



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Re-Entry

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

Susan Vincent - Re-Entry Adjunct Academic Counselor

Amy O'Daniel - Re-Entry Project Coordinator

Jennifer LaBounty - Dean of Counseling and Student Development

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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VPSS, Dr. Gil Contreras

Jan 17, 2023

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 seeking educational and career growth, certificates, associate degrees and transfer.. We foster a supportive and inclusion environment for students to be successful learners, responsible leaders and engaged community members.

The Re-entry program at Fullerton College is at the forefront of the college's mission through the nature of the student population it serves. Re-entry students are an incredibly diverse slice of our community, whose stories often include multiple attempts to advance their education and opportunities which have been halted because of life circumstances. Other re-entry students are just beginning their academic journey, having misunderstood the profound impact that education can have on their lives. In either case, the re-entry program seeks to inform, support, and encourage their desire to change their lives through earning certificates, Associate Degrees, and sometimes transfer.

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

The Re-entry Program is focused on transforming the lives of our students. We do this with in-depth conversations and guidance towards the academic and career paths our students choose to meet their needs. We are also building a community of Re-entry learners so that they can grow and learn from one-another about the opportunities available at Fullerton College.

Core Values:

Fullerton College Values: Community, Diversity, Equity, Excellence, Growth, Inclusivity, Innovation, Integrity, Partnership Respect and Responsibility.

The Re-entry Program serves in particular the values of **Community** and **Inclusivity** by offering workshops and social events to introduce our team and program as well as the opportunities that academic pursuits can offer. These workshops not only provide information but also encourage relationships among our students as we believe that these relationships will serve their long-term goal to be successful learners.

The Re-entry Program through the nature of its students, serves the value of **Diversity and Equity**. Our students have experienced a vast array of life situations that are almost too broad to imagine. Our current count of students served totals 116 (registered and unregistered for units). Sixty percent of these students are Latino/a/x, 23% are white, 7% are Asian, 3% are black, and 7% register as two or more ethnicities/races. While we are hoping to increase the percentages in some categories, the data indicates much diversity in race. We are also hoping to develop more information about our student's age groups, and detail of life situations so that we can tailor our outreach effectively.

College Goals: Promote success for every student.

The Program encourages success using informative workshops and individual conversations with the counselor and coordinator. These meetings seek to uncover the hidden obstacles and misunderstandings which interfere with the students' continued growth and participation in our college. We also offer workshops in partnership with other campus services such as the Career Center and Financial Aid to inform them of the

requirements and opportunities which can be found at Fullerton College. We hope to expand our partnerships to create wrap-around support for these vulnerable students.

Cultivate a culture of equity.

The Re-entry program greets our students with an openness and wonder at their individual life circumstances which encourages their confidence and appreciation of their own life journeys and their future options.

Strengthen connections with our community.

As we grow our program we anticipate out-reach and partnership with local organizations which could also support these students as they try to improve their lives.

Commit to accountability and continuous quality improvement.

Our coordinator and counselor are committed to continuous quality improvement through the use of ongoing surveys of our students about our services to determine if we are really providing the services they need, and effective with the information we provide.

2.0 Program Description/Data & Trends Analysis

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

Re-Entry is a campus program designed for Re-Entry and/or non-traditional students. These students are identified by these criteria;

- Over the age of 24 years
- Are parents
- Are married or in a domestic partnership
- Are returning to college after a year or more.

We recognize that students of a non-traditional age come to Fullerton College from all walks of life and bring with them diverse experiences and unique individual skills. Our goal is to guide/coach students through the process of adjusting to academic life, foster connections and a sense of community, and offer specialized support as they pursue their academic goals and dreams. Our students often do not qualify or are unserved by other campus programs. We work to understand the specific and unique challenges our adult learners face and believe our services are tailored to meet their needs.

The Re-entry Student program recognizes that coming to Fullerton College later in life can present a unique set of challenges. The Program seeks to connect non-traditional students pursuing success in higher education by supporting academic goals, eliminating barriers to success as an adult learner by offering workshops, resource provision, and academic counseling, and create a community of like minded individuals in an inclusive and diverse environment within the college setting. We work with each individual student to provide support and guidance when it comes to navigating the processes used to begin college work and preparing for life after Fullerton College. The components of the program as it is today include

- Information and assistance with application, registration and other entry processes
- Counseling to help plan academics around personal goals and responsibilities.
- Navigating campus resources
- Exploring career options
- Managing extenuating circumstances that may be impacting academic progress.

At this point in our development we are staffed by a part-time coordinator and a part-time counselor, each working between 10-13 hours a week.

- 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					
Dean of Counseling and Student Development	1	100%	12	General	1
Faculty (Adjunct)					
Re-Entry Academic Counselor	1	25%	12	Categorical	1
Professional Experts					
Re-Entry Project Coordinator	1	25%	12	Categorical	1
	Total FTE				3

- 2.3 Other Resources

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

The Re-Entry program in its current form consists of a project coordinator and academic counselor both committing between 10-13 hours a week. Our current email distribution list has over 11,500 students who have indicated on their Fullerton College application that they are in need of or would like more information about the Re-entry Program. We anticipate that this program will need increased staffing to be able to meet the full potential and demand of the students enrolled based on the data we are collecting via surveys and program engagement. In addition, the SEM Workgroup has identified Re Entry students as a Target Student Enrollment group for the college's Enrollment Management Plan. As the focus on Reentry students continues to expand, it will be imperative to hire a full-time classified professional to coordinate activities and a full-time counselor to provide targeted support to students.

According to a report pulled from SARS scheduling software, between June 1st 2022 and December 5th 2022, there were 96 counseling appointments scheduled for Re-Entry students. Of this number, 76 students attended the appointments and received services regarding enrollment, education planning, career research assistance, and more. This is an attendance rate of 79.17% during the fall 2022 semester. To accommodate the diverse

needs of our Re-Entry students, who often have many personal responsibilities, we open the scheduling software 4 weeks at a time, to make sure students can schedule an appointment with the Re-Entry counselor. However, several times during the semester we were booked through the 4 weeks, making it hard for students to get an appointment and ultimately leading them to either check back for appointments, or see a general counselor outside of these specialized Re-Entry appointments.

A total of 14 workshops were provided to Re-Entry students. These workshops were hosted by both the Re-Entry Project Coordinator and the Re-Entry Adjunct Counselor. Due to both Re-Entry staff members working part time, there are limitations on the days and times workshops and events can be offered, which can hinder attendance. With more staffing and full time assistance, we would be able to offer a more accessible workshop schedule.

