



FULLERTON COLLEGE

ELEVATING.
EXCELLENCE.

Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Assessment / Onboarding / Student Services Call Center

Counseling 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

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:

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, The Assessment / Onboarding/ Student Services Call Center advances student learning and achievement by successfully implementing Fullerton College's AB705 Equitable placement completion practices and informing the campus community of the successful academic and student services programs the college has to offer. These practices and placement information help students become aware of their rights to access transfer level English / Math coursework and complete their educational goal. Successful completion of these gateway courses and access to our academic and students services programs fosters educational growth, career growth, successful learners, responsible leaders, and engaged community members.

AB705 placement reforms send a message to students:

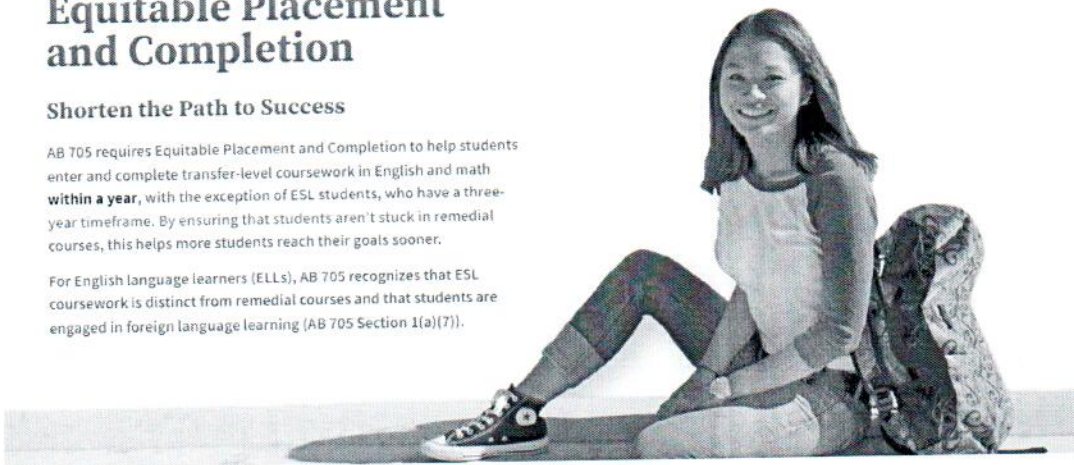
"Welcome you are college material; you can succeed, and we are here to support you"

Equitable Placement and Completion

Shorten the Path to Success

AB 705 requires Equitable Placement and Completion to help students enter and complete transfer-level coursework in English and math **within a year**, with the exception of ESL students, who have a three-year timeframe. By ensuring that students aren't stuck in remedial courses, this helps more students reach their goals sooner.

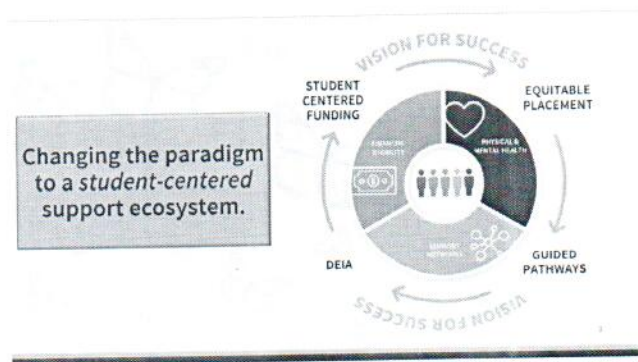
For English language learners (ELLs), AB 705 recognizes that ESL coursework is distinct from remedial courses and that students are engaged in foreign language learning (AB 705 Section 1(a)(7)).



Vision:

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

The Assessment / Onboarding / Call Center will transform and inspire positive change in the world by helping students improve their lives through education. Fullerton College's Equitable placement and completion practices have increased one year transfer level completion rates for English and Math. Our updated course placement process has shortened the path for success for our students on meeting their educational goal. The call center's student re-engagement call project informed students of Fullerton College student center programs that are available to help them complete their educational goal.



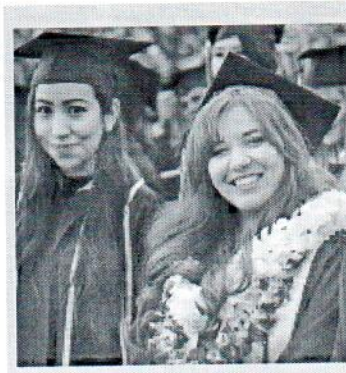
Core Values:

The Assessment / Onboarding/ Call Center at Fullerton College uses an organized institutional process which facilitates student educational decision-making through an evaluation of student academic skills, interests, and special needs. An accurate and comprehensive assessment process is needed in order to set students on a course to achieve their academic goals. Many new and exciting changes have been introduced into our Assessment process, due to (AB705) and (AB1805) Equitable placement and completion practices. Students are no longer administered a standardized assessment to be placed into English and Math courses. Our new (AB705) and (AB1805) Equitable placement and completion practices rely on high school data such as GPA and

course grade for course placement. Fullerton College has seen more students placed into college level courses , with a higher pass-through rate than relying on a standardized assessment.

