



FULLERTON COLLEGE

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Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

First Year Experience (FYE)

Counseling and Student Development Division

Statement of Collaboration

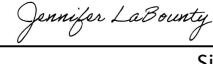
The program staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions by consensus of the program staff involved in the self-study.

Participants in the self-study

Kyle Stroud
Kim Vandervort

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.

Kyle Stroud		Student Services Coordinator, FYE	Dec 20, 2022
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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: The First Year Experience supports the college mission through the support of first-year students as they 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.

Vision: The purpose of the First Year Experience is to empower all students to take charge of and find purpose and meaning in their education, community, and the world. A primary goal is to help students develop the “why” of their educational pursuits early in their college process. Through FYE, students will feel more connected to peers, faculty & staff, and the campus community. In addition, FYE students will achieve key success milestones, such as creating comprehensive educational plans, participating in career exploration activities, and completing college-level math and English earlier in their educational journey.

Core Values: The First Year Experience supports the college’s core values of community, diversity, equity, growth, innovation, and partnership through its support of first-year students. This is accomplished through the coordination of student welcome events and other activities which validate and support students’ unique identities. A key FYE goal is to provide intentional support to historically marginalized students to facilitate achievement of educational outcomes on par with non-minoritized groups. The incorporation of growth mindset and mindfulness strategies will promote student resilience, retention, and success. As a new program developed through campus-wide Guided Pathways conversations, FYE is an innovative program that leverages new technologies such as digital badging and case management software to gamify and track students’ participation in their college experience. Finally, FYE relies on collaborations and campus partnerships, recognizing that the success of first-year students is attained through their interaction with multiple departments and offices which holistically support students.

College Goals:

The First Year Experience supports the following Fullerton College goals:

Goal 1: Promote Success for Every Student

- Objective 1: Create a clear pathway for every student
- Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs

Goal 2: Cultivate a Culture of Equity

- Objective 1: Remove institutional barriers to student equity and success
- Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

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. Focusing on career exploration early and encouraging academic counseling visits help students develop a clear educational pathway, reducing the time it takes for a student to achieve their goal. 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.

2.0 Program Description/Data & Trends Analysis

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

The mission of First Year Experience (FYE) is to prepare and guide students to be successful in their first year at Fullerton College. FYE was developed during collaborative, campus-wide Guided Pathways conversations as a means to offer all incoming students high-touch support services throughout their first year at Fullerton College. These conversations resulted in the development of a final FYE proposal from the Pathways Steering Committee that was endorsed by Faculty Senate and the President’s Advisory Council. First year students, for the purposes of this experience, are defined as students attending their first year at Fullerton College, although any student, including returning students, may participate. Students will automatically become a part of FYE upon enrollment at the college but may opt out of participation if they choose to do so. As of Fall 2022, FYE is in its initial planning stages, with a limited pilot scheduled for Spring 2023 and a larger rollout anticipated for Fall 2023.

The purpose of FYE is to deliver the same level of high-touch support to all first year students that our current students experience in existing high-touch campus programs, such as Puente, EOPS, Umoja, etc., by encouraging students to engage in a series of meaningful experiences over the course of their first two semesters. The meaningful experiences tie directly into FYE goals and may be categorized into four key areas: Career and Educational Exploration, Community, Support Services, and Mindful Growth. Some of these experiences will be embedded into the most highly enrolled first year transfer-level courses; others will be offered via extracurricular workshops and meaningful interactions with campus support services such as counseling, the Career Center, and Transfer Center. Students will earn a digital badge and/or incentives for each engagement they complete to signify their attainment of certain milestones identified as critical to student persistence, retention and success. These milestones include meeting with a counselor to develop a comprehensive educational plan, completing college-level math and English within a student’s first year, participating in a career exploration experience, and interacting with academic support services by participating in academic tutoring and discovering how to use library resources.