The Re-Entry Project Coordinator has engaged in outreach efforts with potential students by offering appointments via Calendly. In fact, this fall 2022, there were 26 students who expressed an interest in returning to college and the Re-Entry program was able to schedule appointments with these students to discuss Fullerton College application process, registration assistance, FAFSA technician referrals, transcript ordering and submission, and more to assist them in getting started. With more staffing hours, there could be greater outreach potential to increase Re-Entry enrollment and engagement.

The Strategic Enrollment Management (SEM) workgroup at Fullerton College has the task of identifying Target Student Enrollment (TSE) Groups to focus outreach, recruitment, retention, and success strategies. As a result, Reentry was identified at one of those TSE groups. In addition, there were one-time funds given to the college to also address outreach and retention efforts, and Reentry students were identified as a group that should receive funding. With so much attention and focus directed at our Re-Entry students, it is imperative to provide staffing to support this population.

76 Appointments attended with Adjunct Counselor:

- Education planning
- Transcript review
- Registration assistance
- Academic probation/dismissal petitions
- Career research
- Transfer assistance
- And more

26 Appointments attended with Coordinator:

- FC application assistance
- Transcript order assistance
- Registration assistance
- Student services program referral (EOPS, DSS, CARE, CalWORKS, VRC, etc.)
- Scheduling Re-Entry counseling appointments
- Re-Entry program information
- FAFSA technician referral
- And more

20 Students completed 3 requirements

Students who attended 3 workshops or events, with 1 counseling appointment being able to count for 1 requirement, received a \$50 bookstore card to use for textbooks, school supplies, or FC swag.

27 Re-Entry Students received Thanksgiving meal boxes in Fall 2022

The Re-Entry program partnered with EOPS/FYSI/CARE/CalWORKS and the Fullerton College Food Bank to provide thanksgiving meals in fall 2022.

14 Workshops/Events offered in Fall 2022:

MONTH	DATE	TIME	WORKSHOP/EVENT TOPIC	# Registered	# Attended
June	Monday 13th	11:00am-12:00pm	Program & Resource Connection	N/A	3
June	Wednesday 29th	6:00pm-7:00pm	Program & Resource Connection	N/A	9
August	Wednesday 17th	11:00am-12:00pm	Program & Resource Connection	N/A	15
August	Monday 29th	11:00am-12:00pm	Coffee & Chat	18	8
August	Tuesday 30th	6:00pm-7:00pm	Coffee & Chat	22	5
September	Monday 19th	11:00am-12:00pm	Time Management	36	15
September	Tuesday 27th	6:00pm-7:00pm	Time Management	40	7
October	Monday 10th	11:00am-12:00pm	Education Goals & Support	20	12
October	Tuesday 18th	6:00pm-7:00pm	Program & Resource Connection	20	10
October	Tuesday 25th	6:00pm-7:00pm	Education Goals & Support	39	9
November	Monday 7th	11:00am-12:00pm	Financial Aid	18	3
November	Monday 14th	6:00pm-7:00pm	Financial Aid	50	17
November	Tuesday 22nd	12:00pm-1:30pm	Friendsgiving Social Event	15	12
December	Tuesday 6th	10:00am-12:00pm	Finals Study Session	N/A	7

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

The Re-Entry program historically has been a small program. Fullerton College, rightfully, has focused much of their energies on supporting incoming high school students as they begin their academic journey. In the past, the program has been staffed by only one adjunct counselor. As a result, there was minimal data and student participation before the current year. Our program is participating in Program Review individually for the first time in the program's history this year.

Fall 2022 Re-Entry Students Served

- Active, enrolled, & engaged Re-Entry students: 75
- Potential students not enrolled, but have attended appointments and workshops: 52
- Potential students who have shown interest in Re-Entry during fall 2022: 2,300 +
- Re-Entry communication Listserv in Constant Contact: 11,500 +

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

Because the Re-Entry program is participating in program review individually for the first time in the program's history this year, there is no previous Program Review Self-Study data to compare to. However, when comparing Re-Entry program data from the previous semester, Spring 2022, with the data we have collected this semester thus far, we see a steady increase of student interest and engagement in the program. During the spring 2022 semester, there were 47 total active students involved in the Re-Entry program. This Fall 2022 we have grown to over 74 active students projected at the end of the semester. This is a 55.45% increase in Re-Entry student engagement. We believe this increase is due to the addition of a project coordinator to the staff.

In Spring 2022 only 7 students completed their required three (3) contacts to earn a \$50 bookstore card. These requirements are to attend 3 workshops or events hosted by the Re-Entry program. One academic counseling appointment with a Re-Entry counselor can count toward the semester requirements. Currently, 11 students

have already completed their 3 requirements to receive the bookstore card. There are 2 upcoming events and counseling appointments available to further increase our student numbers by the end of the semester. This is another way in which we are seeing growth in engagement with the Re-Entry program.

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

During Covid and Post Covid, California Community Colleges are experiencing a dramatic decline in enrollment. “Comparing the fall 2019 semester to the fall 2021 semester, headcount enrollments in the California Community Colleges looks like it will be down by about 19%.” Since community colleges are often a gateway to the middle class for low-income students, these figures indicate “that underserved students are abandoning their college plans in far greater numbers” than traditional college students.

“Low income students and students of color are more likely to experience financial hardship during the pandemic, and that loss of stability contributed profoundly to the massive enrollment decline. These shocking enrollment trends could continue into this fall, according to research conducted by [Columbia University's Community College Research Center](#) (CCRC). The group surveyed around 25,000 households with at least one member with "plans for community college." Here's a snapshot of what CCRC has found, as of October:

- In more than 40% of households, a prospective student canceled their community college plans. Meanwhile, 15% reported taking fewer classes or switching programs.
- About 45% of low-income prospective students canceled their community college plans, compared to around 13% of high-income students.
- Over one-third of households with prospective community college students said that the coronavirus was a significant factor impacting their college plans.

This raises critical concerns about.....the ability to meet workforce needs, and it is why the entire community college system has mobilized to stabilize and turn back these declines.

“There are millions of working adults in California and throughout the country who are juggling multiple challenges like raising children, or caring for elderly parents and grandparents,” said Calbright CEO Heather Hiles. “There are so many people who feel the squeeze of low wages, the strain of no healthcare coverage, the stress of out of control expenses, and the pain of debilitating debt with no end in sight. We’re here to give these folks a leg up onto the ladder of opportunity, equipping them with lifelong skills they can use to build meaningful and successful careers.” (Calbright.org)

Many of these students left college, pre-Guided Pathways, during a period of slow, sequential movement through basic skills. They are returning now, hoping to improve their earnings, career advancement, or personal goals to complete a certificate, Associates Degree, and possibly transfer to Baccalaureate colleges. They are comfortable with our location, and flexible options. They will support our enrollment goals, but not in the historical pattern. They will take fewer units, and their success will be slower, but they can finish. Their needs are complex and varied, and they need support.