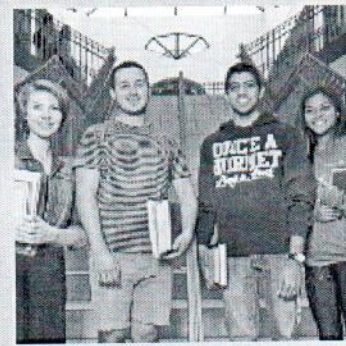
College Goals:

GOAL 1: PROMOTE SUCCESS FOR EVERY STUDENT



Using (AB705) and (AB1805) Equitable placement / completion practices and informing students of their right to access college level courses has transformed the college experience. This placement change has promoted success and accelerated student progress towards a credential or academic goal.

GOAL 2: CULTIVATE A CULTURE OF EQUITY



The Assessment / Onboarding / Call Center cultivates culture of equity by supporting the CCCC Vision for Success, Guided Pathways and SEAC funding model. We are committed to lifelong learning and using structures to drive equity-centered student success. The center provides research, data, and advocates for policies that close the achievement gaps for students.

GOAL 3: STRENGTHEN CONNECTIONS WITH OUR COMMUNITY



The Assessment / Onboarding / Call Center is the first step students must complete on their academic journey. *The center is committed* to connecting students, staff, faculty, and community to Fullerton College by providing information needed to successfully navigate the college environment by:

- Informing our campus community/local feeder high schools of our Equitable placement / completion practices
- Providing Pre-onboarding student services via MyPath
- Hosting New Student Group Advising sessions onsite/remote
- Providing re-engagement phone calls to former students and information on returning to Fullerton College to complete their educational goal

GOAL 4: COMMIT TO ACCOUNTABILITY AND CONTINUOUS QUALITY IMPROVEMENT



The Assessment / Onboarding / Call Center is committed to accountability and continuous quality improvement that improves a student's chance for success by:

- Continuous process of our center design, implementation, and evaluation
- Continuous review of our data
- Improve communication to campus community if needed (AB1805)
- Regularly evaluates its placement instruments and practices to validate their effectiveness while minimizing biases

2.0 Program Description/Data & Trends Analysis

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

The Assessment / Onboarding/ Call Center provides a range of onboarding services in order for students to complete their matriculation process and learn about Fullerton College. Our Assessment component provides a range of assessments/AB705 placement methods including assessment testing in ESL, Chemistry, proctoring services, and an updated service of collecting AB705 high school data for course clearance by using MyPath. (AB705) Equitable placement and completion results are an important variable when determining appropriate course placement for students. Our Onboarding component coordinates and hosts New Student Group Advising sessions virtually or onsite. These sessions play a crucial role with new first time college students completing their matriculation process, with receiving their assessment results, and educational plan from a counselor. During these sessions students will also receive valuable information from Promise, EOPS and Financial Aid. The Students Services Call Center component is a great starting point for students to learn about Fullerton College. The call center is the information hub for the campus. *The center is committed* to connecting students, staff, faculty, and community to Fullerton College. The call center team provides general information regarding student services programs, academic programs, campus events or any other campus service needed. The staffing of the center includes 1 FTE Coordinator and 1FTE Student Services Technician 2 adults hourlies and 7 student hourlies.

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

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Classified					
Student Services Coordinator	1	100%	12	General	1
Student Services Technician	1	100%	12	Categorical	1
Faculty (full-time)					
Faculty (Adjunct)					
Hourly - Adult	2	25	8	Categorical	.5
Hourly - Student	8	20	12	Categorical	4
Professional Experts					
Total FTE					6.5

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns				
Total Hours & Costs				
Total FTE				

- 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 policies set by the CCCC. Additional Student Services Call Center staffing will be needed to 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?

Students Served	2020-2021
AB705 English Assessment	3,773 students
AB705 Math Assessment	3,800 students
ESL Assessment	103 students
Chemistry Assessment	59 students
Group Advising	404 students
SS Call Center	6,383 contacts

Due to the global pandemic, the number of students served for assessment and new student group advising session have seen a reduction in student count. Numbers of students served are expected to increase in the next fiscal year due to the student re-engagements efforts by Fullerton College and the CCCC.

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

The center has taken on two additional Student Services onboarding roles, to help students succeed since our last program review: **Onboarding and Student Services Call Center**

New Student Group Advising



*** Please Note: New Student Group Advising is required for NEW FIRST TIME Spring 2022 college students ***

The purpose of the Virtual / Onsite New Incoming Student Advising is to understand and develop an electronic student educational program plan (SEPP).

