



Student Services and Administrative/Operational Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** student services programs and administrative/operational offices.

- Programs or offices must submit their Annual Program Review Update form to their manager or dean by 5pm, Monday, November 27, 2023.
- Managers or deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm, Monday, December 4, 2023.
- Questions or concerns?
 - Committee contacts:
 - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
 - Manager and classified professional representatives on the [Program Review and Planning Committee](#)
 - [Office of Institutional Effectiveness](#)

SUBMISSION:

Program: First Year Experience

Division: EPP/Counseling

Date: 11/15/2023

We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature:

Printed Name: Dr. Kimberly Vandervort

Date:

Manager or dean Signature:

Printed Name: Dr. Deniz Fierro

Date:

Part 1: Review of Data

List the outcomes from your Fall 2022 self-study. Which outcomes has your program assessed in the last year and/or which do you plan to assess in the coming year? What changes, if any, have been made to your program or outcomes as a result of outcomes assessment?

Fall 2022 Self-study Outcomes:

Outcome #1: 15% of incoming first year students will attend a student welcoming activity that introduces students to the campus community, support services, educational and career opportunities, study skills, and mindful growth.

Outcome #2: Increase by 5% the number of students who accomplish all four of these benchmarks by the time they complete 30 units:

- i. Complete comprehensive ed plan
- ii. Complete the SuperStrong assessment
- iii. Complete college-level Math and English
- iv. Engage in at least one mindful growth experience

Outcome #3: 10% of first year students earn at least one FYE key area badge (Community, Career & Educational Exploration, Student Support, or Mindful Growth).

Outcome #4: Increase by 5% the number of first year students who complete the full FYE Badgr Pathway, earning all badges in the four key areas of Community and Cultural Connection, Career & Educational Exploration, Student Support, and Mindful Growth.

As the 2023-2024 AY represents the first full year of FYE implementation, we have not yet assessed any of the outcomes set forth in our Fall 2022 self-study. Therefore, as of Fall 2023, no changes have been made to the program or outcomes as a result of outcomes assessment.

We intend to assess all four outcomes in June 2024, after the initial cohort of FYE students have completed their first year at Fullerton College and have had the opportunity to participate in FYE engagements either as experiences directly embedded into their courses or on their own time. This outcome assessment will serve as a baseline for future assessments as the program and students' familiarity with it grows.

We intend to assess each outcome in the following ways:

Outcome #1: Examine participation data obtained from FYE Canvas badge earners, START, and Welcome Weeks participants to determine first year students' level of participation in student welcoming activities.

Outcome #2: Gather data from OIE, Counseling, Career Center, and the FYE Canvas to identify students who have accomplished all four benchmarks prior to completion of 30 units, then compare this number to the number of students who completed these benchmarks prior to implementation of FYE at Fullerton College.

- Disaggregate data to determine the potential impact of FYE in classes that embedded FYE engagements vs. classes that did not.
- Disaggregate data by race and ethnicity to determine how student participation in FYE aligns with the campus equity targets.

Outcome #3: Utilize the FYE Canvas to determine how many first-year students earned at least one FYE key area badge and determine what percentage of total first year students these badge earners represent.

Outcome #4: Utilize the FYE Canvas to determine how many students earned all four FYE key area badges and determine what percentage of total first year students these badge earners represent.

Part 2: Additional Resource Request Reasoning and Support

I. Personnel

- A. A lack of staffing continues to serve as a barrier to full implementation of the First Year Experience. Since completion of the Fall 2022 self-study, staffing has actually been reduced rather than enhanced, despite requests for funding to increase staffing. The full-time FYE Student Services Coordinator position has remained unfilled since June 2023, so funds are needed to rehire someone to take on that position. Or, if the campus determines that the SS Coordinator position will not be filled, additional funding is necessary to hire 1-2 Professional Expert or hourly positions to support the FYE Faculty Coordinator with administering the program for all first-year students at Fullerton College.
- B. It is imperative that this resource request be processed now rather than during the next program review cycle, as the loss of a full-time Student Services Coordinator at the end of June 2023 has resulted in a doubled workload for the full-time Faculty Coordinator. As the program grows, additional staffing is needed to adequately support both the student services and instructional components of FYE.