As a newly instituted program, FYE currently operates with minimal staffing: a FYE Student Services Coordinator and a FYE Faculty Coordinator are charged with working together to develop and implement the basic program outline set forth in the campus approved FYE proposal. Both collaborate under the guidance of the Director of Educational Partnerships and Programs: Promise and the Guided Pathways Office. FYE also currently shares one Administrative Assistant II (25% time) with the offices of Promise, Outreach, and Assessment. FYE collaborates with coordinators, staff, and faculty across the campus to create partnerships and identify opportunities to share resources.

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					
Director, Educational Partnerships & Programs: Promise	1	25	12	Categorical	.25
Classified					
FYE Student Services Coordinator	1	100	12	General	1
Administrative Assistant II	1	25	12	General	.25
Faculty (full-time)					
FYE Faculty Coordinator	1	100	10	General	1
Faculty (Adjunct)					
Hourly - Adult					
Hourly - Student					
Professional Experts					
FYE Faculty Coordinator	1	40	2	General	.4
	Total FTE				2.9

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
N/A				
Volunteers				
N/A				
Interns				
N/A				
Total Hours & Costs	0			N/A

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

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

As FYE is in the development phase at present, staffing levels are adequate. However, we anticipate growing staffing needs as soon as Spring 2023, when FYE enters the initial pilot phase. By Summer 2023, two full-time individuals with less than part-time (25%) administrative support will not suffice to serve the needs of approximately 5,000 incoming students per year. We are also currently borrowing student hourly employees from other campus programs—namely Hornets Tutoring, Campus Communications, and Promise—to provide event support and lead campus welcome activities and tours, which strains both human and financial resources for all involved. Finally, the position of FYE Faculty Coordinator is currently only a three-year full release time appointment; additional permanent funding to sustain this position will be necessary for it to continue beyond the 2024-2025 academic year.

By Fall 2023, additional full-time staff and a dedicated office will be essential for the program to continue facilitating campus partnerships, running campus events, supporting faculty development and involvement, badging and tracking engagements, assessing the program's efficacy, and delivering communications to all first year students. To build, grow, and maintain FYE over the next three years, minimal anticipated staffing needs to include:

- FYE Student Services Coordinator (full-time Classified Professional)
- FYE Faculty Coordinator (full-time faculty, compensated on full release time (15 units annually))
- 3 FYE Coaches (Hourly Professional Experts)
- 5 Mentors (Student Hourly)
- 1 Admin II (Dedicated full-time to FYE, 100%)
- ACT staff member assigned to provide technical and design implementation support for Badgr and Starfish

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

At the time of this program review, this section does not apply. As of Fall 2022, the FYE coordinators are engaged in building the program and preparing for a Spring 2023 pilot.

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

As FYE is a new program developed after the previous Program Review Self-Study cycle, this section does not apply.

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

Presently, additional funding and staffing will have the most significant impact on the effectiveness of FYE. As of this program review, FYE does not have any budget for marketing or to provide food, staffing, and incentives. Although the proposal calls for students to earn incentives for their participation, FYE lacks any funding to purchase those incentives and must utilize materials provided by other programs at their cost. Furthermore, funding for training events for pilot faculty and the tutors participating in the pilot is much needed and unavailable. Without a dedicated, long-term funding source, FYE will not be able to fulfill its mandate from the college to serve all first year students.

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

This section does not apply, as FYE has not yet had the opportunity to collect data.

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?

- FYE proposal was developed, reviewed, and approved with input from all campus stakeholders, leading to greater campus-wide investment in its success
- FYE goals and outcomes tie in directly with four key student-facing areas: Community, Career and Educational Exploration, Mindful Growth, and Support Services.
- Gamified badging may increase student interest in and engagement with existing campus resources.
- Improved, centralized communication with first year students.
- FYE events prioritize a sense of community, purpose, and belonging.
- Resources delivered directly to students via their first year courses
- Digitally networking resources using the Badgr system adds further visibility of campus programs and demonstrates how they coordinate and intersect.
- Unique organizational structure with full-time Classified and Faculty Coordinators partnering together to develop and implement program.

