

Preview

Status: Closed

Details

College

Fullerton College

Assurances

Guided Pathways

I have read and adhere to the [Guided Pathways Legislation and Goals](#).

Yes

Student Success Metrics

I am familiar with the [Student Success Metrics](#).

Yes

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Data Sharing

The Student Success Metrics (SSM) will be shared with the campus stakeholders as part of the Guided Pathways process.

SSM Data Sharing

I agree with the SSM data sharing.

Yes

Pillar 1. Clarify the Path

Practice A

Programs are organized and marketed in broad career-focused academic and communities or "meta-majors". (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

After beta testing the six meta-majors (we are calling our meta-majors “Hornet Pathways”), we have revised our list and have finalized seven pathways to organize the over 250+ programs on our campus into broad career-focused academic communities.

The seven include:

1. Business
2. Visual and Performing Arts & Design
3. Science, Health and Wellness
4. Applied Technology, Engineering, and Mathematics
5. Public Service and Education
6. Language and Communication
7. Social and Behavioral Sciences

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Sort all degree and certificate programs into the new Hornet Pathways. Present recommended classifications to the Faculty Senate and the President's Advisory Council.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Fullerton College CTE instructors work towards aligning our programs with labor market needs to equip students with 21st century skills and prepare them for in-demand occupations in high-growth industry sectors. CTE helps students identify a career path and develop knowledge and skills essential for employment and prepares them to enter the workforce. CTE also helps incumbent workers seek advancement or career changes. Fullerton College offers high-quality, rigorous CTE programs, and many lead to an industry certification or license and a postsecondary certificate or degree, enabling graduates to gain employment in a high-growth industry sector upon program completion.

CTE instructors are consistently developing new certificate and degree programs to align with career pathways and meet employer needs. Using Labor Market Information (LMI) resources and data, our CTE programs help determine if there is job market supply, demand, required skills, specific training and student outcomes. Instructors can request LMI through the Centers of Excellence website. The Centers of Excellence provides statewide, regional and local labor market research to support CTE instructors in developing new programs and designing curriculum. Prior to developing a new program, instructors are required to submit program application through the Los Angeles/Orange County Regional Consortium. The LAOC Regional Consortium will vote for program recommendation prior to submitting formal program application to the Chancellor's Office.

Discipline faculty at Fullerton College are experts in educating students in their disciplines. They work together and with the Curriculum Committee to develop associate degrees that prepare students to continue discipline study at a university. They consult with colleagues in their disciplines at CSU, UC, and private universities to ensure the lower division coursework in Fullerton College programs prepares students for their upper division coursework at the universities.

Fullerton College has been a leader in the development of Associates Degrees for Transfer, or "ADTs". This collaboration between the California Community Colleges and the California State University system produces transfer model curriculum (TMC) utilized by discipline faculty to create new courses and shape degrees that provide transfer students with additional benefits.

Transferable General Education patterns have been developed and are updated annually by the Articulation Office.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The Guided Pathways Steering Committee will work with our Program Review Committee to ensure that all programs are designed to maximize student success.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The campus has decided to purchase a subscription to Program Mapper. This software, produced by Concentrix Sky, will display curriculum maps created by our programs on the college website. Program Mapper will include information regarding employment and further educational opportunities for students.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We will begin data integration to Program Mapper in spring 2021. We will begin uploading completed Program Maps during summer 2021. The maps should be available on the campus web page beginning fall 2021.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this information is easily accessible on the college's website.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice ***

Design principles for our program maps have been adopted and piloted. We have also developed design principles for PSLOs and new ISLOs to inform these maps. Our goal was to have the 50 programs with the highest student participation over the last three years mapped by the end of Spring 2020. However, COVID slowed our progress. Fortunately, we have hosted two large Guided Pathways symposiums between spring 2020 and Fall 2020, and we have been able to map approximately 50 programs to date. We have many more to do, as we offer close to 250 degrees and certificates at Fullerton College

Timeline for Progress to Date**Term and Year**

Spring - 2020

Next Steps**Timeline for Next Steps**

Next Steps Toward Implementing Practice at Scale *

Complete a minimum of one program map for each of our 250+ degree/certificate programs.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Required math courses are appropriately aligned with the student's field of study (Note: This essential practice was moved from Area 2).