The Re-Entry student population is currently becoming a priority with the SEM (Student Enrollment Management) initiative to increase enrollment and promote retention of non-traditional adult learners who are returning to college. Because of this, it is important that we have the staffing available to meet the demands of serving the growing Re-Entry population.

As you can see on the chart below, the Re-entry population has lower success outcomes than our average students. This could be explained by the complexity of their lives and situations. Many return with damaged transcripts either from Fullerton College or other colleges. Depending on the situation this could indicate under-developed study skills, and or time management skills. As a result of our experiences this semester, the Program is developing a new specialized orientation for Re-entry, which begins with time management. Often these students do not understand how to organize their time for academic success.

Re-Entry Students	2017	2018	2019	2020	2021	2022
Total Enrollments	7,662	8,853	12,392	12,084	13,573	10,566
Student Headcount	2,544	3,308	4,322	4,911	5,527	4,289
% of Total Headcount	7.4%	9.8%	13.5%	15.6%	18.1%	16.4%
Course Success	59.60%	60.00%	63.80%	59.70%	60.70%	59.80%
Course Completion	78.40%	77.00%	79.60%	74.60%	75.30%	75.60%

A common trend that can be seen within the Re-Entry population is the inconsistency of college attendance. Our students have attended multiple colleges, including Universities, over the years. They have taken multiple breaks in their education, worked in many careers, have families with children, and in general have been coping as best they can with the economic turmoil that Covid created during the last few years.

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

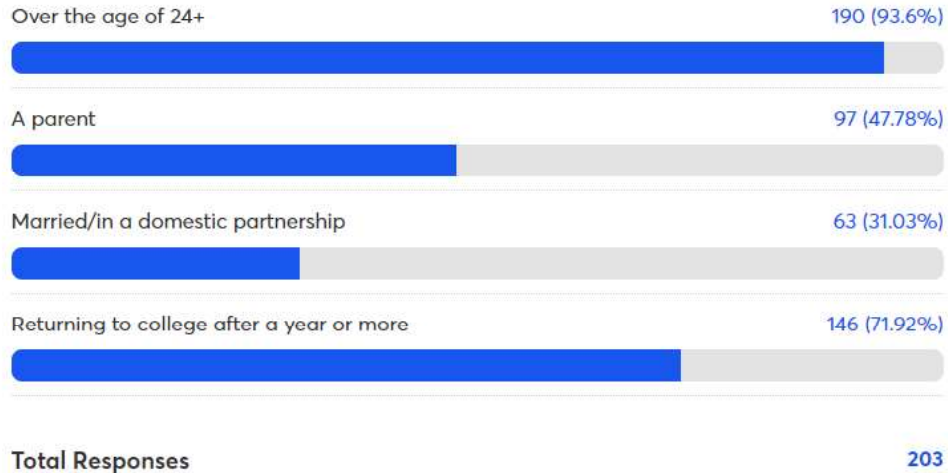
The Re-Entry Program Coordinator created an intake survey starting July 2022, that was sent out to any student who indicated their interest in the Re-Entry program on their Fullerton College application. The results of the survey are monitored weekly by the Re-Entry project coordinator so that the program maintains awareness of needs of the population and can make the necessary program and resource adjustments. The intake survey collects the following information:

- Contact information
- Students preferences of communication methods with the program
- Non-traditional student demographic information
- What services students are interested in
- Student availability to attend workshops, events, and counseling appointments
- Students preferred modality of appointment (Zoom/In Person)
- Students educational goals

CHECKBOXES

The Re-entry Connect Program is designed for non-traditional students. Please check all the ways you meet the non-traditional category:

Showing the most recent responses to the question. [See all responses](#) here.

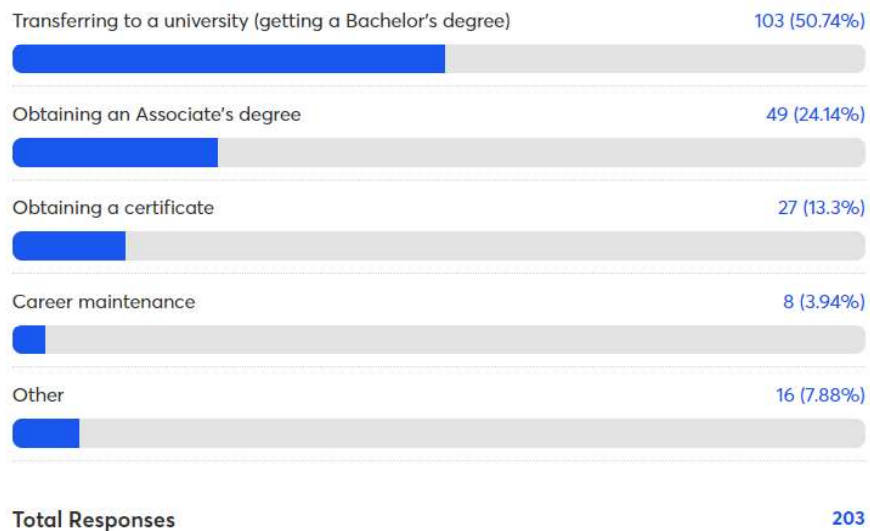


This demographic data helps to qualify students for the Re-entry Program. We hope to expand our understanding of income, ethnicity, and other demographics as we grow the program.

MULTIPLE CHOICE

What is your main goal at Fullerton College?

