



FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Promise Program

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

Deniz Fierro – Director of Educational Partnerships and Programs/Promise

Annika Shellenbarger – Classified Student Services Specialist

Valerie Salazar – Classified Student Services Specialist

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.

Deniz Fierro		Director	Jan 17, 2023
Printed name of Principal Author	Signature	Title	Date
Deniz Fierro		Director	Jan 17, 2023
Printed name of Department Manager	Signature	Title	Date
Jennifer LaBounty		Dean	Jan 17, 2023
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date


Gilbert Contreras (Jan 17, 2023 15:11 PST)

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.

Fullerton College 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. Promise Program Mission: The mission of the Promise Program is to empower prospective, new, and continuing students to achieve personal and educational growth through mentoring, timely and intentional support, and holistic wrap-around services while creating an inclusive environment where they can accomplish career and academic goals.	We assist students in building a foundation necessary to navigate and succeed in post-secondary education. Our program provides counseling, high-tough case management, wrap-around support services, and develops an inclusive, caring environment. We empower students with the tools necessary to accomplish their goals, expect them to engage on campus, and provide leadership and service opportunities to develop future program mentors. Our high expectations for students, who are predominantly first-generation college-going and from other disproportionately impacted populations, will change the trajectory of their lives and future generations.
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Vision:

Fullerton College Vision: Fullerton College will transform lives and inspire positive change in the world.	The Promise Program will transform lives and inspire positive change in the world by empowering students to reach their potential and become models of success for their families/loved ones and the community.
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Core Values:

Community – We promote a sense of community that enhances the well-being of our campus and surrounding areas. Innovation – We support innovation in teaching and learning. Equity – We commit to equity for all we serve. Partnership – We work together with our educational and community partners.	The Promise Program not only provides a physical space in the Promise and First Year Support Center for students to feel welcomed and supported, but also connects with students using technology such as Starfish, Cadence texting, and a program Canvas shell. We intentionally identify our students by DEIA data to provide additional support to ensure services are accessed equitably. The Promise Program collaborates with multiple on-campus programs and departments to connect our students with resources available to support their success. We also connect with our local high school and community partners to increase awareness of the benefits of our program, Fullerton College, and with the primary goal of increasing enrollment.
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College Goals:

Goal 1, Objectives 4 & 5: - The Promise Program model provides students access to higher education without debt or the concern of paying enrollment and health fees for 4 semesters. This includes students from all programs and degrees given they are enrolled in 12 or more units or receiving DSS services. The cost of college alone can discourage students from starting or continuing their goals. Through our case management system and by connecting students to peer mentors and coaches, they feel encouraged and supported to accomplish those goals.	Goal 2: - New Promise & First Year Support Center- we relocated winter 2022 from room 2001 to room 119 and now have a larger center. With this move, we will identify how students feel having a space to connect with Promise staff and other students. By hosting 3 events during the academic year, we will gauge not only the completion of requirements, but also the student's sense of belonging by participating in these events.	Goal 3, Objective 1: - Frequent meetings with our partners, the Anaheim Collaborative, Fullerton Partnership, and Placentia-Yorba Linda & Brea Olinda Promise, inform our decisions as a district and as a campus. In Fall 2022, Fullerton College hosted one of the monthly Anaheim Collaborative Leadership Team meetings, including UCI and CSUF. - Additionally, the Anaheim Collaborative will serve as a model for newer partnerships with other feeder districts. - Expansion of AB19 to all first-year students, will increase collaboration with the Outreach office to ensure all prospective students feel supported during their transition to higher education.	Goal 4, Objectives 2 & 3: - The Promise Program was one of the first programs to utilize Canvas, a platform traditionally used by faculty for courses, to create an online environment for students. We use this platform to build community, provide important information, communicate with Promise students, and provide online modules (e.g. De-Stress, Transfer Roadmap, Probation). - We created a New Student Checklist, a platform for students to view important enrollment requirements, updated live and tied to Banner fields, to ensure transparency with required steps and registration issues. - The director of EPP/Promise promotes and encourages attendance of all PD opportunities to the whole team, from Classified professionals to our CSUF interns. We also developed a system so staff/interns can present to on topics of their choosing to the entire department.
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2.0 Program Description/Data & Trends Analysis

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

Purpose:

The Anaheim Pledge was signed on September 27th, 2017 by Anaheim Union High School District in collaboration with the North Orange County Community College District, Cal State University, Fullerton, and the University of California, Irvine at the AUHSD performing arts center at Kennedy High School. Shortly after, California Governor Jerry Brown signed the Assembly Bill 19 in October of 2017. AB19, known as the California Community College Promise program, allowed colleges to make the first-year tuition-free for first-time, full-time students. Initially, the Anaheim Pledge provided free tuition to AUHSD graduates from the class of 2018 for one year. In Fall 2019, with AB19 in place, NOCCCD implemented the North Orange Promise for two years tuition free to all first-year, full-time college students.

The Promise Program provides 2 years of free tuition to first-time college students, helping students with the cost of college by covering the enrollment and health fees through the North Orange Promise Fee Waiver. The program provides wrap around services to first-time and continuing Promise students. For detailed information regarding requirements and benefits, please visit our website:

<https://promise.fullcoll.edu/about/#faq>.

The Promise & First Year Support Center is a one-stop-shop welcome center for all new students. The purpose of the larger EPP/Promise department is to create a seamless transition from prospective student to successful Hornet graduate! In collaboration with all programs and offices under the EPP/Promise department (Promise, Outreach, Assessment/Onboarding, FYE), students are recruited, provided wrap-around enrollment support, given registration and onboarding assistance via summer programming, and case managed throughout their college journey within one of the many wonderful programs at Fullerton College, including the Promise Program, EOPS, Puente, and eventually the new FYE program.

Components:

According to the NOCCCD Promise Agreement, Promise students must:

- Understand that the Promise Program of North Orange County Community College District is designed to support their success in completing a certificate, degree, and/or transfer to a four-year university.
- Maintain **full-time enrollment** of 12 units per semester
 - Exemption: students receiving DSS services and are recommended less units
- **Complete a financial aid application** (FAFSA or CA Dream Act application) for each year, including any verification documents requested from the Financial Aid Office.
- Meet with a counselor to **develop a Student Education Plan and complete their placement**.
- **Complete the Fullerton College Online Orientation** through MyGateway
- Maintain a 2.0 GPA and complete at least 67% of the courses attempted each semester.
- Enroll in math and English courses as designated by a Student Education Plan during the first year.
- Adhere to all college policies related to academic progress, financial aid, and other requirements.

- Participate in at least two activities per term (Fall, Spring) that support educational goals, such as: student success activities, student support services, and events offered by the Promise.
- Abide by the attendance requirement of the college and its instructors, understanding that there are consequences for excessive absences and class tardiness.
- Accept responsibility for all learning activities and complete course requirements.
- Follow the courses outlined in the Student Education Plan. Changes in their plan will require meeting with a counselor to ensure continued academic success.
- Meet with a counselor or special program counselor at least once per semester to review their Student Education Plan and once more before spring registration appointment to make sure they are accomplishing their academic/career/transfer goals.

Benefits - Eligible Promise students in good standing are eligible to receive the following:

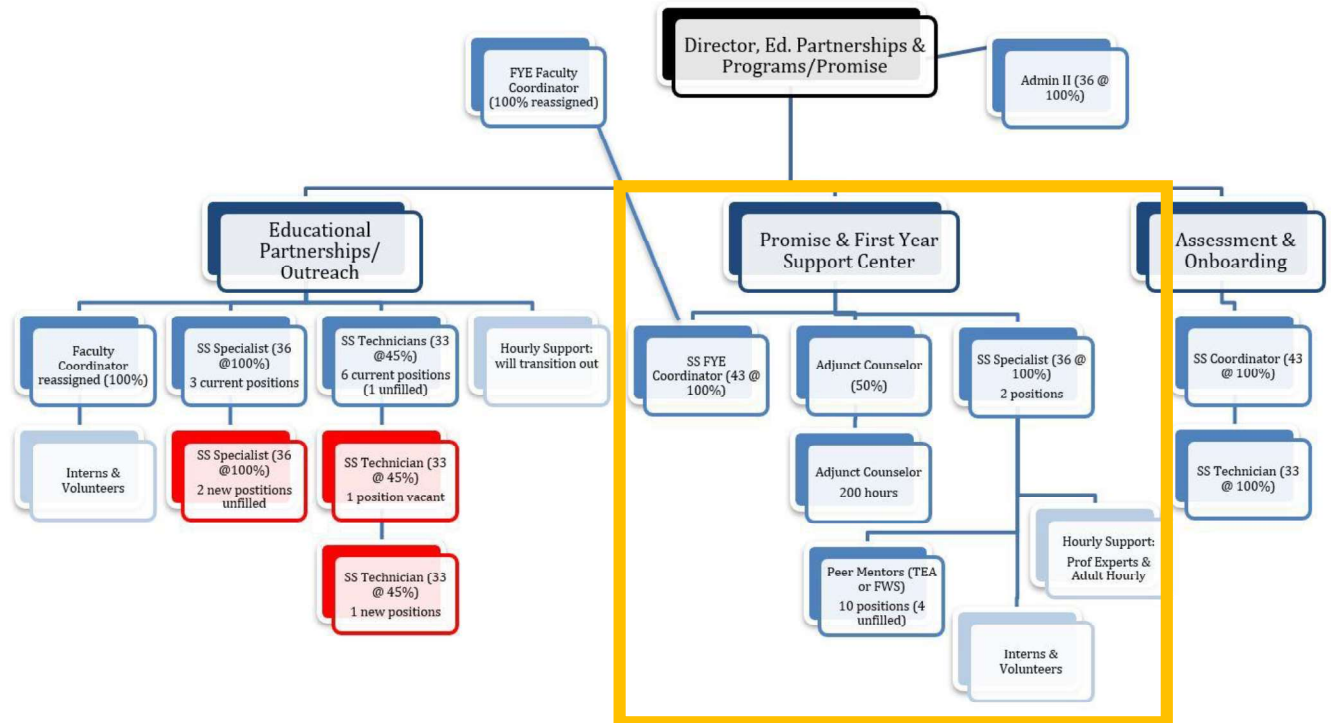
- Free tuition (per unit fees) covered for the fall and spring semesters of the first two years (summer and winter intersessions excluded).
- Waiver health fee for the fall and spring semesters (summer and winter intersessions excluded).
- Priority registration (early enrollment) and guaranteed full-time placement, which include math and English (or ESL) according to their current Student Education Plan.
- Academic, career, and transfer counseling, including the development of a Student Education Plan and the support needed to complete educational goals.
- Participation in activities, support services, and events designed to provide the information and support needed to complete educational goals.

NOCCCD specific directives for eligibility:

- Students must be a **first-time college student** (no previous attempted college credits after high school graduation)
 - Any college courses that were taken while in high school, as part of dual enrollment, are the only exception
- Students must be a **high school graduate or equivalent**
- Students must be **California residents, or qualify for the AB540** exemption status
- The Promise program is not retro-active.
- Only students receiving DSS services and are recommended to enroll in less units are allowed to take less than 12 units
- A **signed Promise agreement** must be on file through MyGateway

Staffing:

EPP/Promise Department Organization Chart



The Director of Educational Partnerships and Programs/Promise (Promise Program/ Ed. Partnerships & Outreach/ Assessment & Onboarding/ FYE), under the direction of the Counseling and Student Development Dean, is responsible for performing a variety of administrative and supervisory duties related to the functions and activities of the EPP/Promise department including, the Promise Program, Educational Partnerships & Outreach, Assessment & Onboarding, and the new FYE program. The director performs varied duties in the development, organization and administration of specific college programs, onboarding services, and partnership development, focused on ensuring recruitment, enrollment, student success, and retention in specific areas such as: dual enrollment, high school, and university partnerships, first-year support programs, and other educational programs as assigned. The director evaluates the effectiveness of programs and services under her direction through various mechanisms, including collaboration with the Office of Institutional Effectiveness, and adjusts services as needed. The director organizes, attends, and chairs a variety of administrative and staff meetings as required; serves on internal and external committees and special projects as assigned; is active in developing successful partnerships; coordinates programs and services as appropriate with internal District and college personnel, and outside partnership institutions. The director trains, supervises, evaluates, and directs the work of personnel as assigned; participates in selection and hiring processes. Assists and promotes the growth and success of a diverse population of students and employees through the development of interculturally competent and equity minded management and leadership abilities.

The Administrative Assistant II is responsible for performing a wide variety of complex and specialized administrative duties supporting the entire EPP/Promise department and the director to help coordinate office functions and assure efficient operations. They monitor department expenditures and budgets; approves expenditures within established guidelines; assists with budget development

and tracks status of budgets; maintains petty cash accounts; responds to inquiries regarding financial issues. They coordinate and facilitate special projects, such as receptions, facilities use and events; maintains calendar of activities; coordinates travel arrangements, approves, prepares, and distributes promotional and informational materials; maintains current mailing lists. Other duties include: composing and editing correspondence, memos, letters, agendas, and reports; revises schedules, forms, reports, records, and other information; prepares statistical information for use in reports; schedules appointments and meetings; attends meetings and transcribes.

The Adjunct Counselor counsels Promise and SDSI* students who request more support or are disproportionately impacted to help create equitable outcomes for all students. The counselor also coordinates events and evaluates outcomes, demonstrating success in supporting students from historically underrepresented and/or marginalized groups, using culturally responsive pedagogical techniques.

*Student Diversity Success Initiative (SDSI) was a stand-alone program prior to 2019, but was folded into the Promise Program more recently to support new and continuing students who either request or are identified as needing additional support, particularly with an academic Counselor.