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice ***

Required math courses are appropriately aligned with students' field of study and a visual guide or map is offered to students in the course schedule each semester.

Timeline for Progress to Date**Term and Year**

Fall - 2018

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

Visual map of required math courses will be assessed, updated and integrated into specific maps for all transfer programs on campus.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 2. Get on the Path

Practice A

Every new student is helped to explore career/college options, choose a program of study, and develop a full-time program plan as soon as possible.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

We have two Work Groups that are focused on increasing our capacity and utilization of services that would help students explore career/college options, choose a program of study, and to develop and full-program plan as soon as possible. Our projects in this area include:

First, we have a taskforce that is proposing changes to the application process and to a student's MyPath experience that will allow students to participate in a diagnostic that will help them identify potential educational pathways and career options. This will help them pick their program of study during the application process. Our MyPath taskforce is also reimagining our approach to student orientation.

Second, we have a taskforce that is designing the First Year Experience for new students. The experience will include increasing a student's understanding of their career/college options, ensuring that students are enrolled in the program of study that best fits their academic goals, and helping students complete a comprehensive academic plan.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We have several steps to complete in Spring 2021. They include:

1. Seek campus approval for updates and revisions to MyPath that include career orientation as part of the application process.
2. Seek campus approval for the creation of a First Year Experience program.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Special supports are provided to help academically underprepared students to succeed in the "gateway" courses for the college's major program areas.

Scale of Adoption at Our College

Scaling in progress

Progress to Date**Progress to Date Implementing Practice ***

Most of our efforts to support students in their program of study have been housed in a program we call Hornets Tutoring

Hornets Tutoring is an embedded tutoring program that is designed to help students successfully navigate their chosen pathway through Fullerton College. We hire successful students and embed them in challenging gateway courses where they offer support both in the classroom and during organized study sessions that are generally right before and after class.

Students who participate in Hornets Tutoring benefit in several tangible ways.

First, and most importantly, they receive academic assistance in course content, directly impacting their grade in the course.

In addition to helping students with course content, Embedded Tutors are trained to help students adopt the study skills and academic mindsets necessary for long term success in college. During study sessions, students encounter strategies to develop stronger reading, note-taking, time-management, and study strategies that are appropriate to their pathway.

Also, Embedded Tutors model and nurture strong academic mindsets, such as help-seeking behavior, growth mindset, and mindfulness.

Furthermore, Embedded Tutors play an invaluable role as liaisons between students and the college as a whole. Embedded Tutors are well-informed about the various student support services on campus and help students get plugged into the resources they need to be successful. This could include things such as professors' office hours, academic counseling, the transfer center, tutoring services, mental health support, student clubs and organizations, and others.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We are just beginning to look at the roadblocks and hurdles facing students in our specific academic programs. To date we have been focused on increasing our success in Math and English as those two courses/requirements are negatively impacting students more than specific courses in our academic programs. Beginning fall 2021 our programs will start to focus on specific barriers within their specific programs during our regular Program Review cycle.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Special supports are provided to help academically underprepared students to succeed in the program-relevant "gateway" math courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

One of our major undertakings over the past few years in the Math Department was the creation of support courses for both Statistics and College Algebra. These two-unit support courses are offered immediately before or after the corresponding transfer-level course to provide additional time for students not only to grasp the content, but also to work on affective domain concepts, such as test taking and time management strategies and techniques to overcome math anxiety. Support courses for other transfer level course are now moving through the curriculum process.

We are continuing to work with various college programs, such as Pledge and the STEM initiative to support students with boot camps, workshops, and extra tutoring support.

We are supporting faculty in the use of technology by encouraging participation in the college's Online Teaching Certificate training and other professional development activities to strengthen the online support provided to all students.

FC MILES (Math Institute for Learning Enhancement Success) is a math support program designed to help students strengthen their math skills. As part of the program, students are provided access to ALEKS online math support software, computer and laptop access in the Academic Support Center labs, one-on-one tutoring, and targeted math workshops. In the summer and winter, FC MILES is a three to six week boot camp-style program during which students prepare for the math class they will take in fall and spring. During the fall and spring semesters, FC MILES offers thirteen weeks of concurrent support for students enrolled in a math class, primarily Math 100, 120, and 141. Students must be enrolled in a math class in order to participate during the regular semester, and the program offers flexible, just-in-time support that aligns with their specific course content.