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

- Requires knowledge of and sustained investment in new technologies, such as Starfish and Badgr.
- Relies on partnerships and collaborations with faculty and student support services to function, shifting labor for implementation to faculty and support partners, some of whom already experience time constraints as well as limited human and financial resources.
- Lack of clear distinctions between the responsibilities of FYE and other programs that support the onboarding and transition of first-year students.
- Embedded engagements component assumes all faculty teaching transfer-level courses will be willing and able to effectively embed engagements into course plans.

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

- Increase sense of purpose and belonging for all students, particularly those from historically marginalized populations.

- Support campus DEI goals to increase retention and success for Black/African American and Latino male students.
- Increase student success and retention rates in first year courses.
- Increase student persistence from first to second year.
- Opportunity to consolidate campus workshops and orientation experiences to avoid repetition for students who attend multiple pre-college events.

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

- Clear identification of first year student cohorts for data and tracking purposes.
- Lack of adequate staffing.
- The absence of current or ongoing funding demonstrates a lack of institutional commitment and hinders the ability of program facilitators to adequately implement program goals.
- Successful implementation requires highlighting and facilitating student connections with resources without replicating existing services.
- Collaboration and information sharing with key constituencies takes significant time away from program development.

No budget

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.	NEW: 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.	At the end of each academic year.	July of each year.	N/A	Data will be reviewed four times during the program review cycle.
2.	NEW: Increase by 5% the number of students who accomplish all four of these benchmarks by the time they complete 30 units: - Complete comprehensive ed plan - Complete the SuperStrong assessment - Complete college-level Math and English	At the end of the program review cycle (4 years).	July 2026.	N/A	Data will be reviewed once during the program review cycle.

	- Engage in at least one mindful growth experience				
3.	NEW: 10% of first year students earn at least one FYE key area badge (Community, Career & Educational Exploration, Student Support, or Mindful Growth).	At the end of each academic year.	July of each year.	N/A	Data will be reviewed four times during the program review cycle.
4.	NEW: 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, Career & Educational Exploration, Student Support, and Mindful Growth.	At the end of each academic year.	July of each year.	N/A	Data will be reviewed four times during the program review cycle.

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.	NEW: 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.	Student attendance at student welcome events / orientations.	Student check-in process through Qualtrics or other technology.	Yes	Results will show which first year students are attending the events or not.
2.	NEW: Increase by 5% the number of students who accomplish all four of these benchmarks by the time they complete 30 units: - Complete comprehensive plan - Complete the SuperStrong assessment	Four-year analysis of first year students, compared to results from prior cycle.	SARS data, Starfish data, Career Center SuperStrong completion data, OIE data, Badgr	Yes	Results will show a greater percentage of first year students are creating education plans, enrolling in English and Math, completing the SuperStrong assessment, and

	- Complete college-level Math and English - Engage in at least one mindful growth experience				engaging in a mindful growth experience.
3.	NEW: 10% of first year students earn at least one FYE key area badge (Community, Career & Educational Exploration, Student Support, or Mindful Growth).	Review of Badgr pathway completion.	Badgr, which draws data from SARS, Canvas, and department data.	Yes	Results will show first year students are participating in on-campus events and engagements.
4.	NEW: 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, Career & Educational Exploration, Student Support, and Mindful Growth.	Review of Badgr pathway completion.	Badgr, which draws data from SARS, Canvas, and department data.	Yes	Results will show first year students are participating in high-impact on-campus events and engagements. The engagements are linked to student success outcomes.

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

At the time of this program review, this section does not apply. As of Fall 2022, the FYE coordinators are engaged in building the program and preparing for a Spring 2023 pilot.

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

At the time of this program review, this section does not apply.

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

At the time of this program review, this section does not apply.

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

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.