The new FYE Student Services Coordinator* works alongside the FYE Faculty Coordinator and both are charged with developing and implementing the basic FYE program outline set forth in the campus approved FYE proposal that came out of Guided Pathways. Both collaborate under the guidance of the Director(s) of EPP/Promise and EPP/Guided Pathways. FYE also currently shares one Administrative Assistant II (25% time) with the Promise, Ed. Partnerships/Outreach, and Assessment/Onboarding. **The FYE Coordinator works within the Promise & First Year Support Center, but does not coordinate the Promise Program. FYE is a separate program under the EPP/Promise department.**

*The Promise Program is the only large student support program without a Classified Coordinator.

The Student Services Specialists are responsible for performing a variety of complex technical duties in the Promise and First Year Support Center including planning and coordinating program activities; developing and implementing appropriate policies and procedures for the AB19 Promise Program; communicating with administrators, other District staff and outside agencies to coordinate and implement programs, resolve conflicts, and exchange information. They oversee and coordinate the processing of a variety of documents related to the Promise Program, including digital referrals through Starfish and university internship paperwork; assisting students with application processes for programs and services, assuring the availability of specialized equipment or services for DSS students. They conduct informational workshops regarding programs and services; participate in outreach activities to promote educational opportunities and services available.

The Promise and First Year Support Center utilizes hourly support in three different roles: **Professional Experts** as Promise Coaches, **Adult Hourlies** as lead peer mentors, and **Student Hourlies/Federal Work Study** students as peer mentors.

- Promise Coaches (professional experts) develop & implement a pilot for systematic support services through Starfish and to benefit the Promise Program during the transition from access services to completion services. Primary responsibilities are high-touch case management in Starfish, remote accessibility, and resource allocation both on-campus & remote/virtually.

- Lead Peer Mentors (adult hourly) assist Promise Coaches and new students in-person and remotely/virtually through phone calls, emails, Zoom, and social media. They lead the weekly peer mentor meetings and support the student hourlies with their caseloads of student mentees.
- Student Peer Mentors (student hourly/FWS) provide support to the Promise Coaches and Student Service Specialists with projects. They manage a caseload of mentees (new Promise students) and provide institutional knowledge and programmatic information to mentees over the span of a school year.

The Promise & First Year Support has taken on two levels of **interns** from Cal State Fullerton – undergraduate students in the Human Services Major and graduate students from the Master of Science in Higher Education program.

- The undergraduate internship structure is broken down into three different levels. The first level, practicum, is for students to examine the functions of agencies and interrelationships among community services. The second level, fieldwork, is where students examine the skills and techniques used by human service workers as well as an in-depth analysis of an agency. If group facilitation skills are available, this course evaluates this skill with students. The final level, internship seminar, is the culminating field experience where students are encouraged to work in an agency in their selected concentration. Students are required to acquire an in-depth understanding of their selected fields and target populations. The Promise Program has taken on interns at all three levels in previous semesters and currently has 3 in their practicum (1st level).
- The Graduate internship level not only takes on responsibilities equivalent to the internship seminar, but also completes an evaluation of the program based on an event, student experience, or other topic agreed upon by the intern, their professor, and Promise director. For the Fall 2022 semester, our intern was evaluating the experience of first semester Promise students with their Fall Check-in by conducting a survey and focus groups.

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 PROMISE PROGRAM 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 of Educational Partnerships and Programs/Promise	1	25%	12	Categorical: 18549-5985- 21510-6310	.25
Classified					
Student Services Specialist	2	100%	12	Categorical 18549-5985- 21110-6310	2
Administrative Assistant II	1	25%	12	General: 11200-5985- 21110-6310	.25
Faculty (full-time)					
None		-	-	-	-
Faculty (Adjunct)					
Counselor	1	50%	12	Categorical 18549-5985- 14200-6310- 0530	.25
Hourly - Adult					
Lead Peer Mentor 38 ½ weeks/year	1	20 (50%) hour/week	9	18549-5985- 23100-6310	.375
Hourly - Student					
Peer Mentor 38 ½ weeks/year	4	20 (50%) hour/week	9	18549-5985- 23100-6310	1.5
Professional Experts					
Promise Coach 38 ½ weeks/year	5	26 (65%) hours/week	10	18549-5985- 23430-6310	2.7
	Total FTE				7.325

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				
None	-	-	-	-
Volunteers				
FC Day Volunteers (May/yearly)	Welcomed new, incoming Fullerton College students to celebrate their commitment to FC with our campus community and their loved ones. Provided directions to participants	20	\$0	N/A
Interns				
CSUF Undergrad Interns (Fall 2022 – 3)	Assist with social and educational events, facilitate workshops, create content for online platforms participate in staff meetings, staff development, and evaluations, and gain leadership & presentation experience	360	\$0	N/A
CSUF Graduate Intern (Fall 2022 – 1)	- Conducts an evaluation of the program based on an event, student experience, or other topic agreed upon by the intern, their professor, and Promise director. - Assist with social and educational events, facilitate workshops, create content for online platforms participate in staff meetings, staff development, and evaluations, and gain leadership & presentation experience.	200	\$0	N/A
Total Hours & Costs		780	\$0	N/A
Total FTE				N/A

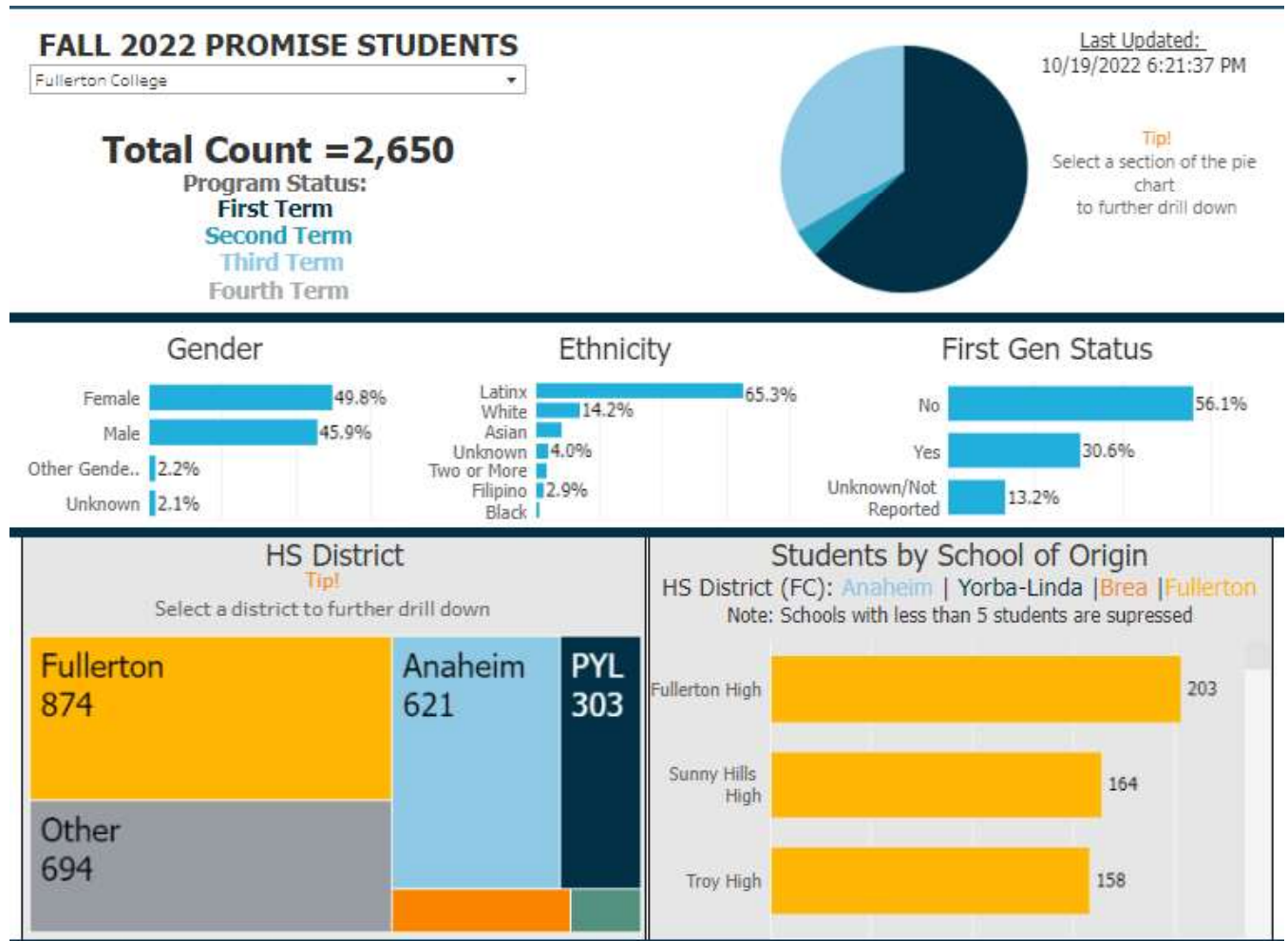
2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this program.

The goal of the current staffing structure within the Promise Program is to provide consistency for

Promise Program students, a welcoming one-stop-shop for new students, and professional growth opportunities for staff. The Promise Program currently serves over 3,600 students regularly, including the 2,650 current Promise eligible students (see Tableau Dashboard data below).

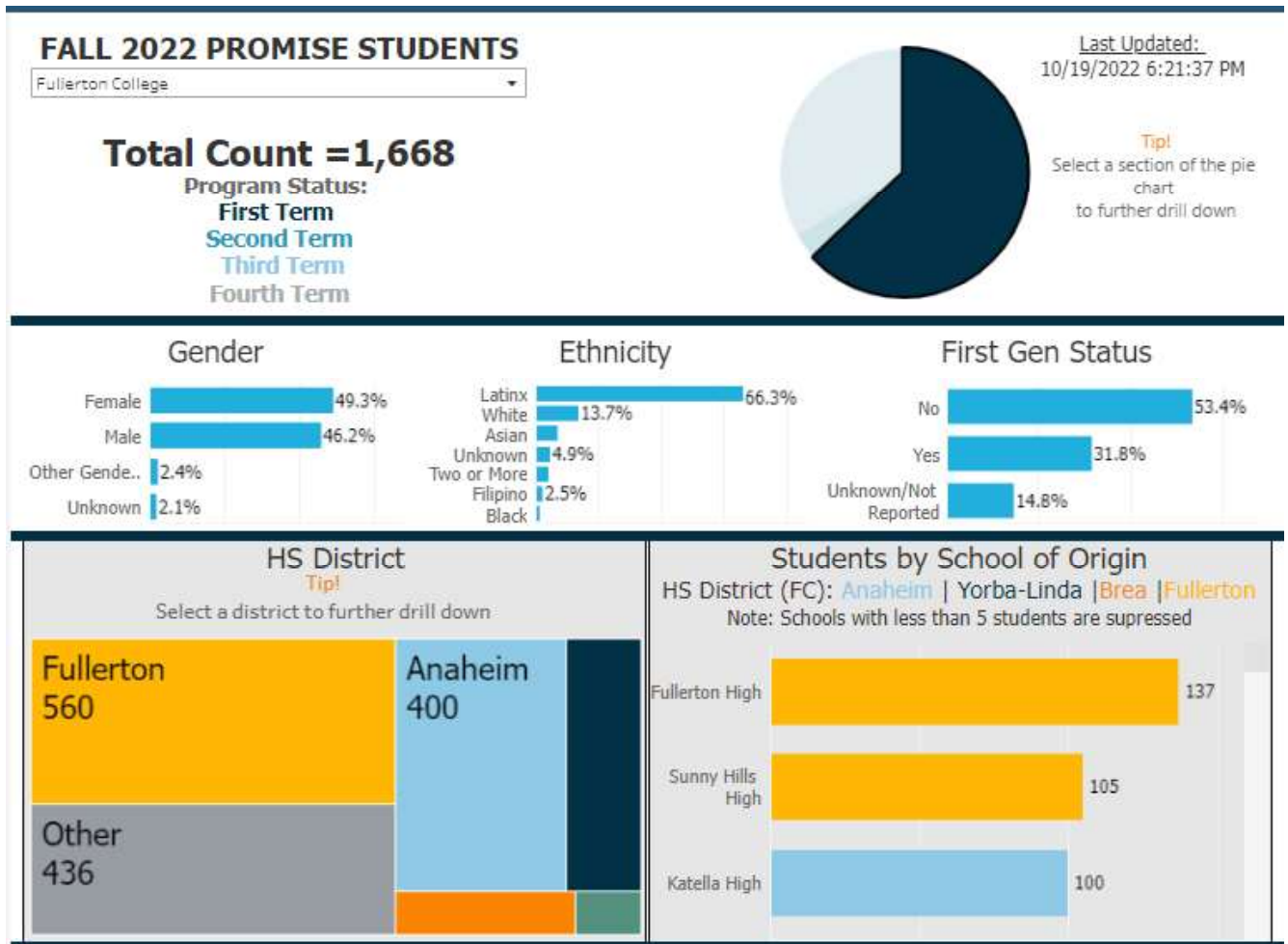
Promise Eligible Students (1st and 2nd year students combined)

Tableau Fullerton College PRMS Data (October, 2022)



Promise Eligible Students- First-Time Students Only (1st year students)

Tableau Fullerton College PRMS Data (October, 2022)



Consistency for Students

By having staff available year-round, extended hours, and select weekends, we can support students from application to completion. We estimate over 1,000 non-eligible Promise students utilize our services, including: new part-time students, 3rd-year Promise students, and new transfer students, all of which do not meet the Promise waiver eligibility criteria mentioned above in 2.1. We just hired two full-time Classified Specialists in addition to an Admin II to support year-round programming, recruitment, and retention efforts. Prior to spring 2022, the Program ran on hourly staff alone. Below is the justification for permanent and ongoing staffing:

Promise Caseload*					
	2018	2019	2020	2021	2022
All First-Time Students at FC	~4,400	~4,500	~3,900	~3,300	~3,870**
New Promise Students (within the first-time population)	~800 (17% of 1 st time)	~2,000 (43% of 1 st time)	~2,000 (52% of 1 st time)	~2,000 (62% of 1 st time)	~1,668 (43% of 1 st time)
Total Students Served	~800 Pledge/Promise only	~2,500 2,000 New + 500 (66% retention) Continuing from 2018	~3,800 2,000 New + 1,800 (72% retention) Continuing from 2019	~4,500 2,000 New + 2,500 (assuming 66% retention) Continuing from 2020	~3,188 1,668 New eligible + 1,520 (assuming 72% retention) Continuing eligible 2021 cohort students)

*Numbers and average retention rates taken from OIE Promise Status Report provided in Appendix A (August, 2021) and rounded to the nearest hundredth.