Fullerton College uses CCCC's AB705 default placement guidelines to place students into College level Math and English courses. Local high school districts and CCCC share student transcript data in order for counselors meet with each student to identify which Math and English course is aligned with their major.

Timeline for Progress to Date**Term and Year**

Fall - 2018

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students enrolled in transfer level Math are getting access to them. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughput for English and Math courses.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Special supports are provided to help academically underprepared students to succeed in the "gateway" English courses by the end of their first year. (Note: This practice was added to the SOAA in February 2019).

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

We created an entirely new course, ENGL 101: Enhanced College Writing. In terms of articulation, the course is identical to ENGL 100: College Writing, in that it fulfills the college writing requirement for FC's GE pattern, the CSU GE Pattern, and the UC IGETC pattern. The curriculum has been enhanced, however. As opposed to four hour/four units, ENGL 101 is a five-hour/ five-unit class. The course outline of record indicates that the extra hour is spent addressing affective domain issues, introducing students to various campus resources, utilizing student success strategies, and requiring additional practice of course concepts. Additionally, current funding has allowed us to staff every single section of ENGL 101 with an embedded tutor to provide an additional "lifeline" to students who struggle with the workload. This class anticipated AB705 and Guided Pathways: it was first piloted in Fall 2016 as ENGL 100 Enhanced Instruction. The data was persuasive, and it went live as ENGL 101 in the fall of 2019.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The campus needs to evaluate the effectiveness of the changes we have made to support students. As we develop an understanding of what supports are working we will expand our efforts to be sure that all students enrolled in transfer level English are getting access to them. In addition, Fullerton College will continue to monitor and validate AB705 default placement throughput for English and Math courses.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

As a campus we are moving away from the "deficit mindset" inherent in this question. We are committed to designing our college to meet students where they are and to guide and support them through the completion of their educational program of choice.

When they arrive, we inform students of their rights to access transfer level coursework and/or academic credit English as a Second Language (ESL) coursework.

In addition to our efforts in Math, English, and Hornets Tutoring detailed elsewhere in this document, we have several support programs on campus that help all students succeed. Those programs include Promise, EOPS, CARE, CalWORKs, Foster Youth, DSS, Puente, Veterans, Umoja, among others.

The campus has recently purchased Starfish which will give us the chance to develop an early alert system for all students.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The campus recently purchased a subscription to Starfish, a new student/case management system. We plan to use this tool to help us connect and engage with students who might demonstrate that they are in need of support. We will be integrating Starfish into campus systems late spring 2021.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

We have several programs designed to motivate and prepare students to enter college-level coursework including:

1. Jump Start: A program to create awareness for both 9th-11th graders and all parents regarding community college.
2. Higher Education Night: Fullerton invites all parents of 9th-11th grade students to attend our Higher Education Night. Parents are informed about opportunities available at all levels of higher education.
3. Continuation Schools Initiative: The collaboration between Fullerton College, Gilbert, El Camino, Anaheim, La Vista, and La Sierra High Schools was created to increase the number of "continuations" that attend Fullerton.
4. Males Achieving Success (MAS): The goal of MAS is to encourage and support males in the 12th grade to pursue a higher education at Fullerton.
5. Fullerton's HS Counselors' Breakfast: Every year Fullerton hosts a one-day High School Counselors' Breakfast for approximately 120 participants from our feeder schools.
6. "YES to Our Community Programs": You + Education=Success Initiative: Fullerton has developed a new partnership with Alternative Education (ACCESS) Orange County Department of Education.
7. START Program: This program provides all first-time college students with an opportunity to gain awareness of the programs and services on and off campus that will help ease their transition to college.
8. Counseling 140: Fullerton offers nearly 50 sections of Counseling 140 in local high school districts.
9. Fullerton College HS Counselor Visits: Counselors help seniors who did not complete the Counseling 140 class complete their Student Education Plan (SEP).
10. Fullerton College's "Family and High School Senior Night": Introducing programs and services offered at Fullerton.
11. Dual Enrollment Project: Fullerton offers nearly 125 sections of non-counseling dual enrollment classes.

