

Program	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?
Academic Support Center	As a result of the ASC's increased promotion efforts and stronger ties across campus, a greater percentage of students will use the ASC's services. (CONTINUING)	Compared ASC users (academic year) / total Fullerton College student body (academic year)	OIE	Yes	Evaluation and possible modification of ASC programs and promotion efforts
Academic Support Center	As a result of regularly using individualized tutoring sessions in the Academic Support Center, overall student success in their courses will increase. (CONTINUING)	Measured by OIE	OIE	Yes	Validation of the current practices of the Academic Support Center
Academic Support Center	As a result of regularly using individualized tutoring sessions in the Academic Support Center, course success for DI student groups will increase. (NEW)	Measured by OIE	OIE	Yes	Validation of the current practices of the Academic Support Center
Admissions and Records	Students notified of their OCT evaluation results will be able to register for classes that will satisfy requirements toward their degree or certificate completion.	Students will complete requirements for degree and/or transfer.	Banner data via ARGOS report	Yes	Increase in degrees awarded
Admissions and Records	This coding Dual Enrollment and student sin special programs will be used to assist in evaluating program effectiveness by tracking student retention and success.	Course completion Satisfactory Grades	Banner data via ARGOS report	Yes	Program effectiveness
Assessment Onboarding	Increased student transfer level completion rates in college level English courses while reducing in equity gaps.	Course placement/ completion data	Equitable placement (AB705) validation of practices data submission	Yes	Higher student throughput in completing college level English courses
Assessment Onboarding	Increased student transfer level completion rates in college level math courses while reducing equity gaps	Course placement/ completion data	Equitable placement (AB705) validation of practices data submission	Yes	Higher student throughput in completing college level Math courses
Assessment Onboarding	Increased FTE and enrollment into English/Math courses when students attend a New Student Group Advising session	Increased student registration	CCCCO Dashboard	Yes	Increased FTE and enrollment into English/Math courses when students attend a New Student Group Advising session.
Behavioral Health Services	New Improve student experience by involving students & community in Student Health Service program Student Health Advisory Board with a focus on social determinants of health and the impact of climate change on health.	Utilize meeting minutes	Record on the meetings and number of students attending	No	Minutes will record community input into health service offerings
Behavioral Health Services	New Reinststitute campus wide health promotion programs such as smoke out, pet therapy etc. That improve student health	Calendar will reflect the events are scheduled and held	Count the number of events and participants	No	Participation in various health related programs
Behavioral Health Services	New: Increase the number of students served each semester by utilizing campus specific survey data to tailor health education programs and health services clinical offerings.	Health services EMR will reflect increase in number of students seen and data will be collected at campus wide health education programs	Evaluation of data collected	Yes	Health services will reflect increased utilization and health education programs will reflect knowledge gained reflected in student survey post program. Surveys administered in clinic through the EMR.
Cadena Cultural Center	To successfully hire and onboard the full-time permanent positions of the Student Services Specialist and Administrative Assistant II supported and approved by Fullerton College's shared governance process	When full-time permanent Specialist and Admin. Assistant are approved to hire and onboarded	N/A	No	The district's commitment to prioritizing DEIA efforts at Fullerton College.
Cadena Cultural Center	Create a Social Justice Certificate Training Program for students in collaboration with campus partners.	Students will complete a series of workshops and reflect on their learning.	Track individual workshop attendance. Completion of all workshops will be required to obtain a certificate.	Yes	Students will complete Social Justice Certificate demonstrating College Values of Diversity, Equity, Inclusivity, Growth and will contribute to the vision to transform lives and inspire positive change in the world.

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CalWORKs	The CalWORKs Program will develop a new student application designed to assist the counselor gather information prior to the student intake appointment. In addition, a video will be developed which will provide the new student CalWORKs Program information. Students will be better informed as to what to expect upon intake, which county paperwork they need for their appointment and program processes. Both the application and the video will be posted on the CalWORKs website.	Upon meeting the student for the initial intake, the counselor will discuss the application process and information video in order to assess the helpfulness of this information, and identify any needed improvements for the application process.	Counselors will be responsible for tracking new student intakes and evaluating the success of the intended outcome.	No	That new students are better informed with regard to program expectations and county requirements as well as program processes.