**Promise Program data is being collected differently than previous years due to a new Banner page. Since the Promise Program helps ALL first-time students regardless of Program eligibility, previous data included ALL students who signed Promise Agreements, but were not necessarily eligible for the Program waivers. The dip in 2022 Promise Program numbers is attributed to new strict data collection metrics that only count ELIGIBLE Promise students regardless of how many students utilize Promise services seen in the new OIE Promise Data Summary in Appendix B (September, 2022).

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

Currently, 2,650 students are receiving Promise waiver benefits (see Tableau Fullerton College PRMS Data above), which is up from approximately 800 students in 2018. Additionally, we provide support to any new students who connect with our Promise Staff or services, approximately an additional 1,000 students. Total, we are serving approximately 3,650 students in the Promise and First Year Support Center.

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

[AB-19 updates](#) included new recommendations, exceptions, and rules. NOCCCD expanded the benefits of the Anaheim Pledge from 2018 to cover **all first-time** college students under the North Orange Promise beginning the Fall 2019 semester. This changed the free tuition coverage from 1 to 2 years and covers the health fee waiver. The English and math book loan benefit were removed. Additionally, AB2 allows students receiving services from Disability Support Services (DSS) to be exempt from the full-

time enrollment requirement. This increased the number of students we projected to serve in the original program review.

Promise Center (Room 2001) --> Promise & First Year Support Center (Room 119) The first Promise Center opened in Fall 2019. Prior to this, the Promise professional experts (Pledge coaches) worked out of the special project director's office and in various areas around the Counseling Center and Career Center, as available. The Promise Program quickly outgrew the first center with increased student traffic and hourly staff. In spring 2022 the program added two Classified professionals and in summer 2022 the EEP/Promise department added two additional full-time Classified professionals thanks to the new FYE program. With these additional staff, the Promise Program was provided a larger space in room 119. This new center has 5 offices, a shareable workspace for hourly support staff, and student-friendly seating. This larger center on the main campus provides students with a truly welcoming environment.

COVID-19 Pandemic impacted our services tremendously. In March 2020, most schools across the nation closed and transitioned classes and services to virtual and remote settings to ensure the safety of all students, administrators, faculty, staff, and the community. The Promise team began offering Zoom drop-in hours and one-on-one virtual appointments through Calendly to stay connected to students who needed support in navigating their college journey during this unprecedented time. We also had to re-envision how to offer upcoming events that were already planned such as FC Night and the Summer START program. Using the Zoom Webinar feature, Constant Contact emails, and collaboration with the local high school districts, we communicated format changes and promoted the events. The EPP/Promise department staff including Outreach and Assessment/Onboarding teams were successfully able to continue these events virtually. With the quick response, we were able to maintain enrollment numbers for incoming first-time students in a time when other colleges saw large decreases in enrollment.

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

AB19 & AB2- see 2.6

Title V- Fullerton College was a recipient of a Title V grant that provided initial hourly staff funding to scale up Promise and Outreach programming and services. This temporary funding was slated to end spring 2022, but the campus saw the positive impact the Promise Program and Outreach had on enrollment and onboarding processes, which led to hiring permanent staffing.

Guided Pathways- the Special Project Director of Promise chaired the Pathways Steering Committee (PSC) Workgroup 2 (pillar 2- enter the path) and participated in the PSC leadership team, helping plan and lead several PSC symposia and campus-wide presentations. The connection to PSC allowed the director to implement real-time proposals into practice, within the department and district-wide, including expanded summer onboarding sessions, increased collaboration with enrollment services, purchasing Starfish software, and others (see PSC Appendix C).

AB705/AB1705- under the leadership of the Dean of Counseling and Student Development, Classified Assessment Coordinator, Counselors, and Matriculation staff, the initial Pledge class of 2018

piloted the first transition away from remedial courses and placement in math and English. With lessons learned from this cohort, the academic departments were able to work towards AB705 goals. Now with AB1705, the EPP/Promise Director and Assessment Coordinator continue to work with math and English leadership to meet new AB1705 implementation goals.

Equity Plan- DEIA has been at the heart of our program since inception, from advocating for more equitable district North Orange Promise waiver requirements to advocating for DSS student participation in the program. Permanent staff within the EPP/Promise department continue to help inform several campus committees and cross-sectional plans (e.g. Equity Plan, Educational Facilities Master Plan, Guided Pathways Reports, Accreditation, etc.). The Promise Program piloted the first use of equity data on a Tableau Dashboard that now has become common practice across the campus and district.

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

Promise Program Data Highlights

Table 1. Increase in First-Time Student Enrollment %

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)	Student Count (%)
First-Time Student	13.27%	13.56%	17.81 %	19.84 %	18.54 %	18.74 %

CCCCO Management Information Systems Data Mart, Students/Headcounts, Enrollment Status Report

Table 1 shows first-time student percentage increases within the overall Fullerton College population from 2016-2021. Despite the pandemic, first-time student enrollment remained high and was the only student subgroup that saw an increase post-pandemic. This can be attributed to the quick transition to virtual services during the pandemic, increased outreach, onboarding services, Promise recruitment, and expanded partnerships with local high school districts and community partners.

Table 2. Percentage of Students Successfully Earning 24+ Units in First Year

Promise Cohort	Cohort N	24+ Units
Fall 2018 Cohort	745	17%
Fall 2019 Cohort	1,932	30%
Fall 2020 Cohort	2,004	42%

OIE Research Report: North Orange Promise at Fullerton College (Appendix A).

Table 2 (Table 5 in report) examines the percentage of the cohort who successfully earns 24 units or more in their first year. This analysis considers a student's first year to be the summer, fall, and spring semesters, meaning that for the Fall 2018 cohort, the units were counted if students successfully passed the course (with a grade of an A, B, C, or Pass) during the summer 2018, fall 2018, or spring 2019 semester. The Table shows an increasing proportion of students who successfully pass 24 or more units in their first year, increasing from 17% of the Fall 2018 cohort to 42% of the Fall 2020 cohort. It should be noted that the units considered for the analysis are only Fullerton College units and that these numbers may be slightly undercounting the total unit accumulation within the district given the cross enrollment at Cypress College for a small set of students (Ramirez, 2021; Appendix A).

Table 3. Retention after First Term by Race/Ethnicity

**Data is excluded for categories with less than 10 students.*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	88.6%	1469	87.8%
Asian	104	99.3%	130	92.3%
Black	23	78.3%	30	76.7%
Filipino	50	94.0%	40	97.5%
Hispanic	1103	87.4%	993	86.2%
Native American / American Indian	--	--	--	--
Pacific Islander	--	--	--	--
Two or More	46	89.1%	46	89.1%
White	161	91.9%	195	91.3%
Unknown / Decline to State	130	90.8%	33	93.9%

OIE Promise Non-Instructional Program Review Data

Table 3 shows the retention rates for Promise students after their first term by race. Although retention rates are higher overall in comparison to all other Fullerton College students, there are equity attainment gaps for Black and Latinx (Hispanic) students that must be addressed.

Table 4. Retention after First Year By Race/Ethnicity *(Enrolled in consecutive Fall, Spring, Fall)*

**Data is excluded for categories with less than 10 students.*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	73.9%	1469	76.4%
<i>Asian</i>	104	82.7%	130	86.9%
<i>Black</i>	23	69.6%	30	63.3%
<i>Filipino</i>	50	82.0%	40	90.0%
<i>Hispanic</i>	1103	71.4%	993	74.1%
<i>Native American / American Indian</i>	--	--	--	--
<i>Pacific Islander</i>	--	--	--	--
<i>Two or More</i>	46	73.9%	46	78.3%
<i>White</i>	161	78.3%	195	79.5%
<i>Unknown / Decline to State</i>	130	80.8%	33	81.0%

OIE Promise Non-Instructional Program Review Data

Table 4 shows the retention rates for Promise students after the first year by race. Although retention rates are higher overall in comparison to all other Fullerton College students and the national average of 61% (<https://nces.ed.gov/programs/coe/indicator/ctr/undergrad-retention-graduation>), there are equity gaps for Black and Latinx (Hispanic) students that must be addressed.

Full-time, low-income, first-time Latinx Study Findings

**The study was part of the director's doctoral dissertation and utilized institutional demographic and census data to identify all low-income, first-time Latinx college students who entered Fullerton College in Fall 2019 (Appendix D).*

- 1,022 first-time, full-time, low-income Latinx students persisted from fall 2019 to fall 2020, despite the pandemic.
- 95.4% of the 1,022 students applied for financial aid compared to the national average of 52% (<https://edsources.org/updates/national-financial-aid-applications-from-high-schoolers-increase>).
- Promise students within this population were significantly more likely to apply for financial aid and meet with a Fullerton College Counselor and have a Student Education Plan (SEP).
- Students who completed their financial aid application and students who had a SEP on file were more likely to persist.

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?

- Increased full-time percentage of first-time students (increase of FTES)
- Increased persistence within first-time students & Promise Programs students
- Increased financial aid completion (increases New Student Funding Formula metrics)
- Increased student educational planning (SEP)
- Increased enrollment of first-time students in college-level math & English (AB705)
- Led several initiatives and piloted processes that influenced innovation (first student cohort to be placed in college-level math/English in 2018, new student checklist, created a program Canvas, created virtual Counseling services, Starfish as case-management, etc.
- Increased partnerships with local communities from one high school district partnership to four high school district partnerships (AUHSD, FJUHSD, PYLUSD, BOUSD).

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

- The lack of technology necessary to implement a stable case management system has been challenging. The program relies on excel sheets for note taking and tracking. Fall 2021 we finally were able to utilize a Banner page to better track eligible Promise students. Fall 2022 the district purchased Starfish which is improving our case management system.
- Lacking technology to track student contacts both in-person and online. Every office uses different platforms and check-in methods. We will be implementing a new check-in system for spring 2023 in the new Promise & First Year Support Center.
- Data has been unreliable (district data lists does not match campus data, Banner coding for Promise eligible students has been developed, but still glitchy).
- Reliant on hourly support for case management. Inconsistency in hourly support schedules due to mandatory weeks off for professional expert and adult hourly contracts impact program planning and staff capacity to meet current student needs and growing needs of our local partnerships.
- Equity gaps in retention exist within the program data that must be addressed.

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

- Potential to increase enrollment with better pipeline/outreach tracking & dual enrollment offerings.
- Potential to increase student success and persistence with enough staff to case manage students.

- Potential to embed First-Year Experiences within popular first-year classes and reach out to more non-Promise eligible new students.
- Potential to work more closely with English, math, and Counseling faculty to increase college-level math & English completion.
- Potential to increase percentage of comprehensive education plans within the first year with Counseling support.
- Potential to streamline or connect students intentionally to Hornet Pathways, once fully developed.
- Potential to close equity gaps for Black and Latinx students with new equity-focused campus-wide planning.

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

- Lack of necessary technology and data accuracy.
- Lack of permanent staffing.
- Lack of intentional and intrusive support for our Black students in an organized and collaborative structure across campus programs and divisions.

4.0 Outcome Assessment

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.	Continuing: “The Promise Program will improve student retention and full-time enrollment.”	August 2021 (for class of 2018 & 2019)	August 2021. <i>See Tables 1-4 above.</i>	Fall 2019: Expanded program to include all first-time students. Fall 2019: Expanded program to include DSS part-time students. Fall 2019: Created new student checklist as a student-facing tool to increase student retention.	2
2.	Old: “As a result of participating in the Pledge program, there will be an increase in students' retention, success, and completion among the Pledge students in comparison to the general student population”	August 2021 (for class of 2018 & 2019)	August 2021	Fall 2019: Developed case-management system to track student milestones. Fall 2019: created first student services program Canvas shell/course. Spring 2020: created new modalities to serve students during COVID. Summer 2020: ramped up call campaigns for incoming and continuing students.	2

				Fall 2020: new permanent position “Director of EPP/Promise” united all onboarding programs and services under one department. Spring 2021: increased collaborative onboarding sessions to provide wrap-around services to incoming students (FA, EOPS, Promise, Outreach, Assessments, Counseling, etc.) Fall 2021: new Banner page piloted for transition away from old excel data sheets. Spring 2022: New full-time Classified Promise staff for consistent year-round programmatic support. Summer 2022: New FYE Classified Coordinator and Admin II. Fall 2022: New center approved. Move to larger space in December 2022.	
3.	Old: “The Pledge/Promise will research other Promise programs, continue to learn and collaborate across the district on other state programs and policies like Guided Pathways and AB705.”	Ongoing	Ongoing	Fall 2018: Special Projects Director of Promise became Co-Chair of Workgroup 2 in the Guided Pathways Committee & Leadership Pathways Steering Committee member. Implemented several proposals and suggestions from (Appendix C). Fall 2020 and beyond: “Director of EPP/Promise” was created to oversee and increase collaboration across all onboarding programs (Promise, Outreach, Assessment/Onboarding). With the Assessment/Onboarding team, director EPP/Promise continues working closely with academic departments to further implement AB705 & AB1705.	3 academic years from 2018-2021

4.	New: Promise will host three community building events each academic year.				0
5.	New: 75% of Black students starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention).				0
6.	New: 75% of Latinx males starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention).				0

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.	Continuing: The Promise Program will improve student retention and full-time enrollment.	Year to Year analysis of program students	- Promise Agreement Data - Banner page - Tableau dashboard	Yes	- Increase in student registration from Fall > Spring and Fall > Fall - Increase in full-time enrollment percentage within first-time population
2.	New: Promise will host three community building events each academic year.	Ensuring a minimum of 3 events are hosted by Promise each year	-Hospitality requests/RQs showing event structure -student check-in process through Qualtrics or other technology	Student participation can be disaggregated	- Which students are attending or not attending events - Determine if events help build sense of belonging
3.	New: 75% of Black students starting in Fall 2023 will re-	Year to Year analysis of	- Promise Agreement Data - OIE	Yes	Increase in persistence of our

	enroll in fall 2024 semester (year-to-year retention).	program students	- Tableau		Black student population
4.	New: 75% of Latinx/a/o males starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention).	Year to Year analysis of program students	- Promise Agreement Data - OIE - Tableau	Yes	Increase in persistence of our Latinx/a/o student population

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

- Development of the New Student Checklist: a student-facing platform for registration information transparency, self-assessment, and event participation tracking. This allowed the Promise and Outreach teams to track incoming students, current students, and provide targeted communication campaigns (see Spring 2022 Promise Data Report, Appendix E).
- Increase in student communication, collaboration with CSUF, and Promise event planning (see Appendix E).
- Students will feel a sense of connection to Promise staff and FC campus through specialized events and resource referrals (see Appendix E).
 - Measurable Outcome: Positive student feedback via end of year survey.