12. EOPS/CARE Annual College Prep Conference: Designed to motivate Title I students to consider higher education at Fullerton.

13. EOPS Outreach: Fullerton provides workshops to assist students with their Fullerton College, EOPS, and Financial Aid applications.

14. Principals' Luncheon: Each semester the President's Office and Campus Communications Office hosts principals from the college's 30 feeder high schools.

15. Outreach to K-8 Districts: Fullerton works with K-8 feeder school districts and their AVID programs to provide campus tours, showcase career education programs, and provide general college information.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Continue to collaborate with local high schools and other feeders to increase utilization of our services and support.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 3. Stay on the Path

Practice A

Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.

[Scale of Adoption at Our College](#)

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Students that choose to be part of one of our student support programs (EOPS, Puente, etc.,) are monitored for completion. Students that choose to make an appointment with a counselor are monitored for completion.

The campus is working to improve our ability to monitor and audit student progress. We are working to improve this on several levels.

First, we purchased a subscription to the Connect and Engage module from Starfish. This integrated student management system will improve our ability to monitor a student's progress. Starfish will also help us expand the network of student monitoring and support with the creation of student facing success teams.

Second, we are "cleaning up" our curriculum data in Banner. Our current degree audit software, DegreeWorks, is almost un-useable. One reason it is un-useable is that we have hundreds of clerical errors related to CID, GE Attributes, and Equivalencies. Our curriculum committee is reviewing the errors and approving updates. In spring 2021 those updates will be posted to Banner.

Third, we are changing how we onboard student academic records. Currently "other college transcripts" and AP units are not processed until a student applies for graduation. That means DegreeWorks does not reflect any transfer or AP units a student might use to fulfill program requirements when someone tries to complete a degree audit. We are currently updating our software systems and processes so that all transcripts and AP units will be processed and posted at the start of a student's educational journey.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Maintain momentum on Starfish integration, Banner Clean-up, and Student On-Boarding projects.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Students can easily see how far they have come and what they need to do to complete their program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Our college uses Degree Works to assess student progress on their program of study. Unfortunately, our Degree Works is currently unusable/unreliable because our curriculum AND student data in Banner are full of errors and omissions. As a result, we have been focused on updating our processes and data to ensure that we have accurate curriculum and student data loaded in Banner. Those projects include:

Creating a process and system that will allow us to process “other college transcripts” and AP units for students as they enter the college.

Updating clerical errors in Banner related to CID, GE Attributes, and Equivalencies with our sister college (Cypress College).

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Maintain momentum on Banner Clean-up and Student On-Boarding projects.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

The campus began a subscription to Starfish by Hobson's in the fall of 2020. As we implement the Connect and Engage module of Starfish we plan to develop systems and processes that allow us to utilize early alert in our ongoing student support efforts.

Timeline for Progress to Date

Term and Year

Spring - 2021

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Begin roll-out of Starfish to campus users.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.

Scale of Adoption at Our College

Not occurring

Progress to Date

Progress to Date Implementing Practice *

Fullerton College does not currently identify students we think are unlikely to be accepted into limited-access programs. We are committed to developing a process that allows students to move from one program or one path to another with as little interruption or impact on their academic goal.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Develop clear processes for students to use when changing programs of study.

Term and Year

Fall - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Fullerton College schedules courses with the input of the Vice President of Instruction, the academic Deans, and Department Coordinators to ensure that courses are offered at times that meet student demand.

Timeline for Progress to Date**Term and Year**

Fall - 2018

Next Steps**Timeline for Next Steps****Next Steps Toward Implementing Practice at Scale ***

Once Starfish and Course Scheduler, two new software systems, are installed we will be able to utilize predictive analytics that will guide future course offerings.

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Pillar 4. Ensuring Learning**Practice A**

Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Current ISLO/PSLOs and assessment practices were evaluated and determined to be inadequate. A task force made up of faculty and classified members of our Institutional Integrity Committee, our Student Learning Outcome Committee, our Program Review Committee, and our Guided Pathways Steering Committee Workgroup #4 worked to rewrite our Institutional Learning Outcomes (ISLOs). New campus ISLOs were approved by Faculty Senate and the President's Advisory Committee in fall 2020.