CalWORKs	New student orientation workshops will be held in order to educate students with regard to the CalWORKs Matriculation process, county and program requirements, financial aid information, an in-depth overview of student support services and a campus tour. The goal is to provide a working knowledge of the CalWORKs Program, student support services and county processes	A survey will be provided at the end of the workshop in order to assess if goals were met.	Data will be collected via the survey results	No	New students will be better able to navigate the county and CalWORKs Program processes, as well as experience themselves as a part of the campus community
CalWORKs	Students' grade point averages will increase from semester to semester based on the increased requirement of student appointments and timely submission of APRs.	Program will review all term cumulative gpas each semester	Data is stored in Banner will be requested through OIE	Yes	The results will show an improvement in gpa from semester to semester
CalWORKs	Outreach efforts to teen parent programs, continuation schools, NOCE students and other community-based organizations will result in an increase in student referrals to the CalWORKs Program.	A referral question will be added to the CalWORKs application, asking what the referral source was to our program	The data will be collected by reviewing each application for referral resources	Yes	The results will show an increase in the CalWORKs student population
Campus Safety	- Radios purchased - Training completed - Interoperability with Cypress and Anaheim - Signed agreement with OCSD for broadcasting to blue channel for emergency backup- Control 1	-Purchased 22 digital radios -Installed radios in all patrol vehicles -Monitoring testing to Control 1 (OCSD)	- Each shift tests communication with Control 1	No	- Radios purchased - Training completed Interoperability with Cypress and Anaheim - Signed agreement with OCSD for broadcasting to blue channel - Control 1
Campus Safety	Purchase of parking permits online and using a QR code	Individuals purchasing permits, on-line	The receipts from the parking permit machines indicate that 39% of purchases are now on-line purchases	No	Equal and better access to the college campus for all constituent groups and visitors.
Career & Technical Ed	Increased enrollment of underserved students in CTE Programs	An increase in students from diverse backgrounds	Institutional data	Yes	Where we are increasing enrollments.
Career & Technical Ed	Development of a CTE apprenticeship program	The establishment of the program	Through institutional data	Yes	The demand for apprenticeships and students enrolled.
Career Center (Career Exp)	After completing the SuperStrong Assessment, students indicate that are aware of more majors and programs of study at Fullerton College, and indicate that the SuperStrong was a valuable experience.	Student Impact Survey after SuperStrong Assessment. Criterion: 80% success rate	Student Impact Survey via VitaNavis platform	No	Results will show that students who completed the SuperStrong are aware of more majors/programs of study at FC indicate that the SuperStrong was a valuable experience.
Career Center (Career Exp)	After attending the Uncertain About Your Major? Workshop, students gain knowledge of their Holland code and RIASEC theory to begin career exploration and major selection.	Post-Survey Criterion: 80% success rate	Post-Survey	Yes	Results will show that students who completed the post-survey confirmed their Holland Code and have knowledge of the RIASEC theory.
Career Center (Career Exp)	After attending the Uncertain About Your Major? Workshop, students create a SEPP.	Criterion: 80% success rate	DegreeWorks	Yes	Results will show that students had a Student Education Program Plan (SEPP) on file

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Career Center (Workforce)	Students who attend the resume workshop will be able to identify the 5 primary sections of an effective resume. (NEW)	Post-Survey Criterion: 80% success rate	Post-Survey	Yes	Students gain knowledge of the fundamentals required in drafting an effective resume
Career Center (Workforce)	Students who attend the interview workshop will know what the STAR method for interviewing is. (NEW)	Post-Survey Criterion: 80% success rate	Post-Survey	Yes	Students gain knowledge regarding how to answer behavioral interview questions with greater impact by learning this method
Career Center (Workforce)	The Hanger, Fullerton College's Career Closet will experience at least a 3-5% increase per year in the number of students attaining items from it. (NEW)	If there is at least a 3-5% increase each year in the number of students accessing and attaining items from the Closet, this outcome will be met	Review SARS data to see if the number of students utilizing The Hanger has increased, and if the number of items students attain overall from the Career Closet has increased.	Yes	The results will show that our future outreach efforts and collaborations across campus are successful, and that students are actively using this important service
Counseling	The counseling department will develop ESL Group Advising Sessions to meet the needs of this population SAO: The intended outcome is to facilitate a smooth transition into FC for ESL students	Measured by the number of students participating in ESL group advising as tracked in SARS	ESL group advising as tracked in SARS Tracked in SARS and requested through MIS Analyst	No	ESL students have unique needs and in evaluation of these needs both ESL and General Group Advising presentations were revamped to make more accessible to ALL student populations. Revision of terminology was primary and ESL presentation included slides with specific info related to
Counseling	New Goal #1: Increase the number of career exploration experiences during a student's first year	The counseling department will evaluate the data collected to analyze the number of career exploration experiences utilized during a student's first year	The counseling department will determine the criteria for each career exploration experience. Once determined, data will be collected using SARS tracking software and retrieved from the Career Center.	Yes	These interactions will enhance students' experiences at Fullerton College, establishing a studentcentered approach to student support services.