Student Highlights:

- “Having amazing support from both programs I was a part of”
- “Receiving a lot of support from the program”

Student Suggestions:

- “Workshops help out a lot, and giving us reminders and emails”
- “Posting more on Instagram rather than emailing and text”
- “Workshops on tips and tricks for class success (how to create relationships with professors)”
- Students will feel excited about attending Fullerton College, learn about available programs and services, check matriculation status, and have an opportunity to demonstrate their commitment to the Promise Program.
 - Measurable Outcome: Students will sign the Promise Agreement for tracking purposes. Increased matriculated incoming student numbers for Fall 2022 (see Appendix E).
- Students will feel a sense of connection to the campus, students, staff, and faculty through facilitated and self-paced tours (See Appenix E).
 - Measurable Outcome: Positive student feedback via exit survey.

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

- Students will gain awareness of how to keep the Promise checklist up to date to ensure educational success.
 - Measurable Outcome: Increased number of updated Student Education Plans (SEP) and completion and renewal of financial aid application for 2021-2022/2022-2023 (see Appendix E).

- Students will feel celebrated and validated for their accomplishment of graduating, transferring, or finishing their time at Fullerton College.
 - Measurable Outcome: As students come in, they will be checked off on our list for tracking purposes and be gifted a Promise sash and some goodies (see Appendix E).
- Students will feel a sense of connection with their peers, staff, and Promise Program.
 - Measurable Outcome: Students participated in activities leaving hopeful messages on our message board and utilizing the professional photographer we had set up (see Appendix E).

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

Permanent or temporary Classified staffing – The Promise Program relies mainly on professional experts and hourly staffing. These positions are only allowed to work 38 ½ weeks throughout a fiscal year, which makes case management and event/office coverage challenging. Part-time and classified positions to phase out the professional expert and adult hourly positions would help create consistency for students and programming efforts to meet our program outcomes.

Technology to track student attendance – Student attendance of program events relied on Qualtrics surveys and the New Student Checklist Event check-in feature. Unfortunately, changes to the backend coding through NOCCCD and Qualtrics made the single sign on feature unavailable. This requires us to ask students to manually provide their Banner ID on surveys/check-in forms, which creates issues with incorrect Banner IDs and unreliable tracking. The New Student Checklist event check-in feature was built by an individual at the district who has moved on to a new position, making it also unavailable for future updates/issues. Starfish was introduced to the Promise Program Fall 2022, so we are hoping this will provide an option to track student attendance of events.

Collaborative Event Programming – Student feedback during Spring 2022 and Fall 2022 semesters indicated they felt spread thin attending multiple events for different programs, especially if attendance is a “requirement”. In the future, collaborative events across different programs can help minimize budget costs by combining efforts, bring more students together in spaces of similar type programs, and help increase event staffing support. An example, is a end of year celebration for graduates on the same day where several programs can hand out sashes, stoles, cords, etc. to students during a single event.

4.6 Describe how the program’s outcomes are linked to the [college's goals](#).

College Goal 1: Promote success 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

Intentional and targeted campaigns connecting students to Promise staff to ensure completion of program objectives, such as maintaining full-time enrollment and consecutive registration support are tied to college goals 1.4 and 1.5.

College Goal 2: Cultivate a culture of equity

Objective 4: Foster a sense of belonging where all are welcome, and student basic needs are addressed

The Promise Program will have a larger space available for students starting Spring 2023. With this new center, we will identify how students feel within the space meant to connect them with Promise staff and other students. Additionally, our 3 program events during the academic year, will help track the completion of program requirements and students' sense of belonging.

College Goal 3: Strengthen connections with our community

Objective 1: Create and expand partnerships with local K-12 and higher education institutions

Through the AUHSD Pledge, FJUHSD Partnership, and PYLUSD and BOUSH Promise, the Promise Program at Fullerton College has maintained and continues to build our partnerships with the high school partners to bring awareness of the educational opportunities available at Fullerton College, host events for students to explore the campus and programs available, and provide wrap around services for a smooth transition to college for our prospective students.

4.7 Describe how the program's outcomes support the achievement of the institution level SLOs.

Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.

Promise Program students sign the Promise Agreement prior to their first semester at Fullerton College. They receive an overview of the agreement either during an event or with an Outreach/Promise staff member to ensure they understand the requirements of the program. By working with students during their collegiate journey, we help them identify and set realistic goals and respond to changing situations that may impact their goals and eligibility for the program.

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

We track student milestone data (recent SEP, FA completion, units attempted/completed, math/English attempted/completed, GPA, etc.) on a weekly basis using Argos reports tied to several Banner fields. Once students sign the Promise Agreement, they show up on the Argos report. We utilize this data to provide in-time support. We also use Qualtrics surveys for program events.

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

The methods of assessment indicate that we are increasing the number of new students who are informed of available resources and important college timelines before they begin classes and throughout the first year, regardless of if they are part of the Promise Program. The assessment also shows students who are engaged with the Promise Program are more likely to re-enroll the following semester, more likely to be full-time vs part-time, and more likely to connect with Counseling and Financial Aid Offices.

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

Assessment results helped improve our collaboration across campus and across the district to improve student services. Some examples below:

1. Program ran entirely on hourly and non-permanent staff, including the Special Project Director → Permanent Director- EPP/Promise, two Classified SS Specialists, and Admin II.
2. Need for student-facing platform to increase student understanding of enrollment steps and program requirements → New Student Checklist created.
3. Need for one-stop-shop where students could receive information about various offices, programs, and services → New Promise Center opened.
4. Students needed additional support with financial aid → Advocated for more FA staff; increased FA and Promise/Outreach collaboration at local high schools.
5. Students feeling like they didn't know information in a timely fashion to be successful → Creation of Promise Canvas, purchase of Cadence texting, improvement of website design, increased social media bandwidth, and purchase of Starfish for better communication and case management.
6. Students not meeting with Counseling to create SEP until after registration opens → Development of targeted communication campaigns; Semester Check-in process developed.
7. Students not feeling engaged on-campus or with peers → Development of Promise events (e.g. Fall Mixer, Transfer & Tacos, Sweets 4 Scholars, etc.) and increased collaboration with other programs for increased participation (e.g. Career Center, Cadena Cultural Center, Transfer Center, Counseling Center, etc.)
8. The program originally functioned from the Special Project Director's office in the Counseling Center, leaving students confused on where to locate support from the overall program. The expansion from that to the initial Promise Center in room 2001 allowed students an identifiable and consistent area to receive support, but as the program rapidly expanded, the space became too small to accommodate all staff and students at one time. This led to staff having meetings at the lunch tables outside the center. → New Promise and First Year Support Center allowed for all full-time classified staff to have a designated space in the center, along with additional shared cubical space and areas for hourly, interns, and students to feel welcomed and safe to utilize.

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

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

Outcome 3: 75% of Black students starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention).

Outcome 4: 75% of Latinx/a/o students starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention).

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

- Updating the Argos Promise Agreement List to include gender identity.
- Utilizing the race/ethnicity column on the Promise Agreement list when assessing outcomes and identifying touch points of students from pre-enrollment events to completion of goals.

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

EPP/Promise director provides half-day staff retreats each semester to reflect on program event outcomes and student services data. EPP/Promise staff routinely share best practices across programs

and offices to improve events and services for students. The Promise Program presents program data to high school and community partners each fall for feedback and increased collaboration. Weekly staff meetings utilized to identify immediate student needs and assess services needed for implementation.

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

The Promise Program dashboard was one of the first student services dashboards built and continues to provide a program overview. Recently Promise Tableau dashboard was the model for the district-wide Promise dashboard currently in use. Each summer the Promise works with the Office of Institutional Effectiveness (OIE) to assess the outcomes presented on the dashboards and updates the dashboards as needed.

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?

Yes, we do see differences by race, ethnicity and gender. Unfortunately, because of time constraints and the data provided, we could not disaggregate our race/ethnicity data by gender, but we will for the next Program Review cycle to better understand the equity attainment gaps for student with intersectional identities.

The data shows that Black and Latinx students are not persisting at the same rate as other races/ethnicities. We will use disaggregated data to pilot a case management case load for these students and pair them with Promise Coaches and Peer Mentors early in their college journey.

More professional development opportunities for hourly employees, including student hourly, would be very helpful. Currently, we create internal professional development and have partnered with Hornets Tutoring to provide more learning opportunities for all staff, not just permanent staff.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

1. "The Pledge/Promise will improve student retention and full-time enrollment."
2. "The Pledge/Promise will research other Promise programs, continue to learn and collaborate across the district on other state programs and policies like Guided Pathways and AB705."
3. "As a result of participating in the Pledge program, there will be an increase in students' retention, success, and completion among the Pledge students in comparison to the general student population"

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

The Promise Program achieved previous goals 1 & 2, but still has room for continued improvement, collaboration, and learning.

It is more difficult to determine the success of goal 3 because we do not have access to clean completion data and “success” is a vague term that has to be defined by the campus at large.

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

We looked at the data presented in section 2.8 and the improvements listed in 4.1, 4.3, 4.4, and 4.8.

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

In order to meet the goals of the last Program Review we had to improve data collection, increase collaboration across departments, and expand our services. Improved data makes continuous quality assessment and improvement possible. The increased collaboration provides outside feedback and increased student participation. The expanded services allowed us to advocate for more staffing and a larger center.

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?

SAP #1 2018-2019 Program Review: “Space limitations for the Pledge.” With the opening of the Promise Center in room 2001, the Promise Program was able to provide a space for program students and Promise staff. This space was well utilized and loved by Promise staff and students, but quickly outgrown. The new Promise & First Year Support Center in room 119 will be opening in Spring 2023 to help expand the services provided by the Promise Program.

SAP #2 2018-2019 Program Review: N/A

SAP #3 2018-2019 Program Review: “Develop strategies to make the Pledge more effective at addressing equity gaps.” Promise staff has taken advantage of several professional learning opportunities with funding to learn how to address equity attainment gaps. Still, more intentional, collaborative, and structural changes are needed to fully address various equity attainment gaps that exist.

SAP #4 2018-2019 Program Review: “Additional Pledge Staff to support ongoing and improved Pledge services for first-year students.” The Promise staffing has improved from 1 Special Projects Director and 4 professional experts to now having a permanent Director, 2 of the 3 Student Services Specialists requested, an Administrative Assistant, 1 part-time Counseling faculty, and student hourly support (2.2). The additional staffing ensures the program is functioning as advertised, creates a consistent staffing structure to support hourly staff (student mentors and coaches), and in turn creates a pipeline of students, staff, and interns that become future student services professionals. The program grew much faster than predicted in the 2018-2019 program review with the passing of AB19, so additional staffing requests remain as part of this year’s Promise program review (4.5, 6.0 - SAP #1).

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

N/A

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Additional Promise Staff to support ongoing and improved Promise services for first year and continuing Promise students, especially for Black students and Latinx males to close equity attainment gaps.	
List College goal/objective the plan meets:	College Goal #: 4 Objective #: 2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Promise Program will increase the size of the staff to add a Classified Student Services Coordinator, part-time Student Services Technicians, a Financial Aid Specialist, and a full-time Counselor. With the increase the number of students served, additional counseling, mentoring, and coaching hours are needed to meet the Promise mandates (2.1) for these students as well as to enhance services to achieve increased student success. The Promise Program requires students to have 1 counseling appointment per semester, at least 1 Promise Coach check-in a semester (for intake, monitoring, referrals, financial aid eligibility, etc.), a complete financial aid application each year, and participate in 2 Promise events a semester. With over 3,600 students served in the fall of 2022 (see table 2.4), we will need consistent, permanent staff to meet these requirements and to sustainably serve our students equitably.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Outcome 1: The Promise Program will improve student retention and full-time enrollment. Outcome 3: 75% of Black students starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention). Outcome 4: 75% of Latinx/a/o males starting in Fall 2023 will re-enroll in fall 2024 semester (year-to-year retention).	
What specific aspects of this SAP can be accomplished without additional financial resources?	The Promise staff will continue to provide support to program students at our current capacity, but gaps in services will occur due to professional expert and adult hourly contract breaks.	
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	\$290,000: (1) Counselor at \$100,000 (1) Student Services Coordinator at \$80,000 (4) Student Services Technicians at \$60,000 (1) Financial Aid Technician at \$70,000	General funds, AB19 funds, Equity funds, district Promise funds, and FC categorical funds can pay for these positions.
Total Requested Amount	\$370,000	

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Allocated budget for campus-wide recruitment, onboarding, and collaborative program events.	
List College goal/objective the plan meets:	College Goal #: 1, 2, 3, & 4 Objective #: 1.4, 1.5, 2.3, 2.4, 3.1, 4.2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Currently, the Promise Program has funded events like FC Night, Summer START, and Future Hornet Days. These recruitment and onboarding events are expensive and require campus-wide participation, yet Promise funds are used instead of campus-wide funding. By designating a budget for these campus-wide recruitment and onboarding events, collaborative efforts across campus can better support students holistically and will increase student enrollment. Allocating a budget for these events will allow programs to provide more resources and staffing to ensure successful registration and enrollment. Events that provide more wrap-around services for incoming students creates a campus environment where prospective students alongside current students, faculty, staff, and the community, feel connected to Fullerton College and supported during their educational journey.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Outcome 1: The Promise Program will improve student retention and full-time enrollment. Outcome 2: Promise will host three community building events each academic year.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The Promise Program will continue to host events for incoming students, but limitations will be present due to rising costs of vendors, materials, staffing shortages, which in turn can create gaps in services and impact the overall outcomes of planned 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	\$25,000 to pay for additional staffing (overtime for Classified staff, hourly support, PE contracts for faculty)	General funds & new state reengagement funds
Facilities		
Equipment	\$25,000 for additional seating, tables, and sound (vendors)	
Supplies	\$50,000 for decorations, signage, and activities (vendors)	
Total Requested Amount	\$100,000	

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.