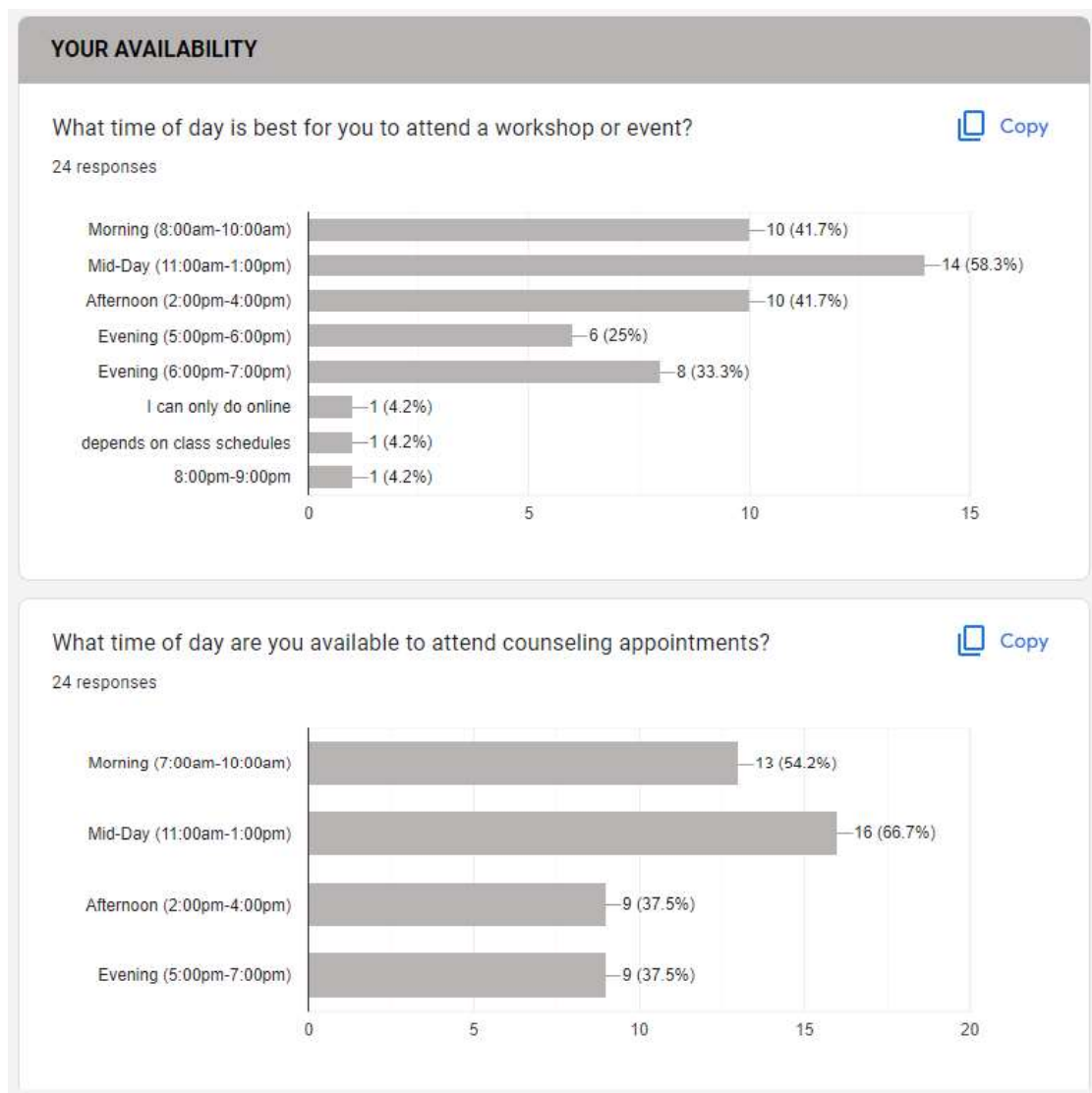
Showing the most recent responses to the question. [See all responses](#) here.



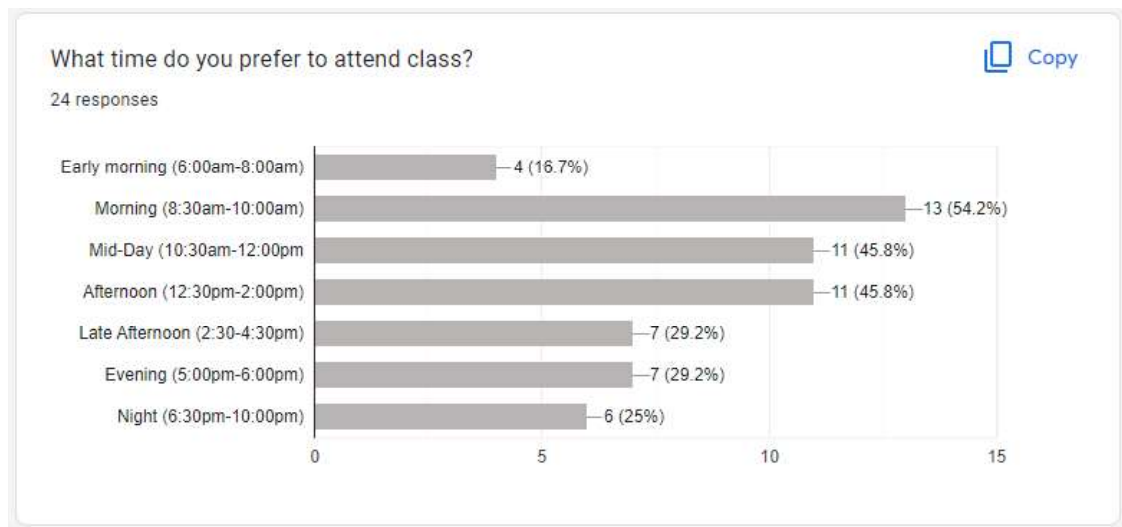
This survey result, indicating that most would like to transfer to a Baccalaureate Degree, could change as we add to our student master list.

More recently, as the program wraps up the fall 2022 semester. The Re-Entry Program Coordinator created a post survey to evaluate the outcome of the services provided and the students satisfaction of the Re-Entry program. The post survey is currently collecting the following information:

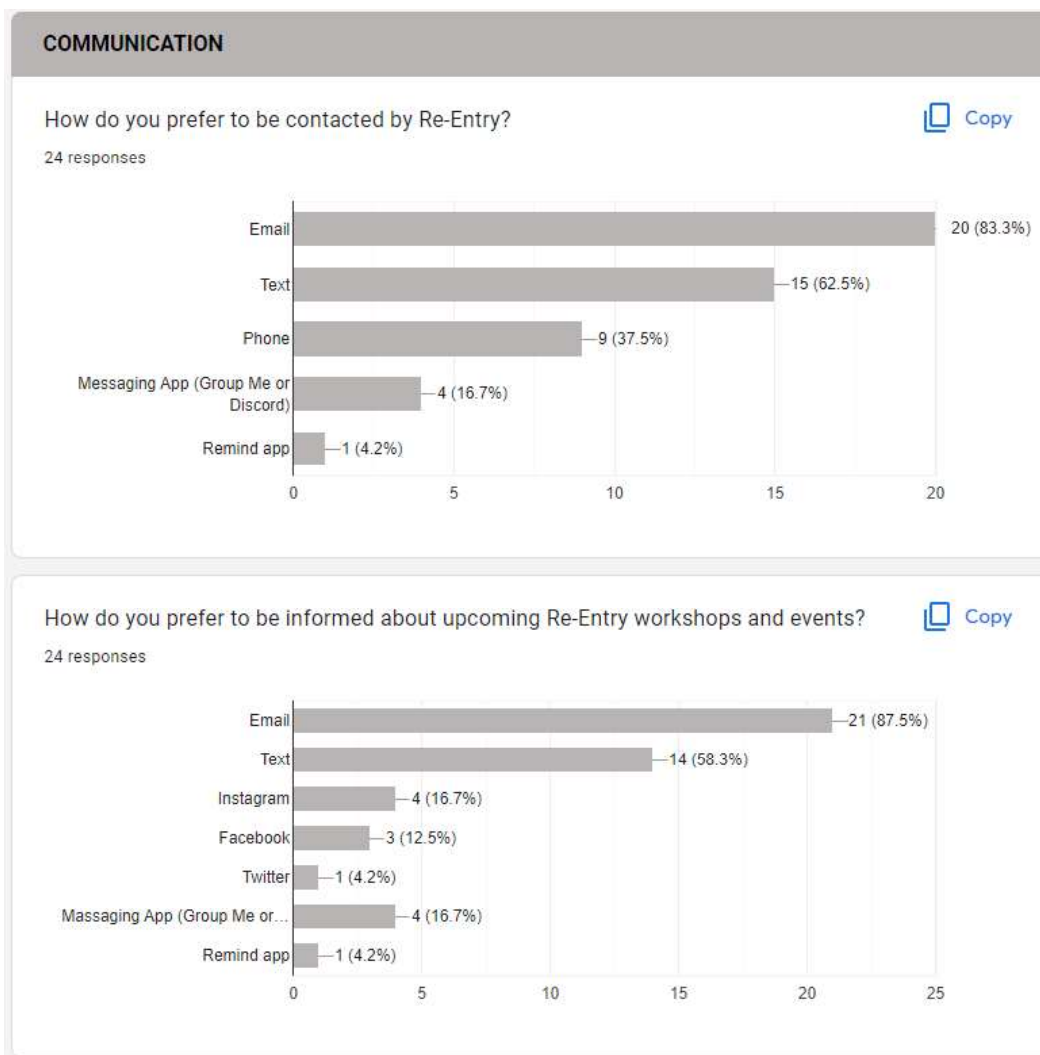
- What workshops and events were most beneficial to you?
- What workshops and events would you like to see offered in future semesters?
- Did you attend a Re-Entry counseling appointment?
- How was the Re-Entry counseling appointment scheduling process for you?
- If there is any way the counseling appointment could improve, tell us here.
- What services are you most likely to utilize with the Re-Entry program?
- What services would you like Re-Entry to provide in the future?
- Do you find the bi-weekly newsletter informative and helpful to you?
- If not, how can it improve?
- How many units students were enrolled in for the semester.
- And a final thoughts section to add anything they would like.



As a program, we were surprised at some of the outcomes in the results of both surveys. One surprising result that we collected is that Re-Entry students are most available for workshops, events, appointments and classes during the mid-day, 11:00am-1:00pm timeframe. We anticipated that since the Re-Entry population is made up of adult learners, we would need to offer services in the later evenings, 6:00pm-8:00pm, to accommodate working students. But based on the survey results, 6:00pm-8:00pm is the least favored time to attend.



Also, unlike other student populations, Re-Entry students do not prefer social media as a method to stay updated with the Re-Entry program. Instead, Re-Entry students prefer to be contacted via email or text message. Having this type of data is important for the program so that we are reaching the students effectively and not assuming what is best for the population. Learning directly from the students perspective on the needs of the population is what will help us grow.



To wrap up this section, we have increased the footprint of the program on campus by increasing the numbers of students served. Most of the data collected was used to guide the Coordinator and Counselor on what services and activities were most helpful and what services and activities can be added. Towards the beginning of the spring 2023 semester we will begin reviewing the academic success of the 100 or so Re Entry students who attended in fall 2022. These results will guide services for the future of the program, to inspire Re Entry students toward successful completion of their programs.

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?

Personal contact

The Re Entry program coordinator and counselor engage in valuable and personal contact with students. The coordinator meets with incoming and current Re-Entry students to provide enrollment assistance and resource referrals that help guide students in the beginning processes of their academic journey, and support them in achieving the best possible success. The counselor meets with Re-Entry students to provide academic and career counseling to incoming and current Re-Entry students to guide their personal and professional advancements.

Social Events

The Re-Entry program hosts social events such as “Coffee & Chat” or “Friendsgiving” for Re-Entry students to engage with one another to learn and grow together through similarities and differences. This type of community building is important to the Re-Entry student population as measured by Re-Entry surveys and personal conversations with Re-Entry students, coordinator, and counselor.

Outreach Communication

A bi-weekly informational newsletter is sent out to current, and potential Re-Entry students via Constant Contact that includes the following:

- Counseling appointment (ESARS link)
- Coordinator resource appointment (Calendly link)
- Campus information
- Student Services program information
- Campus Events

Re-Entry has seen an influx of participation and communication because of this newsletter and the frequency that we reach out to our students.

Workshops

The Re-Entry program hosts student success workshops that are designed specifically for the non-traditional student. These workshops include:

- Resource Connection
- Career Exploration
- Educational Goals & Support
- Time Management
- Financial Aid
- Study Sessions

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

Budget

The Re-Entry program has limited funding to be able to provide assistance to eliminate obstacles for our non-traditional students such as textbooks, tuition, meal, or scholarship assistance.

Insufficient Staffing

The Re-Entry Project Coordinator and Adjunct Counselor both work only 10-13 hours a week part time. Although we have been able to do a lot with the limited hours given, there is so much more we can do to improve this program in data entry, coordination, and outreach areas with the ability to add more staffing.

Priority Registration

Re-Entry students do not qualify for programs that offer priority registration. Priority registration is important for Re-Entry students due to their juggling multiple responsibilities. We do not want a registration date to hold them back even further.

Official Location

Currently there is no official office space for Re-Entry students to check in with Re-Entry staff, study, and connect with one another. Unfortunately, all student and staff interaction must be at a scheduled time, which is not always ideal for this busy adult learner population.

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

The Re-entry Program at Fullerton College is really in its infancy. It has been an afterthought, since the California Community College Chancellor's Office and College administrations everywhere were focused on our high historic enrollment of High School Seniors. The program in those years often suffered from lack of staff and attention as the counselor assigned for the project had little time to devote to building the program. This situation is beginning to change.

The Re-entry Program initiated our out-reach this fall using a weekly admissions list of interested students. This list, numbering up to 11,000 students, was generated from applications to Fullerton College. Unfortunately it did not include student ID numbers, which hampered our ability to track students and determine if they are enrolled at the college. The coordinator has been working closely with the Fullerton College Systems Analyst, Michael Cortez, to improve the quality of data we receive from the admissions application. This change, which is still in process, will vastly improve our ability to reach out in a timely manner for registration and follow up.

In a review of the services available for Re-entry students we discovered that Fullerton College is not alone in lack of attention to their Re-entry Students Program. Many community colleges include some services through general counseling or their Career Development Office, but they are add-ons without a central office or staff focus on this population. Through our research on our student subgroup we discovered that the Baccalaureate college and universities are more likely to have an established program with an office, support courses to encourage success and assign counselors and staff to work with them specifically to address their situations and needs.