Counseling	New Goal #2: Track student contacts by Fall 2023 within the Counseling Department	The counseling department will evaluate the data collected to analyze the types of services students utilize.	The counseling department will use SARS tracking software to determine the number and reason code of students visiting the counseling center	Yes	Tracking student contacts in the counseling department will allow the department to plan staff accordingly, determine student demand for services, and examine trends in the tracking data.
Counseling	New Goal # 3: Students will receive a comprehensive educational plan by the end of their second semester	The Counseling department will gather and evaluate data collected to identify the number of completed Educational Plans on Degree Works by the second semester at Fullerton College.	Ed Plan data is stored in Banner and will be requested from OIE	Yes	The information will inform us on the student's progress and achievement toward their educational goals at Fullerton College such as, degree, certificate, and transfer completion
Counseling	New Goal #4: Increase the number of comprehensive educational plans for Black/African American students over the next 3 years to close the 30% gap that exists between Balck/African American students and the general student population	Measured by comparing the number of comprehensive ed plans for Black/African American students compared to general student populations	Ed Plan data is stored in Banner and will be requested from OIE	Yes	Information will help inform: 1) Student progress towards goal completion and transfer, 2) Design counseling practices to best serve African American/Black student population

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Counseling	New Goal# 5: Increase completion of degree/certificate for Black and African American students	Develop a baseline for the percentage of completion of degree/certificate for Black/African American student. Once we have a baseline we have information to compare to moving forward	Degree and certificate completion data is stored in Banner. Disaggregated data will be requested from OIE	Yes	The information will help inform Guided Exit barriers and strategies to supporting student completion and transfer. The data will provide facts towards advancing Counseling Division and campus equity for Black and African American students
Counseling	New Goal # 6: The Counseling Center will increase Counseling Capacity by at least 5% over the next 3 years, adding 900 additional counseling hours. ** 17,994 x 5% = 899.70.	Counseling Capacity is determined by examining the available counseling contract hours for each counseling faculty (minus teaching as POL, reassigned time, committee responsibilities , coordination of programs) and comparing those hours to needed hours of counseling based on student headcount (with a goal of each student have 1 counseling appointment each semester)	The full-time counseling faculty contract calendars, SARS counseling software for scheduling, teaching assignment as POL, regular and consistent scheduled commitments are all used in an excel sheet to determine counseling capacity. Student Headcount is made publicly available each year through CCCC datamart and our campus Office of Instructional Effectiveness	Yes	The results will help us determine our college's counseling capacity needs so we can support each student by offering adequate numbers of counseling appointments and other counseling related services.
Disability	DSS Students will self-advocate with their instructors about their accommodation needs.	DSS students will selfreport via a survey after each semester	Qualtrics survey results each semester.	Yes	>90% of DSS students will report selfadvocating for their accommodation needs
Disability	DSS academic adjustments (accommodations) will assist DSS students in reaching their their academic goals.	DSS students will selfreport via a survey after each semester.	Qualtrics survey results each semester	Yes	>90% of DSS students will report DSS assisted them in reaching their academic goals
Disability	DSS students will feel that Fullerton College is responsive to their needs, and provides a welcoming and positive environment that makes them feel comfortable requesting assistance.	DSS students will self-report via a survey after each semester.	Qualtrics survey results each semester	Yes	>90% of DSS students will report FC was responsive to their needs and provided a welcoming and positive environment
Ed Partnerships & Dual Enrollment	Develop new partnerships with education and business partners to expand access to college.	a) Number of new programs b) Number of new courses	a) Master Roster b) Master Roster	No	Increased college know-how.
Ed Partnerships & Dual Enrollment	Strengthen institutional support for dual enrollment faculty professional development	a) Number of new training programs offered b) Number of participants	a) Master Roster b) Attendance Records	No	Increased knowledge and understanding of opportunities for impact
Ed Partnerships & Dual Enrollment	Increased academic preparation for college. • Improved study skills. • Improved course completion.	a) Quality control checks b) Collaboration with District, Deans, VPI, and Schedulers	a) Argos b) Solicit Feedback	No	Positive impacts on FTES and Apportionment collection
Ed Partnerships & Dual Enrollment	Decrease time-tocertificate, degree, and/or transfer.	a) Correlate with dual enrollment participation b) Impact of embedded tutors c) Impact of Pathway Program events and activities	a) Banner b) Hornet Tutoring c) Attendance and Surveys	No	Increased academic preparation for college. • Improved study skills. • Improved course completion.