1. Grow the percentage of first-time students within the Promise Program, which in turn would increase the percentage of full-time students on campus. Knowing that birth rates and high school graduation rates are decreasing in our neighboring communities, we must increase the support for existing high school partnerships to maximize the percentage of graduating seniors that apply and enroll to Fullerton College.
2. Increase Promise student retention by providing more structured support. With the downward enrollment trends, we must focus on keeping the students we already have. By increasing retention and success, we can maintain FTES and not rely on increasing overall headcount, but full-time enrollment and degrees/certificates completed.
3. Improve data collection to better track exit data for Promise students and provide completion data that is accurate. Without reliable exit data we cannot fully see the impact of our programs and services.
4. Close equity attainment gaps for intersectional student groups, including Black and Latinx students. If we do not make the necessary structural and transformational changes necessary to dismantling existing processes that hurt BIPOC students, we will continue to see equity attainment gaps.

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

Additional funding is explained in section 6.0.

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 Promise Program has shown tremendous growth since the last Program Review; **growth in students served, program staff, and space** to welcome students.

- 800 students in 2018 → **3,188 students** in 2022
- 5 staff (1 hourly director + 4 hourly staff) in 2018 → **18 staff** (1 permanent director + 3 permanent staff + 1 faculty + 10 hourly staff + 3 interns) in 2022
- One small office and no student center in 2018 → **a new Promise & First Year Support Center** with 5 offices and space for students and hourly staff.

The program has been at the forefront of **innovation** and **agency** over the last 4 years which helped increase first-time student enrollment and retention.

- Created first student support program **Canvas**
- Advocated for the expansion of the North Orange Promise Program to include all first-time students **inclusive of DSS students** taking less than 12 units
- Created **new districtwide data structures**: New Student Checklist, updated Promise Agreement, revamped district coding for new Promise Banner page
- First **dissaggregated Tableau dashboard** within student services and model for district wide Promise Tableau dashboard
- Piloted first **virtual Counseling Zoom platform and online SARS appointment system** (virtual group advising sessions and online Promise Counseling appointments on SARS) that are still utilized today for all Counseling services
- Provided leadership in CCCC initiatives like **Guided Pathways and AB705**.

- First program to pilot and utilize the **Starfish platform** on a large-scale for student engagement and case management
- Increased percentage of first-time students at Fullerton College from 13.27% in 2016 to **18.74% in 2021**
- Increased percentage of Promise students successfully earning 24+ units in the first-year from 17% in 2018 to **42% in 2020**
- **Higher retention rates** for Promise students after the first year in comparison to all other Fullerton College students and the national average
- Increased percentage of first-time students who **complete important milestones** like financial aid application completion and educational planning.

New and ongoing state initiatives call for Fullerton College to increase the number of students who complete higher education goals in a timely manner and close structural equity attainment gaps. To meet these goals and maximize the new student-centered funding formula we must increase the campus support for programs demonstrating success in increasing enrollment, retention, and student success. **The Promise Program data proves it can increase full-time enrollment, student retention, and successful course completion.** Additional support will allow the Promise Program to continue providing wrap-around services, case-management, and equitable support for all incoming students and continuing program participants.

9.0 Publication Review

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

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

In the far-right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheon@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication
First-Year Entry & Promise Program	2020	Current Promise & Pledge Students tab Remove both canvas page links Add: "Promise students are welcome to add our Canvas page for updates and information at https://fullcoll.instructure.com/enroll/WGLAP7. " Add: Schedule an in-person or zoom appointment through Starfish at https://nocccd.starfishsolutions.com/starfish-ops/dl/instructor/serviceCatalog.html?bookmark=service/243511 " Student Diversity Success Initiative tab Remove SDSI Life Skills Coaches information	https://vpss.fullcoll.edu/promise-remote-services/

RESEARCH REPORT

OFFICE OF INSTITUTIONAL EFFECTIVENESS AT FULLERTON COLLEGE



AUGUST 2021

North Orange Promise at Fullerton College By: Joe Ramirez

Introduction

In the Fall 2018, Fullerton College joined the [Anaheim Union Educational Pledge](#) in support of AUHSD students and graduates. After the first year, the program expanded to include all first-time college students enrolling at Fullerton College under the North Orange Promise program. By the Fall 2020 semester, the North Orange Promise program had expanded even further, offering firsttime students [two years of tuition-free education](#) among other services and supports.

The following data provide an initial view of the first three Pledge and Promise cohorts, and the milestones they have achieved at Fullerton College. The data below focus on Fullerton College students who were fully eligible for the Pledge or North Orange Promise program. Students are identified as Fullerton College students if they enrolled in a majority of their first-term units at Fullerton College or if their home campus is FC as identified in the student information system. In addition to focusing on Fullerton College students, this analyses only considers students who met all eligibility criteria for the Promise program, which includes the following:

1. Students are first-time enrollees in higher education after high school.
2. Students are identified as California residents or equivalent.
3. Students signed the Promise Agreement by the end of their initial fall semester.
4. Students enrolled in 12+ units within NOCCCD in the initial fall semester.
 - a. Students who are approved by Disability Support Services to enroll in fewer than 12 units are also considered to be eligible.
5. Students who completed their financial aid application for their first year.

Given the specific eligibility criteria, it should be noted that the Promise Program at Fullerton College supports and engages with many more students than who are identified in the cohorts below. In addition, the analysis also focuses on students who started in the fall semester and does not include the smaller subset of students who might have begun their college experience in the spring semester.

Analysis

The number of Promise students has increased each year, starting with a cohort of 745 AUHSD students in the Fall 2018 semester and reaching over 2,000 students in Fall 2020. In addition to the growth in the number of students, the program is reaching an increasing proportion of all firsttime resident students enrolled at Fullerton College. In this way, more than half of all first-time resident students at Fullerton College in Fall 2020 became fully eligible for the Promise Program. Table 1. Number of Students in North Orange Promise

Cohort	Cohort	% of First-Time Residents
Fall 2018 Cohort	745	17%
Fall 2019 Cohort	1,932	43%
Fall 2020 Cohort	2,004	52%

Fall 2021 Cohort 2,047 / 62%

**3,299 total 1st-time res fall 2021 (according to updated OIE data, spring 2022)*

In addition to the growth of the Promise cohorts in overall numbers, examining student demographics reveals a cohort in which nearly three-fourths of students identify as Latinx. Table 2 denotes the breakdown of students' racial, ethnic, and/or ancestry identities, with 76% of all Promise students from the first three cohorts identifying as Latinx, 10% identifying as white, and 6% Asian-identified students.

Table 2. Percentage of Students by Race | Ethnicity | Ancestry by Cohort

Race Ethnicity	Fall '18	Fall '19	Fall '20	Overall
American Indian	0%	0%	0%	0%
Asian	5%	6%	7%	6%
Black	2%	2%	1%	2%
Filipino	3%	3%	3%	3%
Latinx	81%	75%	74%	76%
Native Hawaiian	0%	0%	0%	0%
Two or More	2%	2%	3%	2%
White	7%	11%	11%	10%

Table 3 indicates the percentage of students from the initial fall cohort who continued their enrollment into the spring semester (% fall to spring retention). As an example, for students in the Fall 2018 cohort, the retention metric is the percentage of students who enrolled at Fullerton College in the spring 2019 semester. In addition, the fall to fall retention percentage examines those who enrolled in the following fall semester, and then the percentage of students who enrolled in three consecutive semesters. In this case, for the Fall 2018 cohort, the three consecutive semesters would be fall 2018, spring 2019, and the fall 2019 semesters. While the percentage of the Fall 2020 cohort who persisted into the spring semester declined slightly compared to the Fall 2019 cohort, it remained near 90% and partially reflects the beginning of the pandemic.

Table 3. Persistence Rate

Cohort	Cohort	% Fall – Spring Retention	% Fall to Fall Retention	3 Consecutive Semesters
Fall 2018 Cohort	745	86%	68%	66%
Fall 2019 Cohort	1,932	90%	73%	72%
Fall 2020 Cohort	2,004	88%		

When examining the rate at which students enroll in the first three semesters consecutively, broken out by gender identity, female-identified students have maintained their enrollment at higher rates than

male-identified students. For the Fall 2019 cohort, 76% of female-identified students enrolled in the Fall 2019, Spring 2020, and Fall 2020 semesters, whereas 68% of male-identified students similarly enrolled.

Table 4. Enrollment in 3 Consecutive Semesters by Gender Identity

Cohort	Cohort	% Female	3 Consecutive Semesters (Female)	3 Consecutive Semesters (Male)
Fall 2018 Cohort	745	49%	69%	62%
Fall 2019 Cohort	1,932	52%	76%	68%
Fall 2020 Cohort	2,004	55%		

Table 5 examines the percentage of the cohort who successfully earns 24 units or more in their first year. This analysis considers a student's first year to be the summer, fall, and spring semesters, meaning that for the Fall 2018 cohort, the units were counted if students successfully passed the course (with a grade of an A, B, C, or Pass) during the summer 2018, fall 2018, or spring 2019 semester. The Table shows an increasing proportion of students who successfully pass 24 or more units in their first year, increasing from 17% of the Fall 2018 cohort to 42% of the Fall 2020 cohort. It should be noted that the units considered for the analysis are only Fullerton College units and that these numbers may be slightly undercounting the total unit accumulation within the district given the cross enrollment at Cypress College for a small set of students.

Table 5. Percentage of Students Successfully Earning 24+ Units in First Year

Cohort	Cohort	24+ Units
Fall 2018 Cohort	745	17%
Fall 2019 Cohort	1,932	30%
Fall 2020 Cohort	2,004	42%

When examining the proportion of students by race / ethnicity / ancestry who earned 24 or more units in their first year, notable gaps emerge. For the Fall 2020 cohort, 37% of Latinx-identified students earned 24 or more units, while more than 50% among students with different identities earned 24 or more units in their first year (see Table 6).

Table 6. Percentage of Students Earning 24+ Units in the First Year (Fall 2020 Cohort Only)

Race Ethnicity	Overall
American Indian	*
Asian	63%
Black	50%
Filipino	52%
Latinx	37%
Native Hawaiian	*
Two or More	51%
White	53%

In addition to earning a certain number of units, it is important for students to complete a specific set of courses for their degree, including the transfer-level Math and English courses. Table 7 examines the proportion of students who successfully complete both their math and English transfer-level courses in

their first year. The table indicates a substantial increase, from 20% of the Fall 2018 cohort completing those requirements in the first year, whereas 35% of the Fall 2020 cohort did so even amidst the global pandemic. In addition, the Table provides a current look at the proportion of students who have completed their math and English courses at all. In a similar way to Tables 5 and 6, only Fullerton College courses are considered.

Table 7. Percentage of Students Completing Transfer-Level Math and English Courses

Cohort	Cohort	% English + Math TransferLevel in 1 st Year	% English + Math TransferLevel to Date
Fall 2018 Cohort	745	20%	32%
Fall 2019 Cohort	1,932	30%	41%
Fall 2020 Cohort	2,004	35%	35%

When disaggregating the percentage of students who complete their English and math-level transfer courses in the first year, less than one-third of Latinx-identified students completed such requirements. Table 8 shows the percentage of students from the Fall 2020 cohort disaggregated by racial / ethnic / ancestry identity who completed both transfer-level courses within the first year. Such inequities highlight the need to advance efforts that will improve the success of all students as well as intentional efforts that will address the disparities in opportunities and outcomes that are noted in this report and elsewhere.

Table 8. Percentage of Students Completing English and Math Transfer-Level Courses in the First Year by Race / Ethnicity / Ancestry

Race Ethnicity	Overall
American Indian	*
Asian	52%
Black	42%
Filipino	44%
Latinx	31%
Native Hawaiian	*
Two or More	45%
White	37%

A key component of students' journey is not only their successful accumulation of units, but that they create a comprehensive educational plan in coordination with a counselor. Table 9 examines the percentage of students who completed their first comprehensive educational plan before the end of their first year. In this instance, the percentage of students who completed their comprehensive plan within their first year was highest among the Fall 2018 cohort at 39% whereas just more than one-quarter of the Fall 2019 and Fall 2020 cohorts completed their comprehensive plan in the first year. This may due to the suspension of in-person services and counseling appointments starting in the spring 2020 semester as well as the substantial increase in the size of the cohorts. While the percentages of the cohort completing a comprehensive plan decreased, it should be noted that the number of students increased substantially,

increasing from 289 Promise students from the Fall 2018 cohort who completed their education plan in the first year to 561 Promise students from the Fall 2020 cohort.

