increased by 1.7 percent while the student group that did not report their race increased by 18.3 percent.

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

**Outreach Non-Instructional Program Review Data**

Fall 2019 – Spring 2022

OUTCOME: The number of the students from Fullerton College’s 4 high school feeder districts who submit an application to FC will complete the online orientation.

OVERALL ONLINE ORIENTATION COMPLETION RATES

	<b>Total # Applying</b>	<b># Completing Online Orientation</b>	<b>% Completing Online Orientation</b>
Fall 2019 Applicants	3140	49	1.6%
Fall 2020 Applicants	2915	1803	61.9%
Fall 2021 Applicants	2520	1552	61.6%

OVERALL ONLINE ORIENTATION COMPLETION RATES BY RACE/ETHNICITY

	<b>Overall</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
American Indian	33.3%	0.0%	66.7%	0.0%
Asian	47.0%	5.1%	67.2%	63.9%
Black	39.8%	4.3%	71.0%	60.0%

Filipino	31.5%	2.9%	80.0%	--
Latin a/o/x	42.6%	1.6%	67.3%	61.7%
Pacific Islander	47.1%	12.5%	71.4%	100.0%
Two or More	50.8%	0.0%	65.0%	62.6%
Unknown	10.9%	0.3%	26.5%	15.4%
White	43.6%	0.7%	67.7%	60.7%

**OVERALL ONLINE ORIENTATION COMPLETION RATES BY GENDER**

	<b>Overall</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
Female	39.2%	1.9%	61.2%	5+.0%
Male	41.1%	1.5%	62.5%	64.5%
Other	100.0%	--	100.0%	--
Unknown / Not Reported	37.2%	2.6%	56.0%	55.1%

**OUTCOME:** The number of students from Fullerton College’s 4 high school feeder districts who submit an application to FC will complete the placement assessment.

**OVERALL PLACEMENT ASSESSMENT COMPLETION RATES**

	<b>Total # Applying</b>	<b># Completing Placement Assessment</b>	<b>% Completing Placement Assessment</b>
Fall 2019 Applicants	3140	2085	66.4%

Fall 2020 Applicants	2915	1716	58.9%
Fall 2021 Applicants	2520	1519	60.3%

**OVERALL PLACEMENT ASSESSMENT COMPLETION RATES BY RACE/ETHNICITY**

	<b>Overall</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
American Indian	33.3%	100.0%	33.3%	0.0%
Asian	65.4%	67.5%	66.8%	62.0%
Black	62.8%	68.1%	61.3%	57.1%
Filipino	75.9%	79.4%	70.0%	--
Latin a/o/x	67.5%	76.3%	64.5%	61.1%
Pacific Islander	76.5%	87.5%	57.1%	100.0%
Two or More	62.1%	73.9%	62.6%	56.0%
Unknown	25.0%	28.0%	20.9%	15.4%
White	66.4%	73.0%	66.8%	59.3%

**OVERALL PLACEMENT ASSESSMENT COMPLETION RATES BY GENDER**

	<b>Overall</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
Female	61.3%	65.3%	58.8%	59.3%
Male	64.3%	67.5%	58.8%	61.9%

Other	100.0%	--	100.0%	--
Unknown / Not Reported	55.8%	66.7%	56.0%	46.9%

OUTCOME: The number of students from Fullerton College’s 4 high school feeder districts who submit an application to FC will complete their educational plan within their first year.

OVERALL EDUCATIONAL PLAN COMPLETION RATES

	Total # Applying	# Completing Educational Plan	% Completing Educational Plan
Fall 2019 Applicants	3140	1237	39.4%
Fall 2020 Applicants	2915	855	29.3%
Fall 2021 Applicants	2520	861	34.2%

OVERALL EDUCATIONAL PLAN COMPLETION RATES BY RACE/ETHNICITY

	Overall	Fall 2019	Fall 2020	Fall 2021
American Indian	0.0%	0.0%	0.0%	0.0%
Asian	29.1%	28.4%	21.0%	38.4%
Black	31.0%	31.9%	29.0%	31.4%
Filipino	29.6%	35.3%	20.0%	--
Latin a/o/x	38.4%	45.8%	34.2%	34.8%

Pacific Islander	52.9%	87.5%	28.6%	0.0%
Two or More	27.7%	35.2%	22.7%	28.6%
Unknown	19.8%	23.4%	15.3%	0.0%
White	34.2%	39.2%	30.4%	33.2%

**OVERALL EDUCATIONAL PLAN COMPLETION RATES BY GENDER**

	<b>Overall</b>	<b>Fall 2019</b>	<b>Fall 2020</b>	<b>Fall 2021</b>
Female	31.3%	36.0%	25.8%	32.0%
Male	37.7%	42.9%	33.2%	36.2%
Other	20.0%	--	20.0%	--
Unknown / Not Reported	33.6%	33.3%	20.0%	40.8%

OUTCOME: All dual enrollment and contract ed courses offered at Fullerton’s high school feeder districts with fill rates per term.