Using this information we see many opportunities to grow and enhance our program through the addition of some of the following program activities to our Fullerton College Re-entry Program.

- Connect students with other programs and resources on campus they may not be aware of
- Establishing scholarships (for students not receiving financial aid) and book grants
- Increased student engagement through continued workshops and classes on a variety of topics tailored to nontraditional students such as stress and time management, goal setting, and balancing work, family and school
- Development of a peer advisement component and use of interns to advocate for other reentry students' academic success.
- Increased student success
- Collaboration with other campus partners such as tutoring to bring resources directly to students
- 3 full semesters of education planning for every counseling appointment
- Establishment of Awards and Scholarships for high performing Re-entry students.
- Establishment of a Re-entry informal club to provide a space for re-entry students to meet each other, discuss topics and issues that are important to the re-entry community and get information on deadlines and workshops happening at Fullerton College.
- Collaborating and out-reaching to community organizations to better serve these students in our communities.

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

Scholarships and Financial Aid

Re-Entry students many times do not qualify for traditional forms of financial aid. Not being able to obtain this assistance is a barrier to our Re-Entry student coming back to college and can be a large deterring factor for enrollment.

Unfamiliar Processes

Many Re-Entry students are used to old higher education processes from when they attended college previously. Not being familiar with the procedure and common college knowledge can be a barrier. For example, many Re-Entry students that the coordinator and counselor meet with still believe that they have to complete placement tests for English, reading, and math in order to begin attending as it was pre Guided Pathways. This idea prevents the students from wanting to come back to college for fear that they have to start all over from the beginning again. The Re-Entry program wants to inform potential students of new changes in processes that are positive, and aid in the students success, so that more Re-Entry students can gain an education.

Insufficient Staffing

The Re-Entry Project Coordinator and Adjunct Counselor both work only 10-13 hours a week part time. Although we have been able to do a lot with the limited hours given, there is so much more we can do to improve this program in data entry, coordination, and outreach areas with the ability to add more staffing.

Tracking Student Success

The Re-Entry program operates on a listserv of over 11,500 emails of students who are current and potential Re-Entry students. In order for a student to be considered active in the Re-Entry program is to have some kind of engagement with the program. This includes an orientation, workshop, counseling appointment, or social event, and be enrolled in at least 1 course. Students who are a part of the listserv that are not active are considered potential. In the past the master list of Re-Entry students has varied each semester, making it difficult to track if the active students from the previous semester are still attending, were successful in their previous semester, graduated, etc. As we build our program we hope to rectify this situation by improving our data collection and working more closely with EIS.

Economy, Low unemployment, Lots of jobs ?

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.

Since this is our first written program review, we do not have outcomes from the past cycle.

	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.	N/A				
2.	N/A				
3.	N/A				

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.	Serving increased number of students	increasing the number of students in program	Registration and attendance records	yes	outreach success, increase in engagement, increase in course success
2.	Provide enrollment, registration services and information to remove barriers ReEntry face while enrolling.	Ongoing student surveys and increasing students enrolled	using microsoft forms for surveys	yes	increase enrollment.
3.	Align marketing and communication outreach in with the different modalities preferred by the students.	By increasing the number of Re-entry students enrolling and successful in classes at FC	Program headcount and research headcount of these students	yes	increase enrollment
4.	Provide engagement and connection opportunities which support student success and completion in programs and courses	Improving EIS student outcomes and ongoing student surveys to determine if services provided are meeting the needs	EIS success and demographic research and ongoing student surveys	yes	increase successful completion of AA's, Certificates and courses by 10%.
5.	Provide ongoing support services (counseling, tutoring, campus and community resource referral) at the preferred times and days for Re-entry students.	Improving EIS student outcomes and ongoing student surveys to determine if services provided are meeting the needs	EIS success and demographic research and ongoing student surveys	yes	increase successful completion of AA's, Certificates and courses by 10%.
6.	Coordinate timely career services to Re-entry students including workshops and SuperStrong/other	Re-entry students will develop long term educational plans within three semesters of their	Through Orientations, Newsletter, and all appointments	yes	Re-entry success and completion outcomes

	assessments, localized career education information and data, and details for alternative and “stackable” pathways.	initial starting semester	students will be encouraged to complete CSEPP with counselor		will improve by 10%.
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4.3 How has assessment of program outcomes led to improvements in services provided to students by this program?

Since we have never completed a Program Review we will report on the services we are developing now.

We began our work in fall 2022 using the previous model of counseling coordinator appointments individually with students who contacted us. We increased our outreach to these students every-other-week, and have seen an increase in students not yet enrolled but interested in starting. Because of the multiple roles these students carry, indicated by our surveys, we believe that they are better served in groups, which begin the process of connection and engagement from the very start. Beginning in Jan 2023 we are instituting orientations specifically designed to reach more Re-entry students.

Using our ongoing surveys and student meetings, we are beginning to organize structured program services such as ongoing orientations, tutoring, Career counseling and counseling classes to serve more students in efficient ways.

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

Since we have never completed a Program Review we will report on the services we are developing now.

To date, many of the students participating in our program activities are not yet enrolled at the college, but obviously interested because they are attending workshops and counseling appointments for information. As such, it is premature to discuss improvements in student learning and achievement at this time. However, as we build our program statistics and demographics we will be assessing student learning, and developing responsive services to meet any needs.

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

Since we have never completed a Program Review we will report on the services we are developing now.

Data developed by the SEM committee indicates that currently the Re-entry student headcount at Fullerton College is 4,289 students (16.4% of the total headcount) and growing. Unfortunately, success rates for this population are lower than most other populations on campus (60%). We know this is due to the characteristics of the population: working full or part time, often with large families and multiple generational responsibilities, lapsed study skills due to much time away from education, and sometimes unrealistic expectations. As we survey and measure success outcomes we intend to adjust services to address this situation.

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

Since we have never completed a Program Review we will report on the services we are developing now.

Traditionally this population has not been a focus for outreach and support services. However it is a substantial percentage of the overall Fullerton College FTE's, and could supplement the college's enrollment outcomes in the future. Data shows that they are not succeeding as well as the general student population. We have seen/heard in the last few months that they need more support and understanding to be successful and realize their goals. Fullerton College's Goal 1 : Promote success for every student, is at the center of our efforts. We are committed to creating clear pathways for students using a minimum 3 semester plan where possible, for every student appointment, as well as the development of specialized career education workshops and information.

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

Since we have never completed a Program Review we will report on the services we are developing now.

This past semester we have been focused on the Communication and Critical Thinking and Information Competency Institutional SLO's.