Please arrive on time or beforehand.
Plan to attend 2 hours.

The center also coordinates and hosts on-site/virtual New Student Group Advising sessions in our newly designated New Student Group Advising room. The Group Advising room holds 34 student stations, smart board, and three counselor offices. These sessions play a crucial role with new first time college students completing their matriculation process, with receiving their assessment results, and educational plan from a counselor. During these sessions students will also receive valuable information from Promise, EOPS, and Financial Aid.

Student Services Call Center



An additional role the center has taken on is the coordination of the newly developed Student Services Call Center. The call center team provides general information regarding student services programs, academic programs, campus events or any other campus service you may need. The center holds six hourly staff with access to call center routing phone system (Finesse), chat and zoom services.

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

AB705 Equitable placement and completion practices (fully implemented)

The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

The bill also authorizes the Board of Governors to establish regulations governing the use of measures, instruments, and placement models to ensure that these measures, instruments and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and math in one year.

AB1805 Equitable and Complete Messaging and Communication

AB 1805 (2018) requires colleges to communicate their new placement policies to students to ensure all students are made aware of their rights under AB 705. More specifically, and as a condition for receiving Student Equity and Achievement Program funds, colleges must do the following:

- Inform students of their rights to access transfer-level courses and academic credit ESL courses and of the college's multiple measures policies;
- Communicate this information in language that is easily understandable, and prominently feature this information on the college's catalog, orientation materials, website, and counseling materials related to a student's course placement options;
- Annually report to the Chancellor's Office the college's placement policies and results; and
- Publicly post the college's placement results.

AB705 Equitable placement and completion practices (fully implemented)

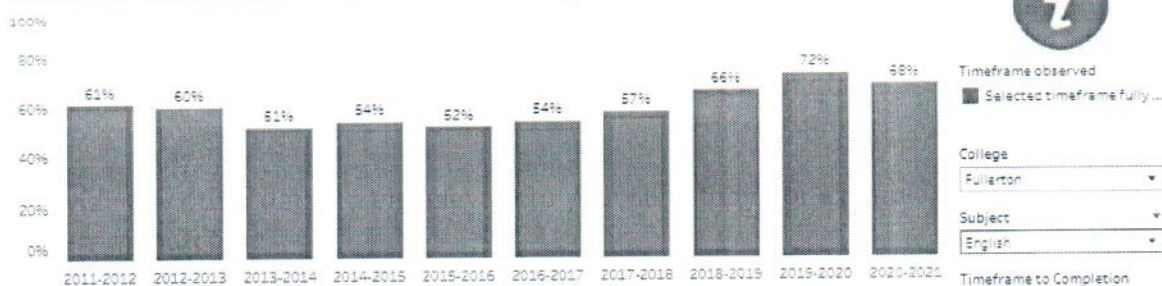
In Fall 2022 Fullerton College has fully implemented AB705 and no longer offers any remedial Math or English courses.

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

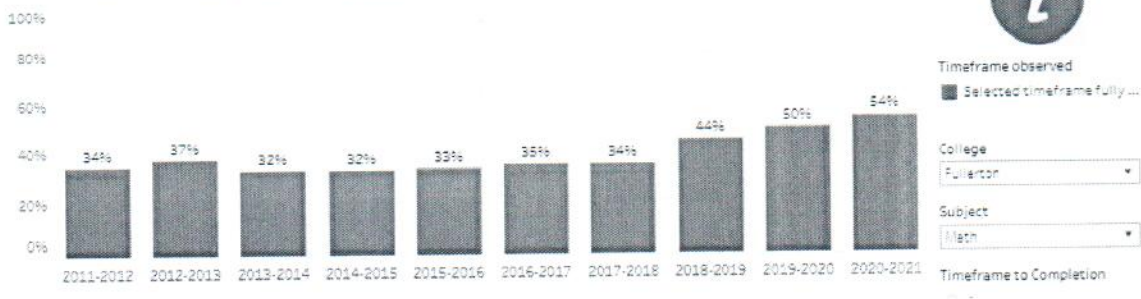
AB705 Data:

Fullerton College's AB705 course completion data below provides completion rates of transfer-level English, mathematics (or equivalent quantitative reasoning course) starting from students' first course enrollment in the discipline. The data identifies the success of equitable placement practices at Fullerton College since AB705 implementation in 2017-2018.