Ed Partnerships & Dual Enrollment	Develop a robust dual enrollment & targeted pathways program.	a) Number of special admit students b) Number of discipline specific dual enrollment pathway programs	a) Banner b) Master Roster & Student Participation & Surveys	Yes	• Increased motivation for dual enrollment pathways. • Increased awareness of pathway opportunities and careers. • Increased academic confidence & selfefficacy.
EOPS & CARE	*We are retiring this outcome. Incoming EOPS students will successfully complete their first semester by participating in the Hornet Summer Camp	N/A	N/A	No	N/A

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EOPS & CARE	Increase the number of EOPS students successfully completing each semester in good standing	The number of EOPS students who are on probation will decrease.	Data will be collected with BANNER, requested through OIE, collected internally and tracked on spreadsheet EOPS will track the cumulative GPA upon entry through goal completion.	Yes	The results will evaluate the success and retention rate of EOPS students.
EOPS & CARE	EOPS will decrease the number of holds for program warning filed for the book service award every semester.	Students will be better informed about the EOPS program requirements and services so that the number of students qualified for the book service award and retained in the program will increase.	EOPS will internally track the requirements through the master list and at the end of the semester we will be able to identify how many students met all the requirements	Yes	Data will reveal the number of students who are complying by meeting all the requirements of the program.
EOPS & CARE	EOPS will increase and strengthen partnerships with local high schools and community partners. (This outcome has been met)	The EOPS Outreach Team has been tracking all outreach/in reach activities & workshops. This has enabled us to strengthen our partnerships with local high schools and community partners.	EOPS tracks these efforts internally. A spreadsheet is kept to date by updating all high school, community and on campus partnerships.	Yes	By keeping track of all our partnerships, this will better assist us to evaluate the effectiveness of the EOPS community partner collaboration
EOPS & CARE	75% of EOPS students will submit an Academic Progress Report (APR) during each term that they are enrolled in the program	EOPS will monitor that all students submit their APR within the giving deadline. This will allow us to assess their academic progress and monitor their GPA each semester.	EOPS will track the submissions of the APR through an internal spreadsheet. Reports will be pulled from CANVAS identifying all students who submit their APR within the giving deadline.	Yes	The results will show us an increase on APR submissions, retention and completion success.
EOPS & CARE	EOPS will partner with the Career Center to offer targeted career exploration workshops followed by MBTI and/or Strong Interest Inventory interpretations and career counseling sessions administered by EOPS Counselors.	EOPS Counselors will partner with the Career Center to offer EOPS targeted career exploration and career readiness workshops to provide our students a clear understanding of job development and placement as they identify the career direction they are pursuing with their identified majors. These workshops will be developed in collaboration with the Career Center fall 2023.	Data will be collected by using BANNER, and by an internal spreadsheet.	Yes	The results will demonstrate our students identifying specific majors and careers they are pursuing

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Financial Aid	To allow the processing of the CCPG Application to be completed fully online	Number of processed and paid CCPG	The number of CCPG has increased since implementation	No	Automation has provided positive results for students and staff
Financial Aid	We were forced to switch this fall to a new CCC Apply platform which requires us to create new email notifications. This is ongoing	Students are aware of status of their submitted application	Feedback from student	No	We will continue to communicate with students directly in an electronic format
Financial Aid	Reduce student concerns and questions regarding their financial aid status as all notifications will be sent through CCC Apply	Number of student visits and calls	Students continue to visit office and call	No	We will continue to try and provide relevant information to the student body
Financial Aid	To ensure students do not get dropped while waiting to get a paper form signed, turned into the FAO, and processed	Number of students dropped for non-payment	The number of dropped students for non-payment because of missing signature page has decreased to 0	Yes	Automation has allowed student enrollment fees to be waived as soon as they are registered
First Year Experience	NEW: 15% of incoming first year students will attend a student welcoming activity that introduces students to the campus community, support services, educational and career opportunities, study skills, and mindful growth.	Student attendance at student welcome events / orientations.	Student check-in process through Qualtrics or other technology.	Yes	Results will show which first year students are attending the events or not.