By highlighting and connecting students with campus support services, FYE helps remove institutional barriers and foster a greater sense of purpose and belonging. Including career exploration aids students in determining their purpose at the college, and helping them make more informed educational choices. Hosting student welcome events demonstrate an overall commitment to creating a campus environment where all students feel their identities are affirmed. Thus, this outcome supports the following college goals:

- College Goal 1, Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- College Goal 2, Objective 1: Remove institutional barriers to student equity and success
- College Goal 2, Objective 3: Increase outreach to and recruitment of students from underserved populations
- College Goal 2, Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

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

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

This outcome links with multiple college goals and objectives related to student success, including:

- College Goal 1, Objective 1: Create a clear pathway for every student
- College Goal 1, Objective 2: Enhance workforce training opportunities
- College Goal 1, Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- College Goal 1, Objective 5: Encourage completion of degrees for students enrolled in Career Technical programs
- College Goal 2, Objective 1: Remove institutional barriers to student equity and success

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

Earning a badge in one of the FYE key areas encourages students to more thoroughly explore and participate in at least one FYE pathway designed to further students' connections to the campus community. The four key area badges include: Community, Career and Educational Exploration, Support Services, and Mindful Growth, each of which may be earned by completing a series of engagements in that category. FYE clearly communicates this program to students and incentivizes their interactions with campus-wide programs, events, and support services. Additionally, FYE embeds supports and resources directly into students' first year courses. This outcome is designed to support the following college goals:

- College Goal 1, Objective 1: Create a clear pathway for every student
- College Goal 1, Objective 2: Enhance workforce training opportunities
- College Goal 1, Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- College Goal 2, Objective 1: Remove institutional barriers to student equity and success
- College Goal 2, Objective 3: Increase outreach to and recruitment of students from underserved populations
- College Goal 2, Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

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, Career & Educational Exploration, Student Support, and Mindful Growth.

Earning a badge in all of the FYE key areas gives students exposure to the Fullerton College community, careers and majors, on-campus resources, and mindful growth. Completion of the FYE engagements are linked to high-impact student success practices, such as education planning and tutoring visits. Encouraging completion of these high-impact student practices support the following college goals:

- College Goal 1, Objective 1: Create a clear pathway for every student
- College Goal 1, Objective 2: Enhance workforce training opportunities
- College Goal 1, Objective 4: Increase completion of courses, certificate and degree programs, and transfer-readiness
- College Goal 2, Objective 1: Remove institutional barriers to student equity and success
- College Goal 2, Objective 3: Increase outreach to and recruitment of students from underserved populations
- College Goal 2, Objective 4: Foster a sense of belonging where all are welcome and student basic needs are addressed

4.7 Describe how the program's outcomes support the achievement of the [institution level SLOs](#).

The outcomes of the First Year Experience link to the ISLO of supporting students in Personal Responsibility and Professional Development. FYE focuses on developing students' self-awareness through developing their sense of purpose. By participating in FYE, students will learn to assess and identify their career and major interests. This allows them to connect their educational endeavors with realistic goals and motivates them to accomplish them. FYE also promotes a student's social wellness by connecting students with peers and campus support networks. The goal of FYE is for students to feel safe and supported at Fullerton College, which will in turn support successful completion of their educational and career goals.

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

FYE will mainly assess program success using data collected from OIE, SARS, Starfish, and Badgr as well as Career Center SuperStrong completion data. Tracking student attendance at FYE events throughout the year will indicate the number of students served, whereas quantitative and qualitative surveys distributed to participants after each event will gather feedback about how well these events serve this population. Badgr and Starfish will be used to track how many students participate in FYE engagements and interventions as well as any badged engagements offered by the various

campus programs and support services that partner with FYE. With the assistance of OIE, FYE will periodically examine student success metrics such as persistence, GPA, transfer rates, and educational goal attainment to determine the program's effectiveness in assisting students with completion of their short and long-term educational goals. All data will be disaggregated to determine whether FYE meets the campus DEIA goals of reducing equity gaps, particularly for Black/African American and Latino men.

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

At the time of this program review, this section does not apply.

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

At the time of this program review, this section does not apply.