**FILL RATES BY TERM**

	<b># of Sections Offered</b>	<b>Average Fill Rates of Courses</b>
Fall 2019	59	70%
Spring 2020	66	62%
Fall 2020	56	54%

Spring 2021	54	73%
Fall 2021	40	56%

OUTCOME: The number of students graduating each year from Anaheim Unified will attend Fullerton College in the following fall term.

FILL RATES BY TERM

	# of Students Graduating in Spring '19 <sub>[MH1]</sub>	# of Students Enrolling at FC	% Enrolling at Fullerton
Fall 2019	4503	952	21.1%
Fall 2020	4525	682	15.1%
Fall 2021	4549	618	13.6%

OUTCOME: The number of students graduating each year from Fullerton Joint Unified will attend Fullerton College in the following fall term.

FILL RATES BY TERM

	# of Students Graduating in Spring '19 <sub>[MH2]</sub>	# of Students Enrolling at FC	% Enrolling at Fullerton
Fall 2019	3134	768	24.5%
Fall 2020	3022	803	26.6%
Fall 2021	2989	733	24.5%

OUTCOME: The number of students graduating each year from Brea-Olinda HSD will attend Fullerton College in the following fall term.

FILL RATES BY TERM

	# of Students Graduating in Spring '19 <sup>[MH3]</sup>	# of Students Enrolling at FC	% Enrolling at Fullerton
Fall 2019	464	98	21.1%
Fall 2020	397	97	24.4%
Fall 2021	426	89	20.9%

OUTCOME: The number of students graduating each year from Placentia Yorba-Linda HSD will attend Fullerton College in the following fall term.

FILL RATES BY TERM

	# of Students Graduating in Prior Spring <sup>[MH4]</sup>	# of Students Enrolling at FC	% Enrolling at Fullerton
Fall 2019	1970	285	14.5%
Fall 2020	1993	351	17.6%
Fall 2021	1947	285	14.6%

[MH1] Obtained from CDE DataQuest. Used Regular HS Diploma Graduates:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?aggllevel=district&year=2018-19&cds=3066431>

[MH2] Obtained from CDE DataQuest. Used Regular HS Diploma Graduates:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?aggllevel=district&year=2018-19&cds=3066514>

[MH3] Obtained from CDE DataQuest. Used Regular HS Diploma Graduates:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?aggllevel=district&year=2018-19&cds=3066449>



[MH4] Obtained from CDE DataQuest. Used Regular HS Diploma Graduates:

<https://dq.cde.ca.gov/dataquest/dqcensus/CohOutcome.aspx?aggllevel=district&year=2020-21&cds=3066647>

### 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?
- As indicated in Section 2, high school outreach implements a number of programs and services throughout our surrounding community and this is achieved without an established office budget
  - Led the NOCCCD efforts in establishing our current district Promise Program and Dual Enrollment Program
  - Led the creation of the Anaheim Pledge, Fullerton Partnership, and PYLUSD Promise Program.
  - Effective at developing and establishing relationships with neighboring districts - AUHSD, BOUSD, BPD, FJUHSD, FSD, and PYLUSD
  - Excel at collaborating with other FC programs and services to expand outreach and the quality of these efforts
  - Provide extensive wraparound services that include in person and virtual support to all prospective students for dual enrollment and first time college students
  - Able to adapt to the various needs and challenges of our neighboring communities
  - Led campus wide efforts in transitioning from pre Covid services, to current circumstances For example, an updated website with step-by-step informational videos and virtual services.
- 3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your program?
- Outreach to community based programs
  - Outreach to outside districts
  - Outreach to adult reentry programs
  - Lack of proper office technologies
  - No existing allocated budget
- 3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?
- Develop partnerships with community based programs
  - Develop partnerships with outside districts
  - Develop partnerships with adult reentry programs
  - Additional technology in office to reduce barriers in helping students matriculate and enroll
- 3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your program?
- Lack of established office budget
  - Lack of technological support from the district
  - Navigating politics of each high school and their respective district
  - Lack of staff to support efforts in the above opportunities listed