First Year Experience	NEW: Increase by 5% the number of students who accomplish all four of these benchmarks by the time they complete 30 units: - Complete comprehensive ed plan - Complete the SuperStrong assessment Complete college-level Math and English - Engage in at least one mindful growth experience	Four-year analysis of first year students, compared to results from prior cycle.	SARS data, Starfish data, Career Center SuperStrong completion data, OIE data, Badgr	Yes	Results will show a greater percentage of first year students are creating education plans, enrolling in English and Math, completing the SuperStrong assessment, and engaging in a mindful growth experience.
First Year Experience	NEW: 10% of first year students earn at least one FYE key area badge (Community, Career & Educational Exploration, Student Support, or Mindful Growth).	Review of Badgr pathway completion.	Badgr, which draws data from SARS, Canvas, and department data	Yes	Results will show first year students are participating in on-campus events and engagements.
First Year Experience	NEW: Increase by 5% the number of first year students who complete the full FYE Badgr Pathway, earning all badges in the four key areas of Community, Career & Educational Exploration, Student Support, and Mindful Growth.	Review of Badgr pathway completion	Badgr, which draws data from SARS, Canvas, and department data.	Yes	Results will show first year students are participating in high-impact oncampus events and engagements. The engagements are linked to student success outcomes.
Food Bank	NEW Increase the number of students served each semester informed by campus specific survey data to tailor food sourcing and referrals when possible	Yearly reports of unduplicated students	Food Bank check-in system	Yes	Usage by ethnicity, gender, and age
Food Bank	NEW Improve student experience by involving students in the Student Health Advisory Board with a focus on SDOH (Social Determinants of Health) providing access to healthy foods	Surveys results and meeting minutes	Surveys completed semester	Yes	Students feel they are provided access to health food options
Food Bank	NEW The number of students being served for Food Insecurity will increase as a result of improved Social Media Marketing and Food Bank Social Events	Survey results	Surveys completed each semester	Yes	More student learned about Food Bank Services as a result of social medial and social events
Foster Youth	FYSI will increase awareness and facilitate traumainformed practices pertaining to foster youth awareness	FYSI will collect attendance data on campus-wide staff development & flex day training.	Data will be collected through registration, attendance, and collection of the Qualtrics Survey.	No	Data will reveal the number of attendees and their demographic information
Foster Youth	FYSI will aid student participants by ensuring they are prepared for their courses, which will increase the average cumulative GPA.	FYSI will provide students with required course textbooks and required course materials.	FYSI will track cumulative GPA in Tableau Dashboard upon entry through goal completion.	Yes	Data will show whether or not this goal is met.

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Foster Youth	FYSI will increase the number of students completing a certificate, associate degree, graduate, and/or transfer to a 4- year institution.	FYSI will track the number of students who complete certification, graduate, and/or transfer to 4-year institutions.	FYSI will work with A&R, and Institutional Research to collect data on FYSI students who complete certifications and degrees and transfer to a 4- year institution	Yes	Data will show the number of FYSI students
Foster Youth	FYSI will increase the number of students participating through in-reach & outreach, and recruitment efforts. (new)	FYSI will target specific community agencies such as group homes, Los Angeles and Orange County Department of Social Services, and Los Angeles & Orange County Department of Education. FYSI will also conduct inreach efforts to the campus at large.	FYSI will develop an intake form that will be utilized at outreach events to collect recruitment information for potential students	Yes	Data collected from the outreach recruitment form will show an increase in student recruitment efforts.
Grads to Be	60% of G2B UndocuScholars will meet with our G2B academic counselor once a semester to update their educational plan (abbreviated, comprehensive) and ensure progress	At the conclusion of each semester 60% of UndocuScholars will have an update educational plan.	SARS using schedule code "G2B Academic Counseling" schedule/reason code and starfish	Yes	Timely persistence towards graduation and/or transfer.
Grads to Be	Currently about 33% of UndocuScholar applicants complete the UndocuScholars Orientation. Therefore, our goal is that 50% of UndocuScholars applicants will complete UndocuScholars orientation in the fall and as a result will receive a bookstore supply card.	Through case management document or software	Starfish or excel	Yes	Financial alleviation relating to book purchases.
Grads to Be	50% of UndocuScholars will fulfill all program requirements and as a result will receive a grocery supply card at the end of each semester	Through case management document or software	Starfish or excel	Yes	Decrease food insecurity among G2B students.
Grads to Be	60 % of G2B UndocuScholars will attend 2 events hosted by G2B	Through case management document or software	RSVP and attendance forms created through Microsoft word.	Yes	Increase sense of belonging among students
Guided Pathways	Increase number of programs that demonstrate unit load transparency for current and prospective students.	We will determine if this outcome is met if we see there is an increased number of programs submitting their program maps. More specifically, we aim to increase the number of program maps published in Program Mapper so that most of the programs (90%) are listed on the site. In turn, prospective and current students will be able to view more programs on the site.	We will collect this data from Program Mapper.	No	The results will show an increased number of maps on Program Mapper site. We hope to see an increase in traffic on the site that will be tracked through data/web analytics.