Successful Transfer-Level Completion Rates in English



Successful Transfer-Level Completion Rates in Math



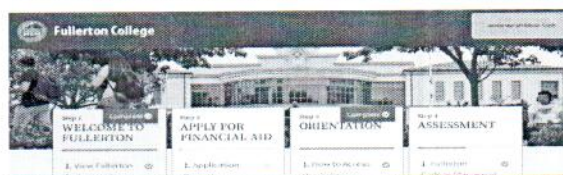
3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

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



AB705 Course Placement: Our center has received accolades from the CCCCO regarding informing students of their rights to access college level Math and English courses (AB1805). The Campaign for College Opportunity recently awarded Fullerton College the 2022 Excellence in placement award. This award honors colleges with excelling with equitable course placement for students. **Another strength of the center is accessing student high school data to successfully place students.** Fullerton College receives students high school transcript data via the CCCCO (MMPS), local feeder high schools or students (MyPath).

How to Access Fullerton College's MyPath Student Onboarding Portal



Onboarding/Pre-Onboarding Students: In following with the Guided pathways framework of pillar 2 (Enter the Path). The center and Fullerton College's guided pathways committee has developed our MyPath student pre-onboarding tool. The tool provides support to students on understanding our matriculation process and help identify a career path before completing their student application. The center also supports students onboarding process at Fullerton college with coordinating New Student Group advising sessions. These sessions have been very successful with supporting students with completing their matriculation process and meeting with a counselor.



Fullerton College Information Hub: The Student Services call center supports Fullerton College's students' re-engagement efforts to raise enrollment. The center contacted 4,600 students who have missed one or more semesters to welcome students back to Fullerton. Data was provided to our Institutional Research Department on reason's why they have not returned to Fullerton College.

Great communication with other departments.

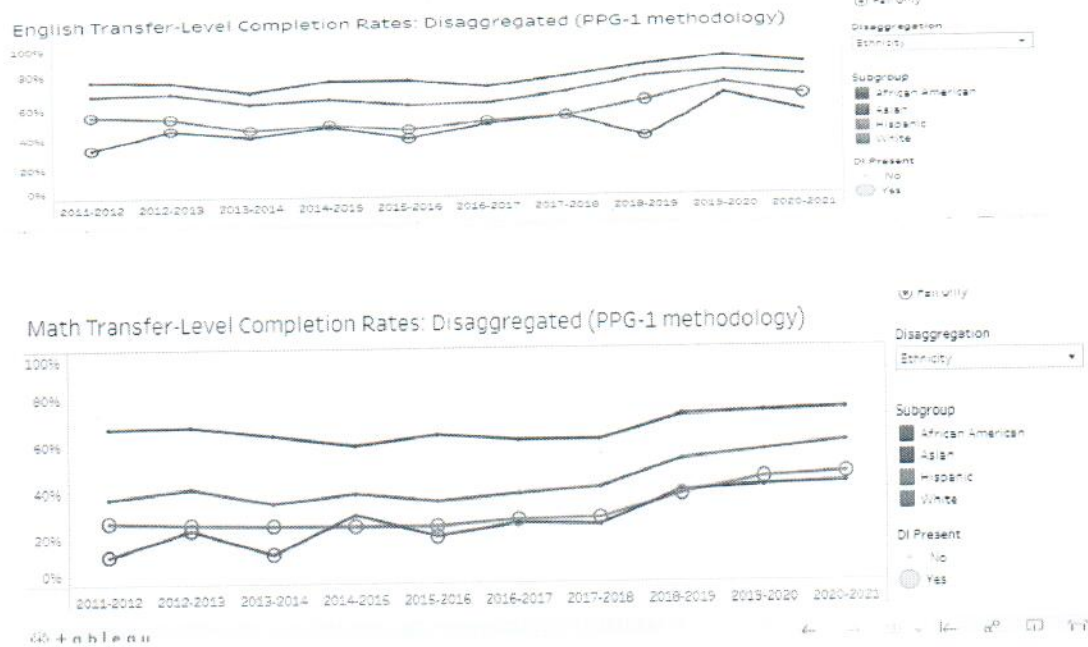
The Center has great communication with other departments throughout the college campus, including Admission and Records, Promise, Outreach Veterans Services, Counseling, Puente Program, Disability Support Services, Humanities, Math, and Science Departments. This communication helps foster student success throughout the campus.

Validation Studies

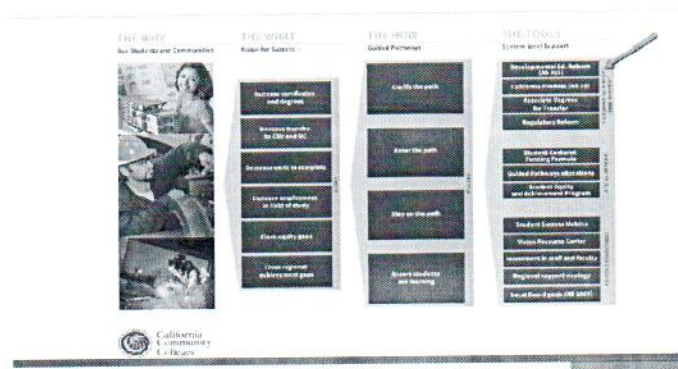
The Assessment Center/Counseling Department with faculty continuously conducts validation studies for accurate placement. The college monitors and corrects any cut-scores by completing validation studies with faculty and student input. Adherence to Chancellor guidelines, ensures we are correctly placing students.