Pathways Workgroup #4 also created a set of design principles to guide the revision of our Program Student Learning Outcomes (PSLOs). Those design principles were approved by Faculty Senate and the President's Advisory Committee in spring 2020. We have been introducing these design principles to faculty as we work to create curricular program maps for each of our nearly 250 programs on campus. All academic programs will be asked to re-write their PSLO's by the end of fall 2021.

Timeline for Progress to Date

Term and Year

Fall - 2020

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We are using these design principles as we map our nearly 250 degrees and certificates. As part of the program mapping, departments will be asked to use the PSLO Redesign Principles to revise their PSLOs

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice B

Instruction across programs (especially in program introductory courses) engages students in active and applied learning, encouraging them to think critically, solve meaningful problems, and work and communicate effectively with others. (Note: This practice was added to SOAA in February 2019).

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

The Guided Pathways Steering Committee is currently creating an inventory of active and applied learning strategies being used by faculty on our campus. Once that inventory is complete, we will establish goals for increasing active and applied learning across all programs. We also plan to use the SENSE and CCSSE data (both the student data as well as the faculty data) to inform our work. Workgroup #4 will be creating a taskforce to focus on next steps for furthering this goal

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We will use the SENSE data from fall 2019 as well as the CCSSE data that we hope to gather during spring 2021. We had planned to administer the CCSSE during the spring 2020 semester, but the pandemic forced us to close the campus and postpone for a year.

Once we assess the results of the CCSSE and the Faculty Survey on Student Engagement administered in Spring 2021, we will propose a plan for increasing active and applied learning in courses offered at Fullerton College

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice C

Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad, and other experiential learning activities that program faculty intentionally embed into coursework.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

While we are aware of several successful programs on campus that allow students to deepen knowledge and skills through experiential learning, the Guided Pathways Steering committee is currently creating an inventory of activities for the entire campus. We are very proud to have one of the largest study abroad programs for community college students in the nation and several departments host student research conferences. We are also currently working to strengthen and expand our existing internship programs. Finally, we sent a team to the AAC&U Summer 2020 Institute on High-Impact Practices and Student Success. We plan to use that experience to inform our work to increase experiential learning opportunities for students.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We plan to assess the results of the campus inventory and propose a plan for increasing experiential learning opportunities for students by increasing the number of internship courses available as well as strengthen our employer and student outreach programs.

As we develop our ePortfolio pilot this spring, we will also have the opportunity to work with faculty to develop or strengthen signature assignments that allow students to apply and deepen learning

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice D

Faculty/programs assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Assessment of Program Student Learning Outcomes is part of the Program Review template that all campus programs must complete every four years. As noted above, however, our internal evaluation of our Program Review process demonstrated that this assessment is currently inadequate because of the way we have mapped and defined our PSLOs. Once new PSLOs are written the evaluation process should be more fruitful in the future.

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Now that our new Institutional Learning Outcomes and our new design principles for PSLOs are written, we plan to ask all programs on campus to rewrite their PSLOs. We will work with the Institutional Integrity Committee which is responsible for assessing ISLOs to develop a new assessment process hopefully involving ePortfolios. We plan to incorporate a similar approach to PSLO assessment in the next Program Review Cycle. We also plan to pilot the use of ePortfolios in some programs during the spring 2021 semester. We envision ePortfolios as a source for authentic program assessment in the future

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice E

Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Fullerton College requires that all programs report on the results of their SLOs in their program review. Programs are also asked to document how the SLO results are used to inform changes and improvements.

Timeline for Progress to Date

Term and Year

Fall - 2018

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

The college is in the process of rewriting our Program Review template. We are working to incorporate Guided Pathways in to the Program Review template to ensure that programs are evaluating learning outcomes and using those outcomes to improve instruction.

Term and Year

Spring - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Practice F

The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.

Scale of Adoption at Our College

Planning to scale

Progress to Date

Progress to Date Implementing Practice *

Currently the vast majority of programs use transcripts to document learning. Fullerton College has purchased ePortfolio software and we are beginning to explore how programs can best make use of this resource. We are launching an ePortfolio pilot with several programs during the spring 2021 semester

Timeline for Progress to Date

Term and Year

Not Entered

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

Once we pilot the use of ePortfolios in several programs, we plan to present recommendations to Faculty Senate and the President's Advisory Council on new policies and procedures that encourage the use of ePortfolios in our programs (assuming we find ePortfolios to be useful).