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Guided Pathways	Increase engagement between students, staff, faculty, administrators, support services, and programs across campus.	reviewing the number of students, staff, faculty, administrators, support services, and programs using Starfish to increase. We aim to increase the number of student support managers, department coordinators, faculty, and students to use Starfish to case manage their students. In three years, we expect student support areas such as Promise, FYE, TPP, AJPP, Umoja, Cadenda, LGBTQIA, G2B, and ReEntry to be using Starfish to support student success in their programs. We are also working on recruiting additional groups on campus that manage cohorts will join Starfish. In three years, we expect that a minimum of 50% of our department coordinators will be using Starfish to engage and support their majors. In three years, we expect majority of students (more than 50%) will be using Starfish to access campus resources, connect with programs,	We will collect this data from Starfish reports.	Yes	retention and program completion because Starfish allows student support professionals to connect with students earlier and provide support services. Starfish provides a holistic and real-time picture of a student's progress during the semester so that a student support staff member can provide early intervention which is key to keeping students enrolled and on the path to program completion. Second, Starfish also allows us to track the analytics associated with the engagements we create for students. Data from Starfish will help inform the next iteration of tracking items. Additionally, the results should show that more students have been engaged by the department coordinator of their program of record. The results should have the side effect of increasing the accuracy of their information, including major and contact information. Also, department coordinators can communicate directly with students in their programs to share information and engage in a holistic way. The results of increased number of students using Starfish will assist us in updating student
Guided Pathways	Increase number of students utilizing Portfolium software.	We will determine this outcome by monitoring the number of students utilizing Portfolium to document and reflect on their learning and by measuring metacognition through ePortfolio Pilot group surveys of students who are utilizing software as part of a course assignment.	We will collect data from Portfolium including student data and usage.	Yes	The results will show that students have an increased ability to understand how course material is connected to other aspects of their academic and professional journeys.
Honors Program	High retention and success rates	Reviewing the data	Office of Institutional Effectiveness	Yes	Retention near 90% Success mid-80s
Honors Program	Enrollment data	Reviewing the data	Office of Institutional Effectiveness	Yes	A drop in Black/African American students enrolled
Hornets Tutoring	Increase Black students attending tutoring and increase the number of Black students enrolled with an embedded tutor	Using data from the OIE	Student attendance data will be collected through starfish.	Yes	Results should show that there is an increased in the number of black students enrolled in a course with HT.
Hornets Tutoring	Diversity of tutors recruited and hired should match that of the student population.	Using data from the OIE	Applicant diversity information will be collected during interviews.	Yes	The diversity of the tutor's mirrors that of the student population.
HS Outreach	The Counseling Center's Outreach office will increase the number of seniors and parents who attend the Family and High School Senior Night to facilitate a successful transition for students into Fullerton College.	Sign-in sheets	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	Number of Family and High School Senior Night Participants
HS Outreach	65% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the online orientation	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information.	Yes	The percentage of students who submit an application to FC who complete the online orientation
HS Outreach	35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete the placement assessment	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who submit an application to FC who complete the placement assessment.

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HS Outreach	35% of the students from Fullerton College's 4 high school feeder districts who submit an application to FC will complete their educational plan within their first term	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who submit an application to FC who complete their educational plan within their first term.
HS Outreach	All dual enrollment and contract ed courses offered at Fullerton's high school feeder districts will have a fill rate of at least 60% each term		Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	All dual enrollment and contracted courses offered at Fullerton's high school feeder districts will have a fill rate of at least 40% each term
HS Outreach	18% of students graduating each year from Anaheim Unified will attend Fullerton College in the following fall term.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.
HS Outreach	26% of students graduating each year from Fullerton Joint Unified HS will attend Fullerton College in the following fall term.	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.
HS Outreach	22% of students graduating each year from Brea-Olinda Unified will attend Fullerton College in the following fall term	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.
HS Outreach	17% of students graduating each year from Placentia Yorba-Linda Unified will attend Fullerton College in the following fall term	Banner data	Data is stored in Banner. Outreach will work with OIE to obtain this information	Yes	The percentage of students who attend FC.