Repeated, regular newsletters inform our list of students about current activities on campus and in the program. We also established an EConnect link in the newsletter for counseling appointments, to enable convenient scheduling. We also opened the counselor schedule for three weeks to allow for more opportunity to find appointments.

Program participation begins with a survey to determine the unique situational components and needs of our students. We use this information to develop program elements to meet these needs, and support students who participate with additional support. We continue surveying our students to determine what other services we can provide, and have added to the program substantially.

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

Since we have never completed a Program Review we will report on the services we are developing now.

Registration and attendance in workshops and counseling appointments are all being used to determine if students are finding our services helpful. We are also surveying at regular intervals to ask students if we are helping, and what additional services they may need.

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

Since we have never completed a Program Review we will report on the services we are developing now.

So far so good. We have doubled our participation from prior semesters. We have added workshops, and they have been well attended. The counselor is fully booked 3 weeks to a month out and students are being reminded of these appointments and are showing up. We also provide workshops and appointments virtually and in-person to address the needs of the students. Students are receiving a 3 semester ASEPP in Degree Works when needed.

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

Since we have never completed a Program Review we will report on the services we are developing now.

As we have developed our assessment and through anecdotal information gathered in counseling/coordinator sessions we are adding to the services offered each month.

Towards the beginning of the semester the student inquiries and questions informed us that many of the students did not understand the process of enrolling in the college. We instituted some basic orientations for them in September and October, mainly so that they could be ready to enroll and register for the Spring semester.

As we proceeded through the semester meetings and student questions informed us that many of the students interested in starting back to school had no concept of how to integrate this interest into their already full lives. We are supplementing our basic Orientations with a presentation about time management to encourage them to visualize the next step in their journey, namely successful completion of coursework.

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

Since we have never completed a Program Review we will report on the services we are developing now.

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

In the Intended Outcomes Table 4.2, Outcomes 1,4,5,6 are all directly focused on student learning and outcomes.

- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
- C. Identify a process for using outcome assessment data to improve student services programs
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

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?

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

As mentioned earlier, this sub-set of students served by general counseling historically, has not been evaluated in earlier program reviews. However, the team assembled this Fall 2022 has identified a number of goals/activities for this semester that we initiated.

1. Building community - We expanded and publicized "Chat and Coffee" get-togethers to introduce our program and services as well as our staff since we were beginning together just this fall.
2. 'Returning to college' orientations and registration assistance - We were inundated with questions about registration issues, and college opportunities. Many of our students have completed units successfully/unsuccessfully at colleges in other areas or states. They need help with transcript evaluation, career development, transcript management, and choosing an educational path. These orientations introduced this information as well as provided an introduction and comfort with the counselor.
3. Financial Aid workshops - Many students do not understand financial aid, or are on financial aid probation. We held workshops in partnership with financial aid to describe and document the financial aid requirements for our returning students, many of whom have damaged transcripts from prior attempts at college.
4. Time management workshops - Re-entry students often have many responsibilities and activities. They need help with figuring out how to add success in college to an already busy schedule. This also provides an opportunity for them to help each other with ideas and tips.
5. Finals academic/tutoring workshop - Our students with limited time have been unable to add tutoring to their schedule. This workshop provides tutoring help, in partnership with the ASC, for students struggling to study effectively, or complete a final project.

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

The Re-entry team has been surprised and pleased with the student participation in these events. Often students registering for these workshops and chats have numbered more than prior semesters and have expressed being pleased with the information they are receiving. Both the program coordinator and the counselor, as well as our Dean, are returning Re-entry students so our understanding of the challenges these students face is very first hand. The students appreciate this depth of understanding and the belief that they can accomplish their goals/dreams albeit a little slower than other more traditional students.

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

We made reservations for every workshop with access to the zoom link when needed. We took attendance which we use for program success book awards (\$50). We also surveyed the students after the workshops to determine if the workshop was meeting a need and answered the questions they had about the topic. We have doubled the numbers of students participating in the program.

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

The Program staff are both new to the program in the last five/six months. We are experimenting with the services and information we are providing. Our surveys are a tool for us to determine if we are on target or not. As we learn from the students we are adjusting the services provided. Both Counselor and Coordinator believe in continuous

surveys and evaluations of data. As we align and follow this cohort of students we hope to develop additional insights and services to serve their needs.

- 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 budget is very minimal, with no special allocation, and staff support only from counseling. Any money allocated beyond staffing was mostly used for student gifts and supplies to encourage them to stay in contact, and attend program events. We have increased the size of our program, but have not assessed to see why the students are participating. We will address the use of resources in the coming semester.

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

With limited funds, this population of students has been minimally served, and not at all studied. This population includes all Ethnicities/Races, high and low income levels, and students with disabilities. They tend to be too overwhelmed to be completely proactive with their educational goals and dreams. But we believe that with some support and guidance they could do well and achieve their goals at Fullerton College.

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:	To increase the size of the program and the foot-print of the Re-entry Program on campus.
List College goal/objective the plan meets:	College Goal #: Goal 1 - Promote Success for Every Student Objective #: Objective 2: Enhance workforce training opportunities Objective 4: Increase completion of courses, certificate and degree programs and transfer readiness.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Since starting with the program in spring of 2022, the Program Coordinator has been increasing our outreach to current and future students on campus. Beginning during the summer, she worked with Admissions and Records to obtain and utilize the database of students who indicated that they would be interested in receiving services from the Re-entry Program. As mentioned earlier, this database numbers about 11,000 applicants, many of whom are not current students. Although this is an unwieldy number, we have found that our newsletter information is the only contact these students are receiving from the college, after they have applied. Like any outreach, we find that as they begin receiving information regularly, they are reaching out, attending workshops and counseling appointments and enrolling at the college. We believe that we can increase these efforts, thereby assisting the college in reaching its enrollment goals. To carry this out, It will be necessary to hire a full-time counselor and a full-time classified program coordinator.