Term and Year

Fall - 2022

Term - Detail (optional)

Not Entered

Support

No support requested

Practice G

The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.

Scale of Adoption at Our College

Scaling in progress

Progress to Date

Progress to Date Implementing Practice *

Fullerton College participated in the SENSE survey in fall 2019 and received the results in spring 2020. We were scheduled to administer both the CCSSE and the Faculty Survey of Student Engagement spring 2020, but we had to postpone it until the spring 2021 semester due to COVID. We anticipate receiving results in summer 2021.

Timeline for Progress to Date

Term and Year

Fall - 2019

Next Steps

Timeline for Next Steps

Next Steps Toward Implementing Practice at Scale *

We received results of the SENSE survey. Now we are planning to administer the CCSSE and Faculty Survey of student engagement in the spring 2021 semester.

We plan to use results from both surveys to make recommendations to the Staff Development Committee to guide their planning of professional learning programs.

Term and Year

Summer - 2021

Term - Detail (optional)

Not Entered

Support

No support requested

Student Engagement & Support

Student Engagement: Implementation

In what ways are you continually engaging students in the planning and implementation of Guided Pathways on your campus? (Minimum of one required)

- Student survey(s)
- Students serve on campus GP advisory committee(s)
- Student focus groups


Engagement Efforts - Details *

1. SENSE and CCSSE surveys
2. First year student survey in Fall 2018
3. Two students on Pathways Steering Committee
4. Student focus groups for sorting and meta-major naming
5. Student participation in campus planning sessions (August and December)
6. Student survey (via app) for sorting and meta-majors
7. Student focus groups for student onboarding processes

Course Alignment

At the moment we are unable to evaluate the relationship between student education plans and course alignment. The campus is currently working to make the data necessary to explore that relationship available for decision makers. Our goal is to use student education plans to inform our course offerings and believe that our district and campus processes are working to make that a reality.

Year 2 Self-Assessment Upload

Document Title	Type	Uploaded	Comment
 Fullerton College SOAA 2019-04-30.pdf	Self-Assessment	2/3/2020, 4:47:23 PM	N/A

Success Story (Optional)

Story: Improving the On-Boarding Process for New Students

Title *

Improving the On-Boarding Process for New Students

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Matt Taylor	Faculty	mtaylor@fullcoll.edu	(714) 992-7364

Challenge *

The on-boarding process for new students is overly complicated, vague, and cumbersome.

Success Story *

Work group #2 was assigned the task of proposing a new on-boarding process that would help increase a student's sense of feeling prepared for the first day of class. Initially we focused on identifying the barriers students faced when applying, registering, and getting ready to attend the first day of class. As we came to know and shared those barriers with the campus changes began to happen immediately. Efforts made include:

- Admissions and Records plans to offer same day registration for Promise START (Summer Transition and Registration Time) students summer 2020.
- Admissions and Records updated website landing page “Steps to Enroll” <https://admissions.fullcoll.edu/steps-to-enroll/> to provide better instruction/steps for new students.
- Starting 2020, the campus will host one Promise Family Night for all incoming Promise students and parents to learn about campus resources. The event will include a resource fair with representation from multiple instructional and student services resources.
- The new Fullerton College Mobile App provides easy access for Promise students to sign the Promise Agreement to assure tuition is waved.
- The new Fullerton College Mobile App has real-time Google Maps and internal building office list and searchable information about what's in the building.
- Increased support for expanded financial aid services, including an Outreach-Financial Aid technician that will support our incoming high school seniors.
- Improved Promise website specific to student groups (first-time, feeder HS, non-feeder HS).
- Counseling Workgroup for website update.
- Increased the number of Growth Mindset and Mindfulness Ambassadors (GMMA) to provide ongoing campus-wide presentation (initially funded by PTI). Last summer presented to over 800 Promise START (see attached article). Starting February 14th, faculty can request classroom presentations.

Outcomes *

For students considering Fullerton College as an option in their education journey the process to apply, get financial aid, and register has become easier to navigate.