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

AB705 and AB1805 has increased student access to college level English / Math courses. Both laws have increased student throughput rates and success rates for each student demographic, but equity gaps persist. With the passage of AB1705 the center will work closely with faculty and college community on reducing these equity gaps by exploring the offering of concurrent support courses for English and mathematics. Please see Fullerton College's transfer-level completion rates below:
Disaggregated by ethnicity.

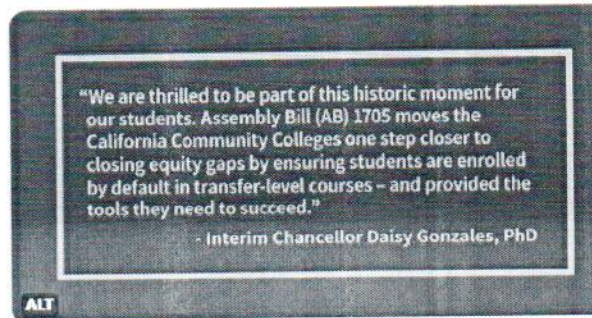


3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your program?



Now that AB705 / AB1705 are main tools used in implementing Guided Pathways framework, many new opportunities will emerge. Additional placement, research, and development of corequisite English, math and ESL support courses will help improve course throughput and reduce equity gaps. The CCCO has introduced an Equitable placement and completion grant to help support faculty and student support services create new placement practices and curricular structures to support AB705/AB1805.

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



Newly developed placement laws AB-1705 **Seymour-Campbell Student Success Act of 2012: matriculation:** and AB1187 was currently signed into law. These laws require CCC's not only to place students into college level courses but also enroll students into these courses. Additional courses, co-requisite courses, course placement, validation studies, student communication will be needed to help the college meet these new placement laws and support student success

AB 1705 addresses the following:

- Makes clear that colleges must enroll students in math and English classes where they have the greatest likelihood of completing degree and transfer requirements.
- Clarifies that colleges should not require students to repeat math and English classes they passed in high school.
- Provides greater protections to ensure that students are not required to take extra math and English courses that don't count towards their degree requirements.
- Clarifies that it is the responsibility of colleges to ensure that students have supports that help them make progress toward their goals.
- Requires that students be placed into English and math classes where they have the greatest chance to make progress toward a college degree

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
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1.	Maximize the probability of students entering and completing transfer-level coursework in English within a one year timeframe while reducing equity gaps in successful course completion.	Spring 2022	Spring 2022	Fall 2022	1
2.	Maximize the probability of students entering and completing transfer-level coursework in math within a one year timeframe while reducing equity gaps in successful course completion.	Spring 2022	Spring 2022	Fall 2022	1

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.	Increased student transfer level completion rates in college level English courses while reducing in equity gaps.	Course placement / completion data	Equitable placement (AB705) validation of practices data submission	Yes	Higher student throughput in completing college level English courses.
2.	Increased student transfer level completion rates in college level math courses while reducing equity gaps.	Course placement / completion data	Equitable placement (AB705) validation of practices data submission	Yes	Higher student throughput in completing college level Math courses
3.	Increased FTE and enrollment into English / Math courses when students attend a New Student Group Advising session.	Increased student registration	CCCCO Dashbaord	Yes	Increased FTE and enrollment into English / Math courses when students attend a New Student Group Advising session.
4.					

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

Assessment

Students are now placed into college level Math and English courses at Fullerton College. Remedial course offerings are no longer offered at Fullerton College.

New Student Group Advising

Increased New Student Group Advising sessions to meet student demand and offering virtual and on-site sessions.

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

Fullerton College has provided increased access to college level English and math courses at Fullerton college while also greatly improving successful student throughput/success rates for these courses. Increased student access and offering virtual new student Group Advsing sessions has informed students the importance of registering and completing English and math in their first academic year.

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

Reducing persistent equity gaps in successful completion of English and math courses in students first academic year.

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

Increased student throughput for English and math courses at Fullerton College promotes success for every student and cultivates a culture of equity by informing and providing all students access to college English and math courses during new student Group Advising sessions. Increased throughput and completion for these courses with-in one year provides the greatest chance of students making progress towards a college degree while also reducing equity gaps at Fullerton College,

- 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 their rights to take college level English course's and placing students in the correct gateway English course, will provide students the ability to communicate opinions, ideas, and information in writing, including the creation of letters,

reports, manuals, and graphs using correct grammar, spelling, punctuation, and appropriate language, style and format.