### 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.	Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night by 10% to facilitate a successful transition for students into Fullerton College.	Spring 18, 19, 20, and 21.	Fall 2022	Fall 2022	4
.	65% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the online orientation.	Spring 18, 19, 20, and 21.	Fall 2022	Fall 2022	4

<p>.35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the educational plan.</p>	<p>Spring 18, 19, 20, and 21.</p>	<p>Fall 2022</p>	<p>Fall 2022</p>	<p>4</p>
<p>.35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete their educational plan within their first term.</p>	<p>Spring 18, 19, 20, and 21.</p>	<p>Fall 2022</p>	<p>Fall 2022</p>	<p>4</p>
<p>.All dual enrollment and contracted courses offered at Fullerton's high school feeder districts will have a fill rate of at least 60% each term.</p>	<p>Spring 18, 19, 20, and 21.</p>	<p>Fall 2022</p>	<p>Fall 2022</p>	<p>4</p>

	.18% of students graduating each year from Anaheim Unified will attend Fullerton College in the following fall term.	Spring 18, 19, 20, and 21.	Fall 2022	Fall 2022	4
7.	.26% of students graduating each year from Fullerton Joint Unified HS will attend Fullerton College in the following fall term.	Spring 18, 19, 20, and 21.	Fall 2022	Fall 2022	4
	.22% of students graduating each year from Brea-Olinda Unified will attend Fullerton College in the following fall term	Spring 18, 19, 20, and 21.	Fall 2022	Fall 2022	4

	.17% of students graduating each year from Placentia Yorba-Linda Unified will attend Fullerton College in the following fall term	Spring 18, 19, 20, and 21.	Fall 2022	Fall 2022	4
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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?
	The Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night to facilitate a successful transition for students into Fullerton College.	Sign-in sheets	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	Number of Family and High School Senior Night Participants

65% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the online orientation.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information.	Yes	The percentage of students who submit an application to FC who complete the online orientation
35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the placement assessment.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who submit an application to FC who complete the placement assessment.
35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete their educational plan within their first term.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who submit an application to FC who complete their educational plan within their first term.
All dual enrollment and contract ed courses offered at Fullerton's high school feeder districts will have a fill rate of at least 60% each term.		Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	All dual enrollment and contracted courses offered at Fullerton's high school feeder districts will have a fill rate of at least 40% each term
18% of students graduating each year from Anaheim Unified will attend Fullerton College in the following fall term.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.
26% of students graduating each year from Fullerton Joint Unified HS will attend Fullerton College in the following fall term.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.

	22% of students graduating each year from Brea-Olinda Unified will attend Fullerton College in the following fall term	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.
	17% of students graduating each year from Placentia Yorba-Linda Unified will attend Fullerton College in the following fall term	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.

- 4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?  
A number of new efforts were implemented to meet the needs of our prospective students like the FC RoadShow, Future Hornet Sessions, Financial Aid Workshops, and JumpStarts for graduating seniors
- 4.4 How has assessment of outcomes led to improvements in student learning and achievement?  
Fullerton College has provided increased access to matriculation assistance via a number of new efforts as mentioned in 4.3. Students participating in efforts established by the Outreach Office like Anaheim Pledge, Fullerton Partnership, and PYLUSD Promise have shown high retention and success rates. These efforts have also led to consistent and increased enrollment from our main feeders while general college enrollment has declined.
- 4.5 What challenges remain to make your program outcomes more effective?
- Lack of established office budget
  - Lack of technological support from the district
  - Navigating politics of each high school and their respective district
  - Lack of staff to support efforts in the above opportunities listed
- 4.6 Describe how the program’s outcomes are linked to the [college's goals](#).  
Refer to 1.0
- 4.7 Describe how the program’s outcomes support the achievement of the [institution level SLOs](#).  
  
Our program supports Fullerton College’s **SLO Communication** by: Successfully informing students of the FC matriculation requirements needed for successful enrollment.  
  
Our program supports Fullerton College’s **SLO Critical Thinking and Information Competency** by: Successfully informing students of their dual enrollment options.
- 4.8 A. What methods are used to assess the program’s success in serving the student population that interacts with your program?