Intercollegiate Athletic	Athletic personnel will demonstrate they understand the CCCAA Bylaws by taking and passing the compliance exam	Test results will indicate that Athletic personnel understand and will follow the CCCAA Bylaws	Test administered through the CCCAA office	No	That all Athletic personnel received a score of 80% or higher
International Student Center	Increased participation in new student orientations will hopefully increase success rates for new students in understanding academic policies and procedures, as well as reduce chances of losing immigration status due to visa violations due to not understanding rules and requirements of the visa	If 90% of new students who are admitted and confirmed their attendance are present for both orientations	Admission and confirmation of attendance are recorded for each admission cycle, and attendance is taken for each orientation	Yes	Results will show that fewer students are confused about registration, the importance of creating Ed Plans, and have a reduced incidence of being dropped or falling out of status, which affects their immigration status
International Student Center	An increased number of Japanese students will be studying at Fullerton College on the F1 student visa	If the number of Japanese students enrolled as F1 students has risen by 50%, as compared to Fall 2022 Japanese F1 student enrollment	The ISC keeps a database of all current and past F1 students and will review enrollment numbers for each Fall intake	Yes	If successful, results will show a doubling of enrollment from Japanese students studying at Fullerton College on the F1 visa
LGBTQIA2S+	The LGBTQIA2S+ Resource Program will provide at least 3 events per semester that promote LGBTQIA2S+ community connections and visibility for students. We will see a 25% increase in attendance of students at these events. (NEW)	Planning events ahead of the semester, and marketing with appropriate timing, and tracking attendance	Attendees will complete a Qualtrics survey at every event.	No	A continued increase in visibility and attendance to our programs as we solidify our presence on campus and more students become aware of our program.
LGBTQIA2S+	The LGBTQIA2S+ Resource Program will hire a FT Program Coordinator (NEW)	The Resource Program will have a full time staff member to support its goals and programming.	N/A	No	There will be a new full time Coordinator present on the team before the 2026-2027 review cycle

Program	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?
LGBTQIA2S+	The LGBTQIA2S+ Resource Program will collaborate with the college to create systems to better identify LGBTQIA2S+ students so we can directly access and support them. (NEW)	A new system will emerge, developed in collaboration with OIE	Further developing the institutional surveys that student access upon registration, creating more inclusive questions to support their participation, and finding ways to create access to self-update or change this information during the semester, as necessary to support changing identity labels.	Yes	We will see an increased understanding of the LGBTQIA2S+ community on campus through data collection. A more inclusive environment with engaged community members that can assist with LGBTQIA2S+ Community issues and inspire positive change. Also, we will be able to identify our LGBTQIA2S+ community in ways we haven't before
LGBTQIA2S+	Establish an LGBTQIA2S+ Scholars Program and have 30 students enrolled and keeping a 60% engaged rate (NEW)	A scholar's program will be built into the structure of the LGBTQIA2S+ Resource Program, and once we establish the program with 30 students this will be met.	Coordinating with our Academic Advisor and Community Therapist, we will make sure scholars stay on track to meet the necessary requirements for the program and attend their counseling sessions.	Yes	We will see the establishment of a brand-new program, with enrolled, active students that will support their retention and sense of belonging
Library	Maintain current student participation level (as a proportion of headcount) in all of the library instruction modalities throughout the next review cycle.	Currently, the outcome is being met. We will know that the outcome is not being met if student participation level drops over a period of two semesters.	Registration data, anticipated attendance data, workshop grading data.	No	Whether instructors value library instruction or elect to teach information literacy on their own. Whether certain library instruction modalities are more or less relevant to how faculty teach their courses
Library	Increase faculty participation in library instruction by 10% by the end of the review cycle	Number of participating instructors is 10% greater in four years than it is today.	Registration data	No	Whether the library is successful at partnering with faculty.
Library	Increase the number of database views by 10% by the end of the review cycle.	Monitor database usage levels as a proportion of the number of students enrolled.	Collect database interactions using SUSHI harvesting method for COUNTER 5 standard data. Use EZPROXY data for student-level data.	No	Which library databases are being used and their usage patterns. This can be used to drive database selection, promotion, and instruction.
Library	Improve the age/relevance/recency of the collection by reducing the proportion of books published before the year 2000 by 15% by the next review cycle.	Every year, the library reports the age of the collection to the Chancellor's office. Collection age is tracked using an Oracle database of library resource metadata	Data is collected through regular library maintenance work, and is evaluated yearly for the Chancellor's office.	No	Progress toward the library's goal of maintaining a current collection of books that is enticing for student to loan and use
Library	Increase library programming centering on information literacy by inviting at least two guest speakers by the end of the next review cycle.	Two successful guest speaker events have happened.	Collect artifacts such as flyers and other promotions of the events.	No	Whether the objective has been accomplished.