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

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

All four FYE outcomes focus on improving students' experiences on our college campus. These outcomes center around supporting students as they start at Fullerton College, into the first half of their college career. These supports include career and educational exploration, education planning, mindfulness exercises, and connecting with on-campus resources. These engagements help students develop a sense of purpose, connect with the larger campus community, and help them feel they belong on campus. These activities are incentivized through the FYE Badgr Pathway.

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

In addition to working with OIE to regularly track student metrics for retention, persistence, GPA, completion, transfer, and certificate/degree attainment, all of which may be disaggregated, FYE will also disaggregate data to identify which students are—or are not—participating in Badgr and attending our other student engagements. We will use this data to adjust our programming to best serve all students.

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

As indicated in Table 4.1, FYE plans to collect and assess outcomes data annually to facilitate real-time adjustments to the FYE program as the FYE co-coordinators continue to build and implement it on campus.

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

FYE is currently working with OIE to identify and track First Year Students using Banner. Once a process is in place to identify and track each new annual cohort of First Year Students, FYE will work with OIE to develop a dashboard that provides access to real-time student achievement data for each cohort on an ongoing basis. Meanwhile, student data can be pulled from Badgr to assess outcomes.

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?

At the time of this program review, this section does not apply. However, FYE intends to provide high-touch support services to all students, particularly those from historically marginalized populations who are not currently eligible for or enrolled in programs like Puente, Umoja, EOPS, etc., to assist in closing attainment gaps. Professional learning that will assist faculty in understanding the value of and offering strategies for embedding supports into classroom curricula to bring campus resources directly to students may be helpful in this endeavor. Continued campus support for equity-centered professional development and conference attendance will also help move the needle toward improved outcomes.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

As a program recently campus-approved and currently in development, FYE does not have any previous strategic action plans to reference. Therefore, this section does not apply.

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

At the time of this program review, this section does not apply. FYE is a new program and has not completed a prior self-study / program review.

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

At the time of this program review, this section does not apply.

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

At the time of this program review, this section does not apply.

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

At the time of this program review, this section does not apply.

- 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?

At the time of this program review, this section does not apply.

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

At the time of this program review, this section does not apply.

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:	Develop and Implement Systems to Track and Reward Student Participation in FYE.	
List College goal/objective the plan meets:	College Goal #: 1, 2 Objective #: 1.1, 1.4, 1.5, 2.1, 2.3, 2.4	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The objectives of FYE require comprehensive tracking to monitor whether students are completing the components of FYE. Beginning in Spring 2023, FYE-participating students will be enrolled in Starfish and Badgr, giving them a list of steps to complete in their first year and gamified badges to incentivize participation in FYE engagements. Program coordinators will keep track and “nudge” completion of these badges and success outcomes through mass email & text communications and some individual outreach. A full rollout to first-year students will begin in Fall 2023. The size of the cohort will require a focus on mass communications. By Fall 2024, FYE will have staffing to support individual outreach to all first-year students.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Measurable outcomes include: number of active participants in tracking system, number of students reached via “nudges, and the impact of “nudges” on trackable outcomes, which include attendance at counseling appointments, completion of comprehensive education plans, and attendance at tutoring.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The college has purchased Starfish software to facilitate student success tracking and Badgr for digital badging. Current staffing levels support an initial rollout of these systems but expanding system usage will require additional staffing and financial 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	\$83,200/year	General Fund
Facilities		General Fund
Equipment	\$500/year	General Fund
Supplies	\$1000/year	General Fund
Computer Hardware (Computers, laptops, etc.)	\$10,000/year	General Fund
Computer Software		
Training (Starfish & Badgr usage)	\$10,000/year	Staff Development
Other		
Total Requested Amount	\$104,700/year	General Fund