Our efforts are validated by data provided by the Institutional Research Office. These numbers include enrollment date, the number of students matriculated, and number of students enrolled in dual enrollment courses.

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

Increased access and support with matriculation results in increased enrollment rates.

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

The results were used to develop new efforts that target at-risk students and low enrollment high schools. These efforts include the HS Roadshow where we bring FC services to their high school campus, JumpStart to College, and Future Hornet Sessions.

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

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

Maximize the probability of students completing all the FC matriculation prior to graduating from high school.

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

Continued monitoring and data analysis from Banner. Furthermore, the FC dashboard provides enrollment information. This data can be disaggregated by age, ethnicity gender. Additional disaggregation options by various demographics are available, including high school, Disability Support Services (DSS), Extended Opportunities and Services (EOPS), foster youth, and Puente among others.

C. Identify a process for using outcome assessment data to improve student services programs  
The process will include identifying FC enrollment trends and utilizing this data, creating programs and services that target enrollment gaps.

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

The dashboard and Banner data will allow Outreach the ability to explore differences in enrollment trends based on demographics.

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?



Student equity has always been a priority for High School Outreach. Following are programs and services that have been created by High School Outreach to promote student equity:

- **MAS Conference:** Annual Males Achieving Success (MAS) Conference-Higher education information for underrepresented 9th - 12th-grade males from our local high schools.  
Anaheim Pledge: This is a partnership between NOCCCD, CSUF, UCI, AESD, and AUHSD to assist AUHSD students with their higher educational goals.
- **Dual Enrollment:** These are college-level classes—held at Fullerton College or at a local high school during after-school hours—that are guaranteed to give the student General Education (GE) college credit. Most courses run during the regular college semester except for a few five-week-long courses.
- **Financial Aid Sessions:** Students join us to receive step by step assistance from a Financial Aid Technician and learn information about financial aid.
- **Parent Academy:** Is designated to inform and empower families as advocates and partners in their student's education. The monthly virtual workshops provide families with useful information and resources to support their student's academic well-being. Topics include Promise benefits and requirements, Financial Aid 101, Benefits of Dual Enrollment, and Understanding the process for transferring to a 4-year university
- **CTE JumpStarts:** Students in 9th-12th grade are introduced to Career Education options at Fullerton College through various workshops, demos, tours, and presentations.
- **JumpStart - Higher Education:** Students in 9th-11th grade come to Fullerton College for a day of Career and Educational exploration in which they will complete a Career Assessment, receive a presentation about Understanding High Education, learn more about Dual Enrollment, a campus tour, and much more.  
**JumpStart - Future Hornets:** This event is for high school seniors planning to attend Fullerton College after graduating high school. The event will introduce students to FC programs and services while assisting them with their matriculation steps so they can qualify for two years free. Presentations include but are not limited to Promise, Financial Aid, How to Transfer, and more.

## 5.0 Evaluation of Progress Toward Previous Strategic Action Plans N/A

- 5.1 List the goals from your last self-study/program review. N/A. First Program Review for the Educational Partnerships and Outreach Office
- 5.2 Describe the level of success and/or progress achieved in the goals listed above. N/A
- 5.3 How did you measure the level of success and/or progress achieved in the goals listed above?  
N/A
- 5.4 Provide examples of how the goals in the last cycle contributed to the continuous quality improvement of your program. N/A

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? N/A

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

## 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:	Family Night Attendance Increase	
List College goal/objective the plan meets:	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.	Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night to facilitate a successful transition for students into Fullerton College.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night by 10% to facilitate a successful transition for students into Fullerton College.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Increase number of resource fair tables available at college fair Increase number of workshops offered for families and students Increase number of students who are matriculated at this event	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies	\$5000	Outreach and Reengagement Funds
Computer Hardware	5 I pads at \$800 each = \$4000	Outreach and Reengagement Funds
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$9000	

## STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name:	Application to Orientation Effort
List College goal/objective the plan meets:	College Goal #:1: Promote Success for every student- Fullerton College will prepare students for success through the development and support of exemplary programs and services. Objective #: 1: Create a clear pathway for every student
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Outreach office will increase the number of students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the online orientation.
What <i>Measurable Outcome</i> is anticipated for this SAP?	65% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the online orientation.
What specific aspects of this SAP can be accomplished without additional financial resources?	Continue to offer "roadshows", Future Hornet Sessions workshops, and virtual support