Vision for Success Goals

- ✓ Increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- ✓ Increase by 35 percent the number of California Community College students transferring annually to a UC or CSU
- ✓ Decrease the average number of units accumulated by California Community College students earning associate degrees
- ✓ Increase the percent of exiting CTE students who report being employed in their field of study
- ✓ Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups
- ✗ Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults

Story: Student Engagement

Title *

Student Engagement

Follow-up Contact Persons(s)

Name	Title	Email	Phone
Matt Taylor	Faculty	mtaylor@fullcoll.edu	(714) 992-7364

Challenge *

We wanted to make sure that we had strong student participation in the implementation of Guided Pathways at Fullerton College. In addition to wanting a large number of students we also wanted to make sure that we were getting a cross-representation of our student population as we began to talk about how we could improve our college.

Success Story *

As reported in the GP Newsletter for California Community Colleges:

Fullerton College is writing the playbook on engaging students in developing a Guided Pathways framework.

“Students are the experts on student experience,” said Fullerton College Professor Miguel Powers, who is co-chairing a Guided Pathways workgroup at the campus. “It shouldn’t be any other way.”

An August 14 symposium for campus workgroups is a case in point. As many students – 50 – took part in the strategic planning event as did faculty members, classified professionals or administrators, and their input is impacting the direction of Fullerton College’s Guided Pathways reforms.

The process was methodical; the college’s guided pathways leadership team that facilitated the student engagement – Deniz Fierro, Brandon Floerke and Dr. Powers – didn’t simply grab the first 50 students they saw to take part in the symposium. “We were intentional about trying to get a diverse group of students in the room,” Dr. Powers said.

Among the highlights:

- Student recruitment began by reaching out to counselors and coordinators with various programs on campus, including the Umoja Community, EOPS, the PUENTE Project and the North Orange Promise. That was followed by Fullerton College President Dr. Greg Schulz sending personal email invitations to every student, ensuring that no student was left out. To compensate students for their time, the college offered an honorarium of \$150, resulting in 250 student respondents; 50 were chosen for the symposium. Those who were not, however, remain engaged in the process.
- Students attended a detailed 4-hour training session the day before the symposium, which included student expectations, an overview of the symposium, an overview of the Guided Pathways framework and data on student achievement. Breakfast, lunch and snacks were provided.
- The training session prepared students not only to participate as equals in the process but helped them develop connections with their peers, providing critical social and emotional support for the symposium. “I was appreciative of learning other students’ insights,” said sociology major Janet Carreno. “It was invaluable.” As a result, on the day of the event, students freely engaged as co-participants with faculty, staff and managers and emerged as confident leaders.
- Students were debriefed following the symposium, which provided invaluable insights into student thinking and expectations. The debrief focused on developing a better understanding of the student experience, planning next steps, and encouraging their ongoing participation in the Guided Pathways process. Students not only said they felt valued that their voice was heard but laid out some of the goals they hoped to reach, such as adopting a program mapper similar to what is being implemented at Bakersfield College, improved guidance, more information about available financial aid, and an expanded Summer Bridge or Summer Bridge-like program.

“Our students provided great insight into some of our Guided Pathways plans moving forward, said Melissa Serrato, Marketing & Outreach Assistant who co-chairs the same Guided Pathways workgroup as Powers. “They shared experiences and challenges to help shape our guided pathways workgroup plans, and even created dream posters of what their dream guided entry process would look like. They also got a better understanding and awareness of what Guided Pathways is all about.”

Virtually every student who took part in the symposium said they wanted to continue working on developing Guided Pathways and signed up to participate in one or more of the ongoing Guided Pathways workgroups. Meanwhile, the college is now collaborating with its Institutional Research office on a ‘guided entry’ survey to include the voice of approximately 500 more students.

“Fullerton College is doing a remarkable job of centering the student voice in their Guided Pathways reforms. They are exemplifying what it means to create with students and not just for them,” said Libby Lee Curiel, one of three Guided Pathways regional coordinators in the Los Angeles/Orange County region.

Outcomes *

As stated above we have succeed at motivating students from a wide cross section of campus to become engaged in Guided Pathways work on our campus.

Vision for Success Goals

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