Table 9. Completion of First Comprehensive Ed Plan before the End of the First Year

Cohort	Cohort	Comp. Ed Plan in 1 st Year
Fall 2018 Cohort	745	39%
Fall 2019 Cohort	1,932	28%
Fall 2020 Cohort	2,004	28%

Another key milestone is the percentage of successfully completed units. The proportion of each cohort that has completed 30 or more units at Fullerton College, 45 or more units, and 60 or more units is shown below in Table 10. An important aspect to this table is that it does not consider similar timeframes, so the Fall 2018 cohort has had more semesters worth of enrollment to achieve such milestones; however, the table can illuminate the overall momentum of a cohort and the extent to which they earn sufficient units in preparation for transfer to a four-year institution.

Table 10. The percentage of students who earn 30+, 45+, or 60+ units at Fullerton College.

Cohort	Cohort	30+ Units	45+ Units	60+ Units
Fall 2018 Cohort	745	44%	34%	21%
Fall 2019 Cohort	1,932	50%	32%	10%
Fall 2020 Cohort	2,004	17%	0%	0%

The percentage of students who earn a Program Award at Fullerton College is a key metric that indicates the rate at which students are completing their intended programs. Although students may transfer without earning a certificate or degree, it is important for students to complete their intended course of study and transition with the credentials they have earned. As of August 1, 2021, approximately 12% and 6% of the Fall 2018 and Fall 2019 cohorts respectively have earned an associate degree. A few students have also earned a state-approved certificate without a degree, and when examining the percentage of students who have earned a degree or state-approved certificate, the percentages tick up slightly.

Table 11. Percentage of Students Earning a Degree and/or State Approved Certificate

Cohort	Cohort	Associate Degree	Associate Degree or State Approved Certificate
Fall 2018 Cohort	745	12%	13%
Fall 2019 Cohort	1,932	6%	7%
Fall 2020 Cohort	2,004	0%	0%

*As of July 7, 2021

The following table indicates the percentage of students who enrolled as a dual enrollment or special admit student at Fullerton College while in high school. Such metrics can be important in considering students' initial experiences with the College and how they may begin their journey before enrolling after

graduating from high school. Approximately one-third of all promise students enrolled in as a special admit student at Fullerton College prior to high school graduation. Whether through a specific dual enrollment course at the high school or by enrolling in a course of interest at the College, a proportion of students have had interactions with the curriculum and college processes before entry into the Promise Program. When considering only the students from the four local high school district (Anaheim, Brea, Fullerton, and Placentia), approximately 40%, or two in five, of the Promise Students previously enrolled in as a special admit student. These early connections and opportunities will be important to facilitate students' smooth transition into the Promise Program and will hopefully accelerate their progress towards their academic goals.

Table 12. Percentage of Students Previously Enrolled as a Dual Enrollment / Special Admit Student at Fullerton College

Cohort	Cohort	Prior Enrollment as Special Admit @ FC	Prior Enrollment as Special Admit @ FC (Local Districts Only)
Fall 2018 Cohort	745	27%	27%
Fall 2019 Cohort	1,932	33%	40%
Fall 2020 Cohort	2,004	31%	41%

Lastly, as the Promise cohorts have expanded in size, the high schools from which students are enrolling is also changing. While the initial Fall 2018 cohort was limited to graduates from the Anaheim Unified district, students from the Anaheim district comprised about one-fourth of the Fall 2020 cohort. About one-third of students from the recent two cohorts have come from the Fullerton Joint district, with an increasing proportion of students from Placentia Yorba Linda and from outside the local high school districts.

Table 13. Percentage of Students by High School District

Cohort	Cohort	Anaheim Unified	Fullerton Joint	Brea Olinda	Placentia Yorba Linda	Different District
Fall 2018	745	100%	--	--	--	--
Fall 2019	1,932	38%	36%	2%	5%	19%
Fall 2020	2,004	26%	32%	2%	11%	28%

Conclusion

Over the years, the Promise Program has expanded its reach, growing from a pilot program of approximately 750 students in fall 2018 to over 2,000 fully eligible students in the fall 2020 semester. As the program has increased in size, there has been growth in students' progress towards successful program completion, with students more likely to be completing their English and math courses in the first year, more students earning 24 or more units in their first year, and a consistently high rate of continuous enrollment. While there are notable increases in key momentum metrics, there are inequities in student experience and goal attainment that are highlighted here in this report, such as the disparities by gender in retention rates or the rate at which students earn 24+ units in their first year by race, ethnicity, and/or ancestry. In addition, the first set of Promise students are now earning their degrees and/or transferring. Further studies to ascertain the rate at which students transfer will be

important to understand students' journey to and through Fullerton College in addition to additional metrics and analyses that can further inform the development of the Promise Program.

APPENDIX B

Promise Non-Instructional Program Review Data Fall 2020, Fall 2021, and Fall 2022 Cohorts

Retention after First Term By Race/Ethnicity

**Data is excluded for categories with less than 10 students*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	88.6%	1469	87.8%
Asian	104	99.3%	130	92.3%
Black	23	78.3%	30	76.7%
Filipino	50	94.0%	40	97.5%
Hispanic	1103	87.4%	993	86.2%
Native American / American Indian	--	--	--	--
Pacific Islander	--	--	--	--
Two or More	46	89.1%	46	89.1%
White	161	91.9%	195	91.3%
Unknown / Decline to State	130	90.8%	33	93.9%

Retention after First Term Gender

**Data is excluded for categories with less than 10 students*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	88.6%	1469	87.8%
Female	868	90.6%	767	88.7%
Male	694	86.5%	652	86.3%
Non-Binary / Transgender	23	78.3%	18	100.0%
Unknown	36	88.9%	32	90.6%

Retention after First Year By Race/Ethnicity

(Enrolled in consecutive Fall, Spring, Fall)

**Data is excluded for categories with less than 10 students*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	73.9%	1469	76.4%
Asian	104	82.7%	130	86.9%
Black	23	69.6%	30	63.3%
Filipino	50	82.0%	40	90.0%
Hispanic	1103	71.4%	993	74.1%

Native American / American Indian	--	--	--	--
Pacific Islander	--	--	--	--
Two or More	46	73.9%	46	78.3%
White	161	78.3%	195	79.5%
Unknown / Decline to State	130	80.8%	33	81%

Retention after First Year Gender

(Enrolled in consecutive Fall, Spring, Fall)

**Data is excluded for categories with less than 10 students*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	73.9%	1469	76.4%
Female	868	78.7%	767	73.2%
Male	694	68.0%	652	79.1%
Non-Binary / Transgender	23	60.9%	18	88.9%
Unknown	36	80.6%	32	71.9%

Retained Two Years By Race/Ethnicity

(Enrolled in consecutive Fall, Spring, Fall, Spring)

**Data is excluded for categories with less than 10 students*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	64.7%	N/A	N/A
Asian	104	79.8%	N/A	N/A
Black	23	60.9%	N/A	N/A
Filipino	50	80.0%	N/A	N/A
Hispanic	1103	60.9%	N/A	N/A
Native American / American Indian	--	--	N/A	N/A
Pacific Islander	--	--	N/A	N/A
Two or More	46	69.6%	N/A	N/A
White	161	68.3%	N/A	N/A
Unknown / Decline to State	130	74.6%	N/A	N/A

Retained Two Years By Gender

(Enrolled in consecutive Fall, Spring, Fall, Spring)

**Data is excluded for categories with less than 10 students*

	Fall 2020 Cohort		Fall 2021 Cohort	
	Total N	% Retained	Total N	% Retained
OVERALL	1621	64.7%	N/A	N/A
Female	868	69.5%	N/A	N/A

Male	694	58.6%	N/A	N/A
Non-Binary / Transgender	23	60.9%	N/A	N/A
Unknown	36	69.4%	N/A	N/A

Unit Load of Fall 2022 First-Time Students

*Data as of 9/15/2022

	N	%
Full-Time	2470	66.2%
Part-Time	1400	33.8%



Fullerton College

Pathways Steering Committee (PSC) Recommendation for Faculty Senate and the President's Advisory Council

PSC Workgroup #2 – Entering the Path

ONBOARDING RECOMMENDATIONS

Goal:

1. Students arrive motivated, confident, and prepared for their first day of class.
 - a. Measurable outcome: Continue collaborating with the Office of Institutional Research (including the continuing First Year Student Survey)
2. Increase the points of contact and support to students during the onboarding process.
 - a. Measurable outcome: Measure points of contact and collaboration of services provided

Principles:

- Fullerton College is “radically student centered.”
- We will use inquiry to design, dream and build a better guided entry process to support students.
- We will actively engage students, faculty, staff, and administrators in the inquiry and design.

Collaboration:

- WG2 has met consistently with 10-12 members since Dec. 2018 ○ Meetings held twice per month focused on data collection, best practices, information gathering, and guided entry recommendations
- Information gathering at 4 Guided Pathways Symposiums ○ Approx. 300 faculty students and staff
- 2 Fall Flex Day Sessions
- Administered a First Year Student Survey during the first week of Fall 2019 ○ Result: approximately 500 student responses
- Outreach Efforts – Coordinated meetings with EOPS, Financial Aid, Admissions & Records, International Students Office, Counseling Department and others
- FC Student Focus Groups ○ 26 students over 4 sessions ○ Focus Groups revealed student needs, concerns, and recommendations.
- SENSE Data
 - 1,100 First-time students

Initial Benefits:

The ongoing conversations from Pathways Steering Committee (PSC) have already promoted positive changes.

- Admissions & Records transitioned to digital forms and registration support for START
- Financial Aid Increased collaboration and support during outreach and onboarding
- Counseling developed New Incoming Student Workgroup
- Student Services Webpage revisions after symposiums
- Onboarding programs and services effectively adapted to the virtual student needs, including but not limited to: Family Webinars, Virtual Counseling Services, and Virtual Summer Program (START)

Workgroup #2 Proposal		
Onboarding Step	Proposed Recommendations	Rationale
Application	My Path Support: Designate Lead/Coordinator to centralize and simplify SuperStrong (career assessment) implementation during intake process Identified Customer Relationship Management (CRM) tool/software	2019 Summer Symposium top recommendation from students, faculty, staff, and managers
Orientation	Taskforce (including students) to review and update online orientation	2019 Summer Symposium top recommendation from students, faculty, staff, and managers
Financial Aid	Continue to expand Financial Aid outreach efforts & explore possible ways to add additional support	Recommendation from: -Workgroup #2 meetings -High school partners -Promise data -Enrollment services
Counseling/ Placement	"Hornet Connection Days": hightouch services for students who need help with matriculation steps, FA & information about Promise Program (Currently: Virtual Group Advising; Drop-in Zoom Sessions)	- 2019 Summer Symposium top recommendation from students, faculty, staff, and managers - - Counseling department meeting -Ongoing workgroup #2 onboarding discussion -Outreach & Promise data

Family Night	"Hornet Commitment Day": Same as Family Night intended for our late commitment students. Invite them to learn about the Promise Program. Maybe keep "Family Night" title (Currently: Family Night Webinars & Virtual Promise Info Sessions)	- 2019 Summer Symposium top recommendation from students, faculty, staff, and managers - Ongoing workgroup #2 onboarding discussion -Outreach & Promise data
START (Summer Transition and Registration Time)	Utilize the PSC to evaluate an earlier academic calendar so registrar can register sooner	- 2019 Summer Symposium top recommendation from students, faculty, staff, and managers - Ongoing workgroup #2 onboarding discussion -Outreach & Promise data -Conversation with enrollment services
Smart Start Saturday	Re-evaluate Smart Start Saturday offerings to determine effectiveness and necessity	-Ongoing workgroup #2 discussion

Fiscal Implications to Guided Pathways Budget:

Workgroup 2 has reviewed the recommendations and has compared them to similar program activities to determine the estimated cost needed to implement the additional onboarding events. At this time, the estimated cost of proposed recommendations is **\$65,000**. This includes \$5,000 one-time funds to support continued student participation in taskforce activities. It also includes \$60,000 annually for additional high-touch, campus-wide events to increase points of contact and support students during the onboarding process. The Guided Pathways budget could pay for these costs for the next two years and then we recommend that over the course of the next two years the college explore ways to make the \$60,000 annual cost for high-touch student support as part of the regular campus budget.

Long-term Benefits:

- Aligning with the Vision for Success, these recommendations would provide opportunities for students from all backgrounds to succeed in reaching their goals. Ensuring our programs and services are intentionally student-centered and equity focused we hope to increase the number of students entering degree, certificate and career education programs; ensure students are prepared at the beginning of their college journey; reduce the time to completion, and eliminate the achievement gaps once and for all.
- Increase in student enrollment (FTES) through proactive outreach and by increasing the number of full-time students.
- Decrease semester attrition before census since students will be more prepared, i.e. have financial aid on time to purchase necessary books and materials, have a student education plan to eliminate registration confusion, feel more confident about college by having an onboarding support team ready to assist throughout the process.
- Increase college and career exploration via MyPath and SuperStrong integration with Fullerton College offerings.

- Increased semester to semester persistence by implementing a CRM tool for case management, increased communication with students, and proactive alerts to support their success.

Terms:

"Hornet Commitment Day": Same as the Family Nights we already have for our partnership districts*.

This event is intended for our late commitment students to learn about Fullerton College programs, services, and the Promise benefits. Currently Outreach hosts Family Night Webinars & Virtual Promise Info Sessions for this population of new students.

"Hornet Connection Days": scheduled events that provide high-touch services for students who need help with matriculation steps, financial aid, and Promise Program requirements who are not attending our partnership districts*. Currently Counseling has *Virtual Group Advising*, but we would like to expand this to include on-campus events which provide similar supports for new students.