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	\$21000	Outreach and Reengagement Funds
Facilities		
Equipment		
Supplies	\$2000	Outreach and Reengagement Funds
Computer Hardware	5 Ipads at \$800 each = \$4000	Outreach and Reengagement Funds
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	<b>\$27000</b>	

### STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	Orientation to Educational Plan
List College goal/objective the plan meets:	College Goal #: 1: Promote Success for every student- Fullerton College will prepare students for success through the development and support of exemplary programs and services. Objective #: 1: Create a clear pathway for every student
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the educational plan.
What <i>Measurable Outcome</i> is anticipated for this SAP?	35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the educational plan.

What specific aspects of this SAP can be accomplished without additional financial resources?	Continue to offer “roadshows”, Future Hornet Sessions workshops, and virtual support	
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	\$21000	Outreach and Reengagement Funds
Facilities		
Equipment		
Supplies	\$2000	Outreach and Reengagement Funds
Computer Hardware	5 Ipads at \$800 each = \$4000	Outreach and Reengagement Funds
Computer Software		
Training		
Other		
<b>Total Requested Amount</b>	\$27000	

## 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.

- Develop campaigns to increase attendance at FC hosted events through social media, mailers, and high school visits.
  - Website Development
  - Increase Social Media Presence
  - Consistent mail reminders with actionable items
  - Accessible staff with technology that allows steps to be completed on site
- Collaborate with neighboring districts to create yearly events on HS calendars so that all high school seniors apply to Fullerton College and are aware of the programs and services available to them.
  - Planning Meetings with district and high schools
  - Goals of what a dedicated day would include
  - Enough staff to help all high school seniors to apply to FC
- Mobilizing FC programs and services to neighboring district’s high schools and community centers to allow prospective students to learn more about FC and complete matriculation steps
  - Creating a list of services requested that are highest in demand (ex. honors, EOPS, Promise, STEM) that have agreed to participate
  - Working with various programs on campus that have been requested to present their services along with walk students through the application if applicable.
- Future Hornet Days where students can complete every matriculation step in one day
  - Work with Admissions and Records team to push applications through so students can receive their Banner ID
  - Work with counseling team to set up day of appointments for educational plans

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

- Increase staff to target low income and first generation college bound students

- Staff member dedicated to website/social media campaigns
- Increase staff to assist in the coordination or expanding services to community based programs and outside districts
- Provide funding to support technological demands of the office; i.e. color printers, copier, Ipads, and office supplies

## 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.

- Data demonstrated that general college enrollment has been negatively affected by Covid19
- High school to college enrollment increased despite overall decreased college enrollment
- Even though general college enrollment is down, the percentage of students who completed matriculation steps increased.
- Programs and services developed by outreach led the college’s efforts in transitioning from in-person services to virtual; i.e. videos, website, zoom appointments, virtual counseling sessions, Calendly, etc.
- In the last 2 years, outreach created 5 new programs/efforts to assist high school students with their matriculation process.

## 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 McPherson, Director of Campus Communications at [lmcpheron@fullcoll.edu](mailto: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
CA Department of Education News Release	4-11-22	Yes	<a href="https://www.cde.ca.gov/nr/ne/yr22/yr22rel20.asp">https://www.cde.ca.gov/nr/ne/yr22/yr22rel20.asp</a>
CA Community Colleges - State Chancellor Website -	Fall 2022	Yes	<a href="https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-">https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-</a>

2021 State of the System Report			Infrastructure/research-data-analytics/data-snapshot/student-demographics
FC Institutional Effectiveness Report 2020-21	Fall 2021	Yes	<a href="https://ie.fullcoll.edu/wp-content/uploads/sites/27/2022/04/2021-FC-Institutional-Effectiveness-Report_Final.pdf">https://ie.fullcoll.edu/wp-content/uploads/sites/27/2022/04/2021-FC-Institutional-Effectiveness-Report_Final.pdf</a>

## 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

Jennifer LaBounty

Dean

Dec 16, 2022

Printed name of IMS

Title

Date



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



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

*Area of exception:*

\_\_\_\_\_  
\_\_\_\_\_



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

\_\_\_\_\_  
\_\_\_\_\_

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

### ACKNOWLEDGING RECEIPT

Dr. Monte Perez

Interim President

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.












# HS Outreach Program Review 22/23

Final Audit Report

2022-12-17

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