What <i>Measurable Outcome</i> is anticipated for this SAP?	Re-entry will increase the numbers of students for outreach and services by 500% over the next three years.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Some. Since the contact and outreach is electronic, as we refine the database, these outreach efforts should not require additional financial resources. However, the services rendered will require additional administrative and counseling hours. Full-time staff and faculty are needed.	
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	<u>FT Counselor:</u> \$77,876 (Salary - Class B) \$17,561 (Benefits @ 22.55%) \$95,437.04 (TOTAL) <u>FT Classified Program Coordinator:</u> \$73,776 (Salary-Range 45-Step A) \$25,836.36 (Benefits @ 35.02%) \$99,612.36 (TOTAL) Grand Total for both positions: \$195,049.40	General
Facilities	Workstations (unknown cost)	General
Equipment	\$600	General
Supplies	NA	NA
Computer Hardware	\$4,000	ACT or General
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
Total Requested Amount	\$199,649.40	ACT/General

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Improving Re-entry students enrollment process to include an orientation which outlines time commitment, describes career and academic pathways available, and assists in registration.
List College goal/objective the plan meets:	College Goal #: Goal 1 - Promote Success for Every Student Objective #: Objective 2: Enhance workforce training opportunities Objective 4: Increase completion of courses, certificate and degree programs and transfer readiness.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As we have expanded our program and services this semester we have been inundated with students who with varying technical skills are unable to register for classes. Often these students have unrealistic expectations of their time available or requirements needed to be successful students. They need a timely understanding of the different pathways available, and what might be useful to add to their already full skill set. We are in the process of designing a unique college

	orientation for Re-entry students. We would like to offer this orientation throughout the semester as we notice Re-entry students are reaching out to us before they commit to education for information. We will also offer a one-unit Counseling Student Success course in the fall to support students who are starting their return to college. This class is intended to assist students with information and support as they run into obstacles throughout the semester. To carry this out, It will be necessary to hire a full-time counselor and a full-time classified program coordinator.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will successfully register for an appropriate number of classes which lead to a goal they have selected.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. Full-time staff is needed.	
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	<u>FT Counselor:</u> \$77,876 (Salary - Class B) \$17,561 (Benefits @ 22.55%) \$95,437.04 (TOTAL) <u>FT Classified Program Coordinator:</u> \$73,776 (Salary-Range 45-Step A) \$25,836.36 (Benefits @ 35.02%) \$99,612.36 (TOTAL) Grand Total for both positions: \$195,049.40	General
Facilities	Workstations (unknown cost)	General
Equipment	\$600	General
Supplies	NA	NA
Computer Hardware	\$4,000	ACT or General
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
Total Requested Amount	\$199,649.40	ACT/General

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Students will complete programs and coursework successfully, and understand how to rehabilitate their prior academic records if needed.
List College goal/objective the plan meets:	College Goal #: Goal 1 - Promote Success for Every Student Objective 4: Increase completion of courses, certificate and degree programs and transfer readiness.

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	As the program develops we will develop timely success information within the program as well as EIS, so as to respond early on to student academic success. Our students are often balancing full lives, and need specific strategies for finding success in their coursework. They also re-enroll at the college with damaged transcripts from Fullerton as well as other local or non-local colleges. The Program will develop a unique, specialized Student Success workshop as well as individualized counseling to guide these students through the process of rehabilitating their transcript and encourage fulfillment of their academic goals. To carry this out, It will be necessary to hire a full-time counselor and a full-time classified program coordinator.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Students will successfully complete their semester coursework, and the processes involved in the rehabilitation of their transcripts.
What specific aspects of this SAP can be accomplished without additional financial resources?	Some. But, full-time staff is needed.

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	<u>FT Counselor:</u> \$77,876 (Salary - Class B) \$17,561 (Benefits @ 22.55%) \$95,437.04 (TOTAL) <u>FT Classified Program Coordinator:</u> \$73,776 (Salary-Range 45-Step A) \$25,836.36 (Benefits @ 35.02%) \$99,612.36 (TOTAL) Grand Total for both positions: \$195,049.40	General
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Equipment	\$600	General
Supplies	NA	NA
Computer Hardware	\$4,000	ACT or General
Computer Software	NA	NA
Training	NA	NA
Other	NA	NA
Total Requested Amount	\$199,649.40	ACT/General

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.

- 7.1 Community College enrollments are down. We know that many students interrupted their college dreams because of the rushed response to Covid and the required school closures.

Many students simply could not adjust to the online environment, in crowded living conditions, with the economic distress they were experiencing. If they have been away for 1-3 years, they feel disconnected and lost in the new world of online orientations, applications for Financial Aid, and registration. We believe that a support program for these folks will not only enhance their success while at Fullerton College, but could also help to alleviate any further declines in enrollment.

OIE has identified close to 4300 students on campus today, who fit the description of a Re-entry student. These students have a great many questions and misunderstandings about attending Fullerton College. They also have lower success rates than many other groups/populations on campus. Many enter our school for a second or third time with damaged transcripts from FC or other colleges. They need more than just the desire to come back. They need to be informed right at the beginning that this desire requires organization and planning, especially for those employed full time or with families. We hope as we move forward with serving these students that we can be the one-stop resource center for their questions.

We use a listserv of over 11,000 potential students generated from their Fullerton College applications. Much of our work is truly outreach. These students want to return but need to be informed of how long the process is, and what the alternatives to a standard Baccalaureate (such as stacking certificates, and using those with an AA to achieve their personal or employment goals) might be. As we move forward, much of this can be achieved via electronic or group workshops, which are effective as they also create community within this group of students.

Our program is over 100 people at this point. This includes both current students and prospective students. The number is nearly four times the number served in spring of 2022. We see a great need to increase the number of students served and our branding so that these students reach out to take advantage of services and information we can provide. We feel that over the next 4-6 years a reasonable goal might be to increase our population to perhaps 25% of the total student count as measured by OIE. Much additional attention and financial support will be needed to reach this goal.

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 counselor and coordinator are new to the program, having started only recently. But we are excited about these students, and the contribution they could make to our communities. To date, very little attention has been focused on their needs, mostly because they do not fall into our predefined categories of Student Athlete, EOPS (needing 12 units to enter), High School Seniors, or Disabled Students. They do not qualify for Financial Aid because their incomes may be higher than the Financial Aid guidelines or they have damaged transcripts which need repair before they can qualify, or they are taking too few units. They have been away from the college environment often for decades, and often have reduced time and resources to navigate through the readmission process. And... They are struggling, with success outcomes lower than those of our traditional students.

The Reentry Program has increased in size 4 fold since spring 2022. We currently have 6-8 workshops which were developed during the Fall 2022, with expanded workshops planned in the future. We are adding a one

unit class for this group in fall 2022, to increase their knowledge of college rules and regulations, the academic and career options available, and their understanding of how to manage an academic workload in the midst of a full life of work and family.

We believe with a well structured program, we can provide these students with help to enroll and register, learn about the academic/career options available, learn how to rehabilitate their prior academic transcripts, and succeed in their college dreams and goals.

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
2022 Best Colleges.com	11/22/2022	yes	https://www.bestcolleges.com/blog/covid19-impact-on-college-enrollment/
California Community College Chancellor's Office	12/13/2022	yes	https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/Calbright-College-First-Cohort
California Community College Chancellor's Office	11/22/2022	yes	https://www.cccco.edu/About-Us/News-and-Media/California-Community-Colleges-Outlook-Newsletter/february-chancellor-column

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Jennifer LaBounty

Printed name of IMS

Dean

Title

Jan 17, 2023

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

Printed Name

Signature

Title

Date