Our program supports Fullerton College's **SLO Critical Thinking and Information Competency** by: Successfully informing students of their rights to take college level Math course's and placing students in the correct gateway Math course, will provide students the ability e to use basic numerical concepts, tables, graphs, charts, and basic geometric shapes to explain concepts or ideas. C. Research: Students will be able to identify the need for data, obtain data from various sources, organize, process and maintain records of data

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

Our assessment process is validated locally and statewide by completing our AB705 validation of practices data. The validation process is intended to help the center evaluate curricular / placement structures to meet AB705.

The process consists of evaluation of:

- Students with an educational goal of transfer (including unknown/unreported) enrolled in a pre-transfer-level course;
- Students with an educational goal of degree enrolled in a pre-degree-level course;
- Students with an educational goal of certificate that requires transfer-level English or college-level math enrolled in a pre-degree-level course; OR
- Students with a transfer or degree goal enrolled in a multi-term sequence in which they took either (1) a pre-transfer-level course in one term and a transfer-level course in a following term, or (2) a transfer-level course stretched over two term

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

Increased access and support to college level courses creates higher throughput rates and successful English/ math course completion.

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

The results were used to remove any English or math remedial course offering starting in Fall 2022 at Fullerton College. The assessment identified courses that did not support students with entering and completing transfer-level English and mathematics courses within one year and did not minimize disproportionate impacts.

- 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 entering and completing English course in one year and reduce equity gaps.

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

Continued monitoring and data analysis of the CCCC Transfer level Gateway Completion Dashboard. The dashboard provides completion rates of transfer-level English and mathematics starting from students' first course enrollment in the discipline (). Data can be disaggregated by age, ethnicity gender. Additional disaggregation options by various demographics are available, including high school grade point average, corequisite support, Disabled Students Programs and Services (DSPS), 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 includes identifying local Fullerton College completion rates of transfer level English, mathematics and credit ESL courses starting with students first course enrollment in the discipline by high school GPA.

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

The dashboard would allow users to explore differences in outcomes for students enrolled in corequisite support courses in the lowest high school grade point average band (based on the default placement rules) for English and math, further disaggregated by Science, Technology, Engineering and Math (STEM) math courses or Statistics, Liberal Arts Math (SLAM) math.

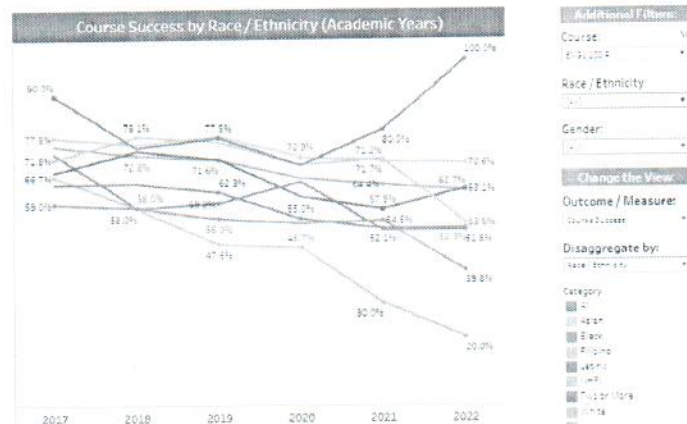
4.10 Outcomes Equity Analysis

- 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?

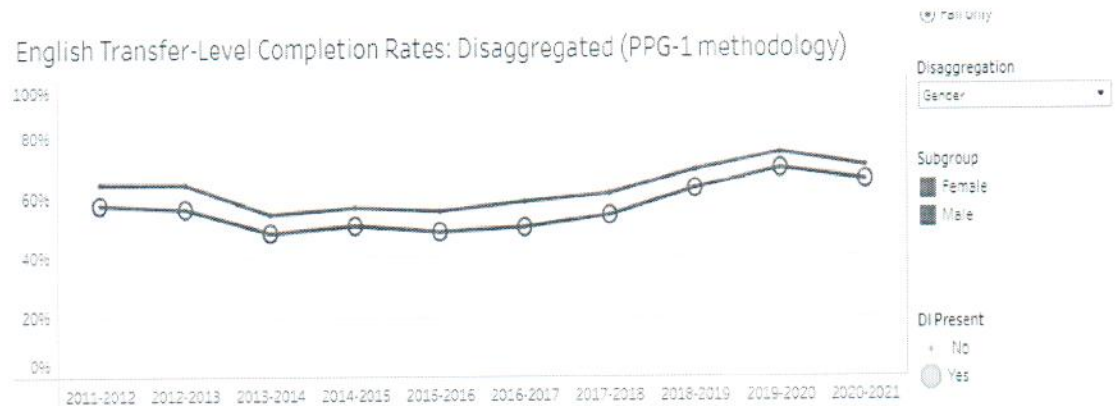
Increased student success in English and Math courses due to AB705 but equity gaps persist.