MyPath: CCC MyPath applies a guided approach to the student onboarding process using data and preferences students have already shared to create a personalized experience during the CCC Apply process.

Orientation: although many programs have their own orientations, the orientation mentioned in the onboarding process is the online orientation which is part of the matriculation steps for new students.

START (Summer Transition and Registration Time): Summer onboarding program where students are able to: (a) identify programs and services they may need and understand where to find other resources on campus, (b) complete all matriculation (guided entry) steps, and (c) understand the registration process and feel empowered to register alone or have the opportunity to register with support staff, counselors, and volunteers

SuperStrong: A valid and reliable 60-item shortened form of the Strong Interest Inventory within the VitaNavis platform. It takes only several minutes to complete. Results are interactive providing insights by connecting to real world data from O*NET, Bureau of Labor Statistics, and IPEDS while displaying student's Career Interests as they relate to Fullerton College academic and CTE programs

*Partnership Districts: AUHSD, FJUHS, PYLUSD, BOUSD.

APPENDIX D

[Fierro Dissertation](#)

APPENDIX E

Promise Numbers

Prospective Students (data from New Student Checklist implementation with Promise Agreement reports)

Year	Promise Agreements Signed		CC 2	ST 1 CC 2	Res. CC2 & ST1	Orien. CC2 ST1 & Res	SEPP CC2 ST1 & Res	Financial Aid Application CC 2, ST 1 & Res
2022	Total Prospective # s Jan – June 30 th	3,190	of PA signed 2,101 (66%)	of PA signed 1,749 (55%)	of PA signed 1,592 (50%)	1,506 (95%)	1,346 (85%)	22-23 Missing: 243 (15%) 22-23 FAV: 281 (18%) 22-23 Complete: 1068 (67%) – Y/Y: 626 (59% of complete) – I/I: 442 (41% of complete)
	Outreach effort # s April - June 30 th	2,697	of PA signed 1,861 (69%)	of PA signed 1,665 (62%)	of PA signed 1,517 (56%)	1,448 (95%)	1,288 (85%)	22-23 Missing: 225 (15%) 22-23 FAV: 267 (18%) 22-23 Complete: 1,025 (68%) – Y/Y: 593 (58% of complete) – I/I: 432 (42% of complete)
	Pre-outreach # s Jan - March 31 st	493	of PA signed 242 (49%)	of PA signed 93 (19%)	of PA signed 82 (17%)	62 (76%)	38 (46%)	22-23 Missing: 44 (54%) 22-23 FAV: 10 (12%) 22-23 Complete: 28 (34%) – Y/Y: 25 (89% of complete) – I/I: 3 (11% of complete)
2021	Total Prospective # s Jan – June 22 nd	3,360	of PA signed 2,037 (61%)	of PA signed 1,767 (53%)	of PA signed 1,597 (48%)	1428 (89%)	1379 (86%)	21-22 Missing: 179 (11%) 21-22 FAV: 447 (28%) 21-22 Complete: 971 (61%) – Y/Y: 526 (33%) – I/I: 445 (28%)
	Outreach effort # s April - June 22 nd	2,891	of PA signed 1,776 (61%)	of PA signed 1,594 (55%)	of PA signed 1,436 (50%)	1,291 (90%)	1,247 (87%)	21-22 Missing: 152 (11%) 21-22 FAV: 405 (28%) 21-22 Complete: 879 (61%) – Y/Y: 473 (33%) – I/I: 406 (28%)
	Pre-outreach # s Jan - March 31 st	471	of PA signed 257 (55%)	of PA signed 167 (35%)	of PA signed 152 (32%)	105 (69%)	69 (45%)	21-22 financial aid data was not available until May 24, 2021.

Current Promise numbers

Promise Agreements as of 6/6/2022: 2,617

- Fullerton Home Campus: 1,622 ○ 1st time college students: 1,285
 - ✦ Residency: 1,155
 - ✦ June 2022 START Sign-ups: **1,145**

Promise Agreements as of 6/6/2021: 2,862

- Fullerton Home Campus: 1,729 o 1st time college students: 1,495
 - ✦ Residency: 1,332
 - ✦ June 2021 START Sign-ups: **1,273**

Calendly and Zoom Hour numbers

Calendly: Promise staff offered 1-on-1 Zoom or phone call appointments

Spring 2022 Total Appointments Completed: **270**

- Spring 2022 Completed appointments with coaches (1/3/22-5/20/22): **245**
- (Pilot) Spring 2022 Completed appointments with mentors (1/17/22-5/20/22): **25**

Zoom Drop-in Hours: Students were welcome to join our Zoom Drop-in hours with no appointment for assistance with Promise Eligibility, registration, general questions about Fullerton College, and connections to resources. During the Spring 2022 semester, **141** hours were available for students to join.

Spring 2022 Highlights:

[Jack Kent Cooke 2022 recipient Jessica Susanto](#)

Outcomes of Targeted Campaigns

0 units for Spring 2022 – 01/10/2022

Campaign:

2,166 1st time students who signed the promise agreement and not registered for their 2nd semester were sent an [email through Constant Contact](#)

- **115** of these students had previously unsubscribed from Constant Contact (did not receive email)
- **3** students did not have an email on file with Fullerton College

Out of the 2,166 students, **579** Promise Eligible students were called

Results:

Out of the 2,166, **223** students attempted units for Spring 2022 (**10%**)

- **202** students were registered for at least 1 unit at FC and an additional **21** were registered at CC

Under 12 units Promise Eligible – 02/01/2022

Campaign:

84 continuing students who were Promise Eligible, registered for part time units in Spring 2022 and not eligible for financial aid or receiving DSS services were emailed through constant contact and called to remind them of the 12-unit requirement for Promise.

Results:

- **35** students attempted more than 12 units for Spring 2022 (**41%**)
- **1** student is now coded as receiving services from DSS and remained eligible for Promise
- **49** students attempted less than 12 units for Spring 2022 (**58%**)

Financial Aid 2021-2022 Incomplete – 02/24/2022

Campaign:

341 students who signed the Promise Agreement, were registered for Spring 22 units, and did not have a 2021-2022 application complete (including verification) were [sent an email through Constant Contact](#).

- **156** had no application on file
- **185** submitted a 2021-2022 financial aid application and were pending verification

Out of the 341 students, **254** Promise Eligible (12+ units or DSS) were called

- **51** additional continuing students who were registered for less than 12 units and had “Yes/Yes” for 2020-2021 financial aid were also sent an email regarding their incomplete or missing 2021-2022 financial aid application.

Results:

As of 6/6/22, of the 341 students:

- **58** have a complete 2021-2022 financial aid package (**17%**)
- **148** have submitted a 2021-2022 financial aid application and are pending verification (**43%**)
- **135** have no 2021-2022 application on file (**40%**)

For the 2022-2023 Financial Aid Application - of the 341 students

- **138** have a complete 2022-2023 financial aid package (**40%**)

As of 6/6/22, of the 51 continuing part-time students

- **3** have a completed 2021-2022 financial aid application (**5%**)
- **17** submitted a 2021-2022 financial aid application and are pending verification (**33%**)
- **31** are still missing a 2021-2022 financial aid application (**61%**)
- **17** have a complete 2022-2023 financial aid package (**33%**)

Outdated SEPP plans for Continuing Promise Students – 04/11/2022

Campaign:

272 1st and 2nd year Promise students with Spring units were [emailed through Constant Contact](#) and called to update their SEPP. These students had an abbreviated SEPP from Fall 2021 or older.

Results:

As of 6/6/22, a total of **33** students from the 272 have updated their SEPP plans with a counselor. (**12%**)

- **27** students have created comprehensive SEPP plans with a counselor
- **33** students created an abbreviated SEPP plan in Spring 2022 with a counselor
- **6** students created an abbreviated SEPP plan in Summer 2022 with a counselor

Collaboration with CSUF GEAR UP-Level Up

Background

GEAR UP (*Gaining Early Awareness and Readiness for Undergraduate Programs*) is a federally funded program across the United States that inspires and prepares students for lifelong success through postsecondary education. For almost 25 years, the CSUF Division of Student Affairs has secured multiple GEAR UP grants from the US Department of Education. In 2014, CSUF GEAR UP acquired a multi-year grant that served students graduating in 2021 from Anaheim, Loara, and Katella high school. In a historic first for CSUF GEAR UP, the 2014 grant which originally ended in 2021, was extended until Summer 2022 to support students in their first year of college and consequently referred to as the Level Up grant.

In September 2021, a Level Up Program Coordinator reached out to the Promise Program to build a partnership since over 300 students from the Level Up grant indicated attendance at Fullerton College. Initially, the Promise shared information about upcoming events and deadlines but a high-touch approach was desired. To address this gap, in January 2022, Level Up hired 2 Promise staff members as GEAR UP Success Ambassadors.

Purpose

Over the past 8 years, Level Up students have developed close relationships with GEAR UP staff members. As the grant comes to an end, dedicated Promise staff are working towards building a community for Level Up students to continue to feel supported and strengthen their sense of belonging. To achieve this, Promise/Level Up staff have conducted 3 targeted call campaigns encouraging Promise check-ins, updating education plans, and providing resources for students on academic probation. An end-of-year destress drop in style event was held for a week at the Promise Center to celebrate the completion of students' first year; participants were gifted a "destress tool kit" to supplement a stress management module on Canvas.

Goals

- Directly engage with 80% of Level Up Promise students ○ Measurable Outcome: Number of unique emails/texts, appointments, and Promise Center visits
- Students will feel a sense of connection to Promise staff and FC campus through specialized events and resource referrals.
 - Measurable Outcome: Positive student feedback via end of year survey.

Numbers

February 7th, Pre-Success Ambassadors:

- High school seniors stating they planned to attend FC: **378** ○ Signed Promise Agreement: **272**
 - ✦ Enrolled in Fall: 225 (83%)
 - Part-time (1-11 units): 108 (48%)
 - Full-time (12 or more units): 117 (52%)
 - ✦ SEPP: 220 (98%)
 - Comprehensive: 40 (18%)
 - ✦ 2021-2022 FA: 221 (98%)
 - FA Application Y/Y: 163 (73%)

- FA Application I/I: 38 (18%)
- FA Application Y/N: 20 (9%)
- ✦ 2022-2023 FA: Data not available at this time
- ✦ 67% completion rate or higher: 142 (63%)
- ✦ 2.0 GPA or higher: 126 (56%) June 13th, Post-Success Ambassadors:
- Signed Promise Agreement: **273**
 - ✦ Enrolled in Fall and Spring: 180 (65%) **-18%**
 - Part-time (1-11 units): 90 (50%)
 - Full-time (12 or more units): 90 (50%)
 - ✦ SEPP: 176 (98%)
 - Created in Spring or Summer 2022: 53 (30%)
 - Comprehensive: 54 (31%)
 - ✦ 2021-2022 FA: 178 (99%)
 - FA Application Y/Y: 140 (79%)
 - FA Application I/I: 30 (17%)
 - FA Application Y/N: 8 (4%)
 - ✦ 2022-2023 FA: 131 (73%)
 - FA Application Y/Y: 77 (58%)
 - FA Application I/I: 27 (21%)
 - FA Application Y/N: 27 (21%)
 - ✦ 67% completion rate or higher: 112 (62%)
 - ✦ 2.0 GPA or higher: 104 (58%)

Feedback

Students completed a Qualtrics survey during the end-of-year distress event, which asked them to rate their first-year experience, how supported they felt by GEAR UP and Promise, the services they utilized, and how we could better support them in the future. 11 students completed the survey, one of which was not a GEAR UP student.

On average, students rated their first year experience a 4 out of 5, with the majority strongly agreeing that Promise and GEAR UP supported them and helped foster skills to be prepared for college. In addition to sharing appreciation for both programs, students highlighted the connections developed with peers (in-person and virtually) was the best part of their first year. It was suggested that we conduct outreach with a higher frequency and utilize our social media platforms more.

Various forms of outreach including personal emails, Constant Contact, phone calls, text messages, Canvas announcements, and social media posts were utilized when conducting call campaigns and promoting events. However, there was very limited student engagement.

Student Highlights:

- “Having amazing support from both programs I was a part of”
- “Receiving a lot of support from the programs”

Student Suggestions:

- "Workshops help out a lot, and giving us reminders and emails"
- "Posting more on Instagram rather than emailing and text"
- "Workshops on tips and tricks for class success (how to create relationships with professors)"

Sweets4Scholars *(incomplete data collection)*

February 14th and 17th | 9am – 12pm and 1pm – 5pm | Promise Center



Background

The Promise Program hosted Sweets 4 Scholars to recognize and congratulate first-year students who completed their first semester Fall 2021 with a 3.0 and above GPA or higher. To recognize this great achievement of dedication, passion, and perseverance throughout Fall 2021 720 students were invited to drop-in to the Promise Center to pick up a certificate, a Promise lanyard and candy. Students were also able to take pictures on a phot wall created just for them. For students that were unable to attend, a digital copy of their certificate was made available.

Goals

- Students will - ○ Measurable

Outcome:

To celebrate students that passed their first semester with a 3.0+ GPA and to treat them to some donuts

Event Numbers N/A

Feedback N/A

Spring 2022 Check-in

March 27th – June 3rd | Phone & Zoom appointments, Promise Center Drop-Ins

Background

The Promise holds semesterly check-ins for first year and continuing students. Check-ins can be completed via Zoom Drop-In, 1:1 phone or Zoom appointments, and in-person visits to the Promise Center. Students can address any Promise/Financial Aid eligibility concerns, learn about different programs and services available, and build a connection with peers and Promise staff.

The purpose of these check-ins has been to ensure students are on track to achieve their academic and professional goals. Spring 2022 Check-In was offered for 2 months, and a multitiered approach was utilized for outreach and marketing.