STRATEGIC ACTION PLAN # 2

GO 10 4.9

Strategic Action Plan Name:	Integrate Embedded Experiences into FY Comm Studies, Math, and English Courses.	
List College goal/objective the plan meets:	College Goal #: 1, 2 Objective #: 1.2, 1.4, 1.5, 2.1, 2.3, 2.4	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A significant component of FYE involves bringing campus supports directly to students by embedding them into courses that enroll higher numbers of first year students. Beginning with a Staff Development Faculty Inquiry Group in Spring 2023, the FYE Faculty Coordinator will work with discipline faculty to develop and embed student engagements aligned with FYE's goals into face-to-face first year pilot courses. An asynchronous faculty pilot program will run concurrently. Based on the outcome of these pilots, FYE will recruit additional faculty in Fall 2023 and gradually increase the number of courses integrating these engagements until all Communication Studies, English, and Math courses that enroll high numbers of first year students, including asynchronous, online synchronous, and hybrid modalities, embed at least one FYE engagement. The long-term goal is to fully expand incorporation of embedded engagements to include first year courses taught in any discipline by the end of AY 2025-2026.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased student engagement with campus support services, particularly the ASC, Math Lab, Writing Center, Counseling, Hornets Tutoring, and Career Center. Students will complete a comprehensive educational plan by the end of their first year at the college.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Much of this SAP can be accomplished without additional financial resources in the long term, once the embedded engagements are developed and materials, including Canvas pages and assignments, have already been created and shared.	
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 (Student incentives)	\$5,000/year	General Fund
Computer Hardware		
Computer Software		
Training	\$10,000/year	General Fund/Staff Development
Other		
Total Requested Amount	\$15,000/year	

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	Incorporate Purpose & Belonging Activities into Student Welcome Events.	
List College goal/objective the plan meets:	College Goal #: 1 & 2 Objective #: 1.1, 1.4, 2.1, 2.4	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Current student welcome activities, such as START and Future Hornets Day, focus on informing students about college processes and helping them register for classes. To further support students, FYE will collaborate with Outreach and the Career Center to incorporate career exploration activities and belonging activities into Student Welcome Events. These events will also incorporate ways for students to get to know peers, staff, and faculty. Full implementation is expected in Fall 2024.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Incorporation of purpose and belonging activities in Student Welcome Events.	
What specific aspects of this SAP can be accomplished without additional financial resources?	FYE can develop partnerships with FYE and Career Center to identify the continued need of these activities within current welcome events.	
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	\$15,000/year	General Fund
Facilities		
Equipment		
Supplies	\$2,000/year	General Fund
Computer Hardware		
Computer Software		
Training	\$10,000/year	General Fund
Other		
Total Requested Amount	\$27,000/year	General Fund

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.

Over the next four to six years, the First Year Experience Program will expand from a pilot to serving all incoming first-year students, guiding them through their first year, reducing equity gaps, increasing persistence and retention, and providing case management. This program is closely tied to the overarching goals of the college and the state's Vision for Success framework.

Within four years, students will experience a seamless transition from being prospective students into their first year, on to their second year, and to graduation. All students, regardless of part-time or full-time enrollment status, will participate in and complete the First Year Experience. This will be accomplished through programming offered through multiple modalities, such as first-year experiences being integrated into student orientations, welcome events, highly enrolled first-year courses, and extracurricular opportunities

throughout students' first two semesters. This programming will be created and administered through on-campus partnerships with Outreach, Counseling, Career Center, Transfer Center, Associated Students, and other programs and organizations on campus.

Data will demonstrate students, regardless of race or ethnic background, complete the First Year Experience in equivalent or greater numbers, especially our Black/African American and Latino men. This will occur through intentional purpose and belonging activities catered towards these students, as well as collaborations with Umoja, Puente, and other programs committed to reducing equity gaps for our students.

This program's long-term goal is for First Year Experience to function as the chain which links students to programs and resources early on in their educational experience. Future First Year Experience students will benefit from proactive case management that anticipates student needs and provides in-reach to traditionally at-risk students. To accomplish this goal, First Year Experience will rely on their diverse, permanent Classified Staff and professional experts to support students. First Year Experience will have permanent, General Fund monies to support their efforts and pay for the salaries of the full-time FYE Faculty Coordinator and Student Services Coordinator. First Year Experience will lead the campus's effort in using Starfish to communicate and guide their students. The digital badging system, Badgr, will also be used to encourage and gamify students' participation in high-impact student success activities—creating a comprehensive education plan, meeting with an academic counselor, participating in career development activities, attending orientation, etc.