This additional resource allocation supports the college mission through guiding first-year students through their transition to our college. FYE supports first-year students by fostering a welcoming and inclusive college environment, encouraging the exploration of careers and majors, assisting students with developing a growth mindset, and connecting students with support services both inside and outside of the classroom. These goals tie into the mission of Fullerton College as they help students pursue their educational goals and feel welcome at the college.

II. Permanent Funding Source for FYE

- A. As noted in the Fall 2022 self-study, FYE was created without a permanent funding source. Temporary funding via Enrollment and Reengagement funds were secured for academic years 2022-2023 and 2023-2024, with projected funds allocated in increasing dollar amounts for an additional three years; unfortunately, that funding source will no longer be viable after Spring 2024, leaving FYE without any funding allocated beyond June 30, 2024.
- B. It is critical that this resource request be processed now rather than during the next comprehensive program review. Without a dedicated funding source, FYE will not only be unable to grow, but it will also not be possible to continue the program in its current iteration. A dedicated funding source must include ongoing funding sources to support:
 - 1. Salaries of both the Faculty and Student Services Coordinators as well as dedicated staff to perform the basic functions of FYE.
 - 2. FYE-specific faculty training and support to increase the number of faculty incorporating embedded FYE engagements into their courses and to enhance the number and types of engagements delivered to students via this practice.
 - 3. Purchase of the physical rewards needed to incentivize student participation in badging of FYE engagements.

This allocation supports the college's mission and goals. The First Year Experience is integral to Fullerton College achieving the goal of increasing student success and

persistence. The purpose of the program is to support all first-year students with transitioning to Fullerton College, helping them identify their educational goals, connecting with support services, developing a growth mindset and resiliency, and feeling connected to the campus and their peers. A key element of FYE's mission is to advocate for first-year students and simplify college processes to remove potential barriers. Encouraging the use of student support services also increases success and completion of degrees and certificates.

III. Software and/or Application for Tracking and Rewarding Student Participation in FYE

- A. A three-year subscription to Instructure Credentials, a software package formerly known as Badgr, was purchased by the campus in Fall 2021 for the purpose of tracking and awarding student participation in FYE engagements. As the subscription will expire in Spring 2024, it is imperative to either renew this subscription or invest in another type of application or software to continue the digital credentialing element of FYE.
- B. Digital credentialing, the process of awarding badges to incentivize student participation in FYE engagements, is a key feature of FYE as it was designed and approved by various campus constituents. Students earn digital badges by completing certain research-supported engagements that help students achieve their goals of graduation or transfer sooner and with greater success. These engagements include, but are not limited to: completing a comprehensive SEPP, utilizing tutoring, attending campus events, and experiencing mindful growth practices.

Incentivizing and tracking the participation of thousands of students in these activities requires specialized software to help automate badge delivery and accurately track which students have earned badges. This can be accomplished in one of two ways:

- Renewing the Instructure Credentials software subscription for an additional three-year term.
- Investing in the in-house development of a personalized application to reward student engagement with the various student services, activities, and instructional facets of FYE.

Whichever option the college chooses, FYE cannot continue as it is currently designed without access to credentialing software of some kind. Otherwise, it will be even more difficult, if not impossible, to identify which engagements students are participating in and determine their level of participation in FYE.

As aforementioned in the other resource request explanations, this additional resource allocation indirectly supports the college's mission and strategic initiatives by providing FYE with the technological tools needed to carry out its charge to incentivize student connections with the various instructional and student support services that ultimately impact student success and retention.

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	\$200,000	
Facilities		
Equipment		
Supplies	\$20,000	
Computer Hardware		
Computer Software	\$300,000	
Training	\$25,000	
Other	\$5,000	
Total Requested Amount:	\$550,000	