Goals

- Students will gain awareness of how to keep the Promise checklist up to date to ensure educational success.
 - Measurable Outcome: Increased number of updated SEPPs and completion and renewal of financial aid application for 2021-2022/2022-2023

Numbers

Campaign:

921 1st year students who signed the promise agreement, did not complete fall check-in, and attempted 3 or more units in Spring 2022 were [sent a constant contact email](#).

Of the 921, **521** students who had also completed a 2021-2022 financial aid application, a SEPP from Fall 2020 or sooner, and attempted 1 or more units Fall 2021 were called to encourage check-in completion.

Results:

As of 6/6/22, 339 students have completed check-in:

- 281 have signed the Promise agreement (**82%**)
- 145 check-ins were from students who received a call (**43%**)
- 14 check-ins were from students who were sent an email (**5%**)

March 18th, Pre-Check In Data of the 339 that completed Check-In:

- **196** had met with a counselor Fall 2021 or Spring 2022 (**58%**)
- **66** additional students had a comprehensive SEPP from Fall 2021 or Spring 2022 (**19%**)
- **280** had submitted a 2021-2022 financial aid application (**99%**) ◦ FA Application Y/Y: 210 (**62%**) ◦ FA Application I/I: 123 (**36%**) ◦ FA Application Y/N: 5 (**2%**)
- **15** had submitted a 2022-2023 financial aid application (**4%**) ****limited data available at the time****

June 6th, Post-Check In:

- A total of **87** students from the 339 have updated their SEPP plans with a counselor. (**26%**)
 - **40** students have created comprehensive SEPP plans with a counselor
 - **40** students created an abbreviated SEPP plan in Spring 2022 with a counselor
 - **7** students created an abbreviated SEPP plan in Summer 2022 with a counselor
- **240** submitted a 2022-2023 financial aid application (**71%**) ◦ FA Application Y/Y: 105 (**44%**) ◦ FA Application I/I: 97 (**40%**) ◦ FA Application Y/N: 38 (**16%**)

Feedback

Students were asked to complete a 3 question Qualtrics survey as a means of tracking student participation and learning more about the Fullerton College experiences students enjoy. We received 339 responses from first year and continuing students, Promise and non-Promise students.

Overall, students shared that they have had a positive experience at Fullerton College. They feel supported by campus counselors, professors, and staff. They also emphasized that FC offered many opportunities allowing them to explore various professional and educational paths.

Lastly, to promote Spring Check-In, on March 27th Promise emailed 931 students resulting in a 60% open rate and 15% click rate. A targeted call campaign to 521 students was started the following day, however, 70% of calls either went to voicemail or, if the voicemail box was full, a follow-up email was sent. On March 30th, a social media post and Canvas announcement were also shared. There was a significant uptick in the number of check-ins completed after the social media post and Canvas announcement. It appears students respond better to social media rather than emails or calls. Other thoughts were to try texting and communicating clear expectations in a student-friendly manner to take the uncertainty out of what a check-in consists of.

Student Highlights: What is your favorite part of being a Hornet?

- “The thousands of resources available to us!”
- “I like how everyone is caring and genuinely loves to help each other out.”
- “Having access to the many resources I can get is super supportive. It's a relief to have many people and groups to help me out.”
- “I love how inclusive this college is and how open it is for everyone. I love that I have access to everything at my fingertips.”
- “My favorite part of being a hornet is that there are so many opportunities to become who you want to be and learn so many new things.”
- “My favorite part is not worrying about tuition and the amazing professors that I've had so far.”
 - “My favorite part about being a Hornet is being surrounded by my peers and allowing them to inspire my drive and motivation in my academics.”

Promise Graduation Celebration

April 29th & May 2nd- 5th 2022 | 9am-5pm drop-in style | Promise Center



Background

As part of its mission to celebrate students from beginning to end, the Promise Program hosted a drop-in Promise Graduation Celebration from April 29th-May 5th outside of the Promise Center (building 2001). The event hosted roughly 154 students to celebrate all Promise students earning a degree, a certificate, or transferring to a 4-year university. Students dropped in throughout the day from 8:00am-5:00pm (Apr. 29th) to pick up a sash, enjoy a meal, and participate in activities. Students that were unable to participate on April 29th were invited to stop by the Promise Center to pick up their sashes and a snack (chips or cookies) the following week of May 2nd-May 5th.

Goals

- Students will feel celebrated and validated for their accomplishment of graduating, transferring, or finishing their time at Fullerton College.
 - Measurable Outcome: As students come in, they will be checked off on our list for tracking purposes and be gifted a Promise sash and some goodies.
- Students will feel a sense of connection with their peers, staff, and Promise Program.
 - Measurable Outcome: Students participated in activities leaving hopeful messages on our message board and utilizing the professional photographer we had set up.

Numbers

- 12 active staff members assisted at the event
- Milestone (next steps) Survey: 217
- RSVP Survey: 152
- Total Promise Graduation Friday, April 29th participants: 78
- Total Promise Graduation Drop-in May 2nd through May 20th participants: 76

Staff Feedback

A Qualtrics survey was sent to all participating staff members to learn more about their experience with the development and execution of the Promise Graduation Celebration. We received 7 responses representing the following: committee members, support staff, and observers.

The majority of the event was comprised of support staff n=5 (71.4%) followed by committee members n=1 (14.3%) and observers n=1 (14.3%). Most of the support staff felt confident about their roles and responsibilities. Some of the feedback given was that an event training or meeting could have been helpful as well as distinguishing the milestone vs the RSVP email. Some positive feedback included that most felt the outreach efforts were great, students were responsive, and staff felt the quality of the event was excellent.

To promote this event, we shared to social media via Instagram stories and posts, called students through targeted campaigns, sent email invitations as well as follow up emails, and shared to Canvas.

Promise Center Staff Suggestions:

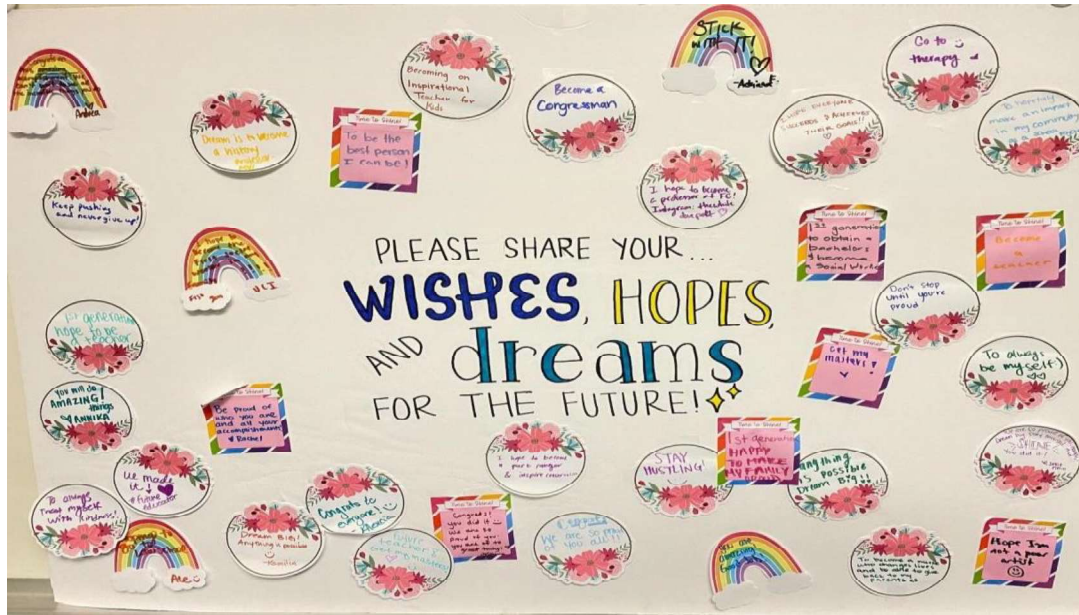
- “Having some games could have been fun for students to interact with each other.”
- “A proper training going over what is expected would be nice; the day of there should be a quick run through of what is expected.”
- “The conflicting timeframes made me nervous knowing students signed up from 5pm-6pm and we had the photographer until 6pm, but staff scheduled until only 5pm.” • “Consider having this type of event during the week as opposed to a Friday.”

Promise Center Staff Positive Remarks:

- “My favorite event so far!”

- “This event was very well planned and executed. Students and their loved ones appeared to be having fun and seemed to appreciate the hype they received for such an incredible accomplishment!”
- “I only came at the end but the set up was so cute!”
- “The event ran very smooth, and the students seemed to enjoy themselves. Overall great event!”
- “Overall I think the event was very successful!”

Student Message Board



- “Get my masters!”
- “To always treat myself with kindness”
- “To become a nurse who changes lives and to be able to give back to my parents <3 ”
- “I hope to become a park ranger and inspire conservation”
- “Go to therapy :)”

Other Notes

Pictures & Videos of the event

FC Day: Future Hornet Celebration

Thursday May 12, 2022 | 5:30 PM – 8:00 PM | Fullerton College Quad



Background

FC Day: Future Hornet Celebration welcomed all prospective first-year students to celebrate their commitment to Fullerton College. Prospective students and families had the opportunity to learn about the different programs and services available through a self-paced campus tour and check their matriculation and Promise status. The purpose of this event, formally known as Promise Night, has been to help increase the number of Promise students enrolling at Fullerton College.

Goals

- Students will feel excited about attending Fullerton College, learn about available programs and services, check matriculations status, and have an opportunity to demonstrate their commitment to the Promise Program.
 - Measurable Outcome: Students will sign the Promise Agreement for tracking purposes. Increased matriculated incoming student numbers for Fall 2022.
- Students will feel a sense of connection to the campus, students, staff, and faculty through facilitated and self-paced tours.
 - Measurable Outcome: Positive student feedback via exit survey.

Day of numbers

- 168 students checked in at the event
- \$4,500 in scholarships awarded
- 74 students signed the Promise Agreement during the event
- All 12 divisions were represented during FC Day
- 35 programs and services tabled during the event for students to learn more about majors and support available to them at Fullerton College
- 17 volunteers which included current Fullerton College students, alumni, and graduate students gaining hands on experience assisting students

Feedback

A Qualtrics survey was sent to all participating students, volunteers, staff, faculty, and campus leadership to learn more about their experience of FC Day: Future Hornet Celebration. We received 30 responses representing all types of participants.

Overall, students shared that they had a positive experience during FC Day. They felt connected with the programs and services available and enjoyed being able to speak directly with professors and counselors. Some areas of growth based on the results of the survey would be clearer instructions on how to navigate the event, have more programs available, and clear signage.

Our team wanted to take as many precautions as possible in planning a large-scale event during the uncertain predictions of future covid cases. The concept of having academic division tables in front of their building was made to spread students throughout campus. We hope that in future events we can bring all programs and services back to the quad to maximize their interactions with students.

Lastly, to promote FC Day, Outreach and Promise mailed postcards, sent emails, shared social media posts, and shared the event with local high school partners. Some feedback was to bus in students from the schools and to advertise more so students are aware of the event. With that feedback in mind for future planning, we will finalize an event date sooner so we can share a “save the date” with partner school sites, NOCE, and the community much earlier. Other feedback shared was to keep the same event name so it is easier to promote consistently year to year.

Student Highlights:

- “I did get a picture with buzzy and was able to get some clarity on a predicament I was in when it came to sports.”
- “Chatting with staff members at the booths. Having a good feeling about the college. Feeling excited about the student activities. Speaking to my counselor. The outgoing and cordial energy provided by the staff members”
- “Learning about studying abroad. The staff there were super informative and have me information which I will surely take advantage of”
- “Meeting the professors” & “Talking to teachers”
- “It was a great experience”

Student Suggestions:

- “Add more booths if there are more to explore”
- “Advertise harder somehow and make it more enticing, and in your emails you need to do a better job of describing what is going to happen when you do show up.”
- “Let the students know that it would be better to apply to Fullerton College in advance so that they can already have their ID number.”
- “A louder mic or speaker!”

Fullerton College Faculty, Admin, and Staff Highlights:

- “Everything was so organized and festive. It was a great atmosphere and a lot of people left feeling happy and excited about the Fall semester.”
- “Some highlights include the awesome set up of booths that were spread out throughout the campus. I also loved the VIP section and the PROMISE light up letters.”
- “Administration, faculty, and student enthusiasm”

- “Students actually asking questions that were very in-depth about the program”
- “Meeting and helping potential student-athletes and speaking with other faculty from various departments.”
- “Meeting new students.” & “Speaking with the students” & “interacting with parents, students and staff”
- “It was nice to see a constant flow of students! I enjoyed the campus decorations and seeing staff with matching t-shirts. I also thought the map and agenda provided beforehand were very helpful!”

Fullerton College Faculty, Admin, and Staff Suggestions:

- “I think that the event was very successful. I am not sure if this is helpful but would it possible to bus in students? Would that be a way to get even more students to the event? Honestly that would be my only suggestion. “
- “Place ALL tables in the quad. Our location got very few students. Return to the HS Family Night model where all programs are in the same area.”
- “Allow for more tables. Our area was limited to only two.”
- “Perhaps tape a map on each table indicating the tabling locations of participating departments/offices.”
- “Give students questions to ask faculty about their program.”
- “Have more of the CTE programs there, especially Tech and Engineering Division. We had a lot of students ask about their programs.”
- “I would work towards making it an even more lively event for students. I would suggest playing music and getting better speakers towards the back of the quad.”

Other Notes

Webpage: <https://promise.fullcoll.edu/fcdays>

Novasky Photography [Photobooth photos and gifs](#)

Courtesy of Eli from SSS - [General Event Photos](#)

Looking Ahead for 2022-2023

Staffing

In 2022, Promise expanded by hiring 2 Student Services Specialists. An Administrative Assistant II position is currently in progress to be filled to support Educational Partnerships and Programs (Promise) events, budget, and other support.

First Year Experience New Staff

- Faculty Coordinator: **Kim Vandervort**
 - Student Services Coordinator: **Kyle Stroud**

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



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.