The data graphs below the equity gaps that continue to persist in English and Math courses at Fullerton College for Hispanic and African American students.

English

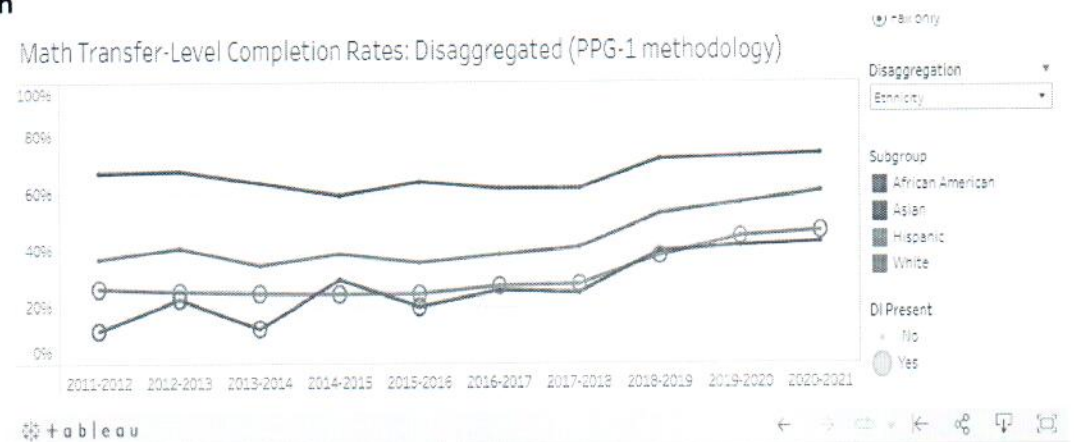


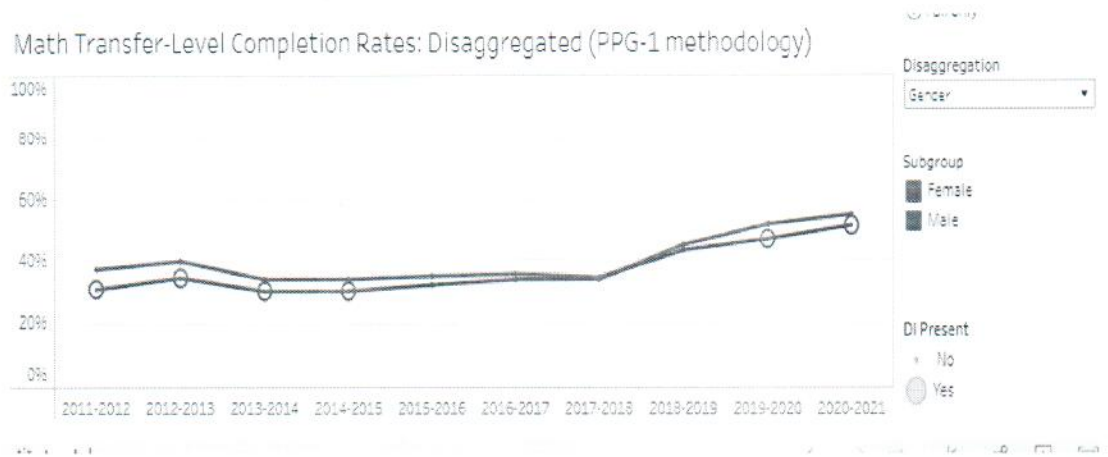
English Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)



Math

Math Transfer-Level Completion Rates: Disaggregated (PPG-1 methodology)





Fullerton College will research, plan and develop changes to in our placememnt practices and curricular structure to reduce equity gaps in our English and math courses.

Professional learning and develpemnt for faculty and support services in inclusive teaching practices, and subject pedagogy will help develop and implement new placement practices and curricular structure.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

Goal 1. The Testing/Assessment Coordinator will coordinate with our high school outreach staff to inform high school staff and students of the importance providing high school data for course placement in English, Reading and Math courses.

Goal 2. The Testing/Assessment Coordinator will work the Matric. Coord. Counseling Dean, and faculty on the best method to inform students the process on how to be re-assessed using AB705 data

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

Local feeder high school students with support from Outreach and Promise are being placed using (AB705) and (AB1805) Equitable placement and completion practices at their high school.

The CCCC provides MMPS student transcript data from multiple sources to meet (AB705) and (AB1805) Equitable placement and completion practices at Fullerton College.

To meet Ab705/AB1805 Fullerton College has updated its re-assessment student information in our new student orientation, MyPath, assessment website, new student group advising video and when meeting with a counselor for course placement.

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

Identify how many students submitted high school transcripts to meet AB705 placement.

Informing students by adding information to the new student orientation, MyPath, assessment and counseling website.