Through these efforts, First Year Experience will bolster Fullerton College's enrollment by supporting the successful onboarding of first-time students to Fullerton College and facilitating their connection with the campus and peers. These efforts will increase retention and persistence for first-year students and buoy the college against future enrollment declines.

The First Year Experience Program is pivotal to the student success goals of the college. In the next four years, First Year Experience will continue to streamline pathways for incoming first-year students to Fullerton College and guide them from onboarding to completion. Part of this work involves removing institutional barriers to success which have historically impacted our Black/African American and Latino male students. Continued financial support of First Year Experience is integral to the success of students and the overall success of Fullerton College.

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

Additional funding is needed to make these plans a reality. To begin, First Year Experience needs a dedicated budget backed by General Fund dollars. This budget will be used to support all FYE activities that support our students as they enter Fullerton College. Additional funding is also needed to support the continued efforts of the FYE Faculty Coordinator, whose contract expires in three years. Funding will also be needed to provide individualized, proactive case management for all first-year students. This funding will be used to pay for the salaries of professional experts in the short-term, and eventually, permanent classified staff members. These staff members will be charged with providing individualized support to first-year students including personalized phone calls, emails, text messages, and one-on-one interactions.

8.0 Self-Study Summary

This section provides the reader with an overview of the highlights, themes, and key segments of the self-study. It should not include new information that is not mentioned in other sections of this document.

The campus designed, proposed, and approved the First Year Experience as part of our collaborative Guided Pathways work over the course of the past four years. FYE is imagined as a means to offer comprehensive support for all first-year students, including part-time, full-time, face-to-face, fully online, and CTE, by acting as the chain that links students to the campus community and support services which are vital to increasing student success, retention, and persistence. We envision this program will support campus goals to increase student completion of first year math and English courses during the first year, which is a key indicator of whether students will continue on to achieve their educational goals. FYE also supports the college's DEI goals to improve retention and success rates for Black/African American and Latino male students, in addition to other historically marginalized students, in first year transfer level courses by increasing students' sense of purpose and belonging and encouraging student engagement in activities that support and affirm students' unique identities.

To achieve our outcomes and realize the full potential of the First Year Experience, this program requires a substantial institutional investment in financial and human resources. As of this program review, FYE operates with a staff of two full-time coordinators and a shared administrative assistant, all of whom are funded temporarily through Promise and Guided Pathways funds. As the coordinators move the program from the proposal phase to full implementation, more staff will be required to assist with developing student engagements, planning and executing student events, utilizing Badgr and Starfish to track student progress in the program, and ultimately, supporting student success with individualized case management. In addition, although Hornets Tutoring and Campus Communications have agreed to provide student hourly workers to lead campus tours and assist at student events scheduled in December 2022 and January 2023, this system of borrowing staff places the burden of funding onto other existing programs and is unsustainable long-term.

Furthermore, no dedicated funding currently exists for FYE student events and activities, professional development, staffing support, printed marketing materials and signage, student giveaways, or any other typical needs required for basic program functions. Successful implementation of FYE also requires two software packages, Badgr and Starfish. Although Guided Pathways funds covered the initial cost of this software, Badgr is currently in the second of a three-year contract and will require funding for renewal by the end of the 2023-2024 Academic Year.

Ultimately, our current funding and staffing levels allow for impersonal, mass communications and basic, automated implementation of the FYE vision. To grow and more effectively serve students, FYE requires additional funding and staffing for dedicated case management of first year students.

9.0 Publication Review

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

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

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPheron, Director of Campus Communications at 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
New Student Welcome Day Information Flyer	11/22/2022	Yes	Does not exist

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

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 12:51 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.