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

Access to student high school data allowed the Assessment / Onboarding center to analyze and inform the campus community regarding equitable placement and completion at Fullerton College. The data allowed the college an opportunity to rethink the ways students can be most successfully placed and complete courses. In fall 2022 students are no longer placed or offered any remedial English or Math courses at Fullerton college. Fully meeting AB705

- 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?

Our center and the office of Institutional Research was able to produce the CCCCQ equitable placement (AB705) validation of practices data submission to the CCCCQ. This data was instrumental in identifying that Fullerton College students have a high throughput rate when placed and enrolled directly into college level English and Math courses than into remedial course offerings.

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

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:	Inform students of AB1705 Assessment policy.
List College goal/objective the plan meets:	College Goal #: PROMOTE SUCCESS FOR EVERY STUDENT Objective #: Create a clear pathway for every student
Briefly describe the SAP, including title of person(s)	The Student Services Coordinator will work the Matriculation Coordinator, Educational Partnership/ Promise Director, Counseling

responsible and timeframe, in 150 words or less.	Dean, and faculty on the best methods to inform students of Fullerton College's new AB1705 equitable placement and completion process.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Number of students placed into college level English and math courses.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Updating our new student orientation, new student group advising video and assessment website on AB1705 placement process.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Ensure effective and maximal implementation of AB1705 / AB705 at Fullerton College	
List College goal/objective the plan meets:	College Goal #: CULTIVATE A CULTURE OF EQUITY Objective #: 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 Student Services Coordinator will work the Matriculation Coordinator, Educational Partnership/ Promise Director, Counseling Dean, and faculty with exploring the development and offering English and Math corequisite courses and other student support resources to help students complete these courses in one year.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Additional offering of English and math corequisites courses and support services to meet AB1705 /AB705	
What specific aspects of this SAP can be accomplished without additional financial resources?		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	30,000	Student Equity

Facilities		
Equipment	5000	Student Equity
Supplies	5000	Student Equity
Computer Hardware	5000	Student Equity
Computer Software	5000	Student Equity
Training	5000	Student Equity Student Equity
Other	5000	
Total Requested Amount	60,000	Student Equity

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:		
List College goal/objective the plan meets:	College Goal #: Objective #:	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.		
What <i>Measurable Outcome</i> is anticipated for this SAP?		
What specific aspects of this SAP can be accomplished without additional financial resources?		
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

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.

AB1705

In preparation for the system-wide rollout of AB1705 Equitable Placement and completion law. The Assessment Center / Counseling Division will help develop placement and course registration process that provide the greatest likelihood of students completing English and math transfer requirements.

Assessment / Onboarding updated role:

With the centers new role of hosting dual modality versions of new student Group Advising sessions and the successful implementation of AB705 is an exciting new chapter for the center to support students' success. Students will no longer only need to be placed and informed of their right to enter college level English and math courses but will also need to be enrolled into courses that provide the greatest chance of them making progress toward their college degree. Our Fullerton college community as well as the assessment / onboarding center now have the responsibility to ensure that students have the support that will help them achieve their academic goal.

Student Services Call Center:

To help meet the communication needs of students campus community the call center will continue to implement new communication tools that will provide the best support to outreach, in-reach and re-engage with our students and campus community. We will continue to be the information hub for the campus.

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

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.

Since our last program review the assessment center has transitioned away from standardized assessment for placement English and math courses to fully meet AB705. We have successfully informed all student their rights to access college level English and math courses to meet AB1805. These new assessment practices have increased student success and supported students with meeting their educational goal. The center has also transitioned to supporting students onboarding process by coordinating on-site and virtual new student group advising sessions. The sessions are vital to students completing their matriculation process at Fullerton College. Our newly developed Student Services call center is now the informational hub for students and campus community. The call center will play major role on outreaching and re-engaging with new, returning, and former students on the benefits Fullerton College offers to meet their educational goal.

With the newly signed legislation AB1705: Equitable placement and completion, many new and exciting opportunities will be available for the center to help support students, faculty and campus community . The college will be able to provide increased course placement and access to English / math co-requisite support courses. Funding will be available to support faculty with creating innovative practices to meet AB1705. The Assessment / Onboarding / Call Center it ready to meet these new challenges and help support students cross that stage!

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 lmcpheon@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
			https://assessment.fullcoll.edu/
			https://vpss.fullcoll.edu/fc-call-center/

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

Deniz Fierro

Printed name of IMS

Director, Educational Partnerships & Programs/Promise

Title

Dec 20, 2022

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

Gilbert Contreras

Printed Name


Gilbert Contreras (Dec 21, 2022 12:54 PST)

Signature

VPSS

Title

Dec 21, 2022

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.

22-23 Assessment/ Onboarding/ Student Services/ Call Center- Program Review

Final Audit Report

2022-12-21

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