Library	Increase the number of digitized lending materials available to students by 25% by the end of the review cycle.	Number of digitized items is 25% greater in four years than it is today	Count the number of digitized items today, and compare to how many digitized items we have at the end of the program review cycle.	No	How much the library is progressing toward its digitization objective. Digitization helps make materials available in an online environment

Program	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?
Library	Update the library's discovery service system to the most up-to-date system recommended by the CCLC.	When the discovery service system is updated	Document the update process.	No	Whether the library is using the most up-to-date technology recommended.
Library	Increase average yearly physical book loans by 15% by the next review cycle.	Number of average yearly book loans is 15% greater in four years than it is today.	Use book loan data tracked in the library Oracle database.	No	If library efforts are successful in promoting reading on campus.
Library	Each year, 85% of the student workers will report that working in the library has had a positive impact on either their academic/ personal development or work skills and all student workers will demonstrate an understanding of circulation procedures and policies by scoring at least 85% on a quiz.	Grading of student quizzes and evaluation of student interviews.	Survey and Interview	No	That the library is effective at training its student workers.
Library	Purchase three thermal printers.	Thermal printers are available.	Observation	No	The library accomplished its objective.
Library	Over the next three years, the library and ACT will review and implement an updated print management system	Print management system is available.	Observation	No	The library accomplished its objective
Library	Renovate the first and second floors of the library by the end of the program review cycle.	The renovation has started.	Observation	No	The library accomplished its objective
Library	Maintain foot traffic levels at current level or above current level throughout the next program review cycle	Foot traffic levels are comparable to 2022 post-pandemic levels.	Motion sensor -- activated counter on library doors	No	Whether any library space changes adversely affected student preference for the study space.
Library	Staff person will be able to move to another office space within 1.5 years. One MLIS or Fullerton Heritage intern will be mentored during this Program Review cycle	Staff changes have happened.	Observation	No	The library accomplished its objective.
Library	Maintain no DI gaps in student self-assessment of their comfort level, or level of preparedness, as a result of library instruction throughout the review cycle	Currently, the outcome is being met. We will know that the outcome is not being met if a DI gap appears.	Survey	Yes	Whether library instruction is accomplishing its core goals of increasing student comfort with research material, and of preparing them for assignments. And whether this level of service is maintained throughout different student groups and over time, despite possible changes in library operations.
Library	Increase library programming participation by at least 50% by the next review cycle.	Student program participation counts should be at least 111 students.	Monitor student programming participation data.	Yes	That the library is able to design programs students want to attend and effectively recruit for them
Library	Maintain a high level of student self-assessment that library programs foster their sense of belonging on campus across all participating ethnic groups throughout the program review cycle.	Currently, students rate their sense of belonging at a 4.7 out of 5. We will consider this outcome met if students maintain an average selfassessment score of 4.5 or above.	Survey	Yes	Student sentiment of how library programs help to foster their sense of belonging. Disaggregated data would reveal any discrepancies in participating groups.
Library	Improve library visit frequency for Black or African American students by at least 1% by the end of the next review cycle.	Current CCSSE data show that 51.5% of sampled Black or African American students have never visited the library. That's above a combined 46.5%. Outcome will be met if the never visited measure decreases over time.	CCSSE Data item 12.1	Yes	Whether changes in the library equity plan have helped students in this group feel more welcome in the library

Program	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?
Library	Improve library satisfaction rating of Black or African American students by at least 3% by the end of the next review cycle.	Current CCSSE data show that 37.4% of sampled Black or African American students say they are very satisfied with the library. That's below a combined 74% of students who say they are very satisfied with the library%. Outcome will be met if the satisfaction measure increases over time.	CCSSE Data item 12.1	Yes	Whether changes in the library equity plan have helped students in this group feel more welcome in the library.
Library	Maintain no DI gaps in the usage of physical materials or databases used each year.	Currently the outcome is being met. We will know that the outcome is not being met if a DI gap appears	Monitor student usage of library loans using an Oracle database and library databases through EZPROXY data.	Yes	Who is using the library materials and if there are any groups that are not using them. Tying this data with library programs and instruction could reveal mechanisms by how any gaps could be addressed.
Library	Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.	CCSSE data are comparable or better to the 2021 CCSSE results	CCSSE Data item 12.1	Yes	Whether any library space changes adversely affected student preference for the space and services
Math Lab	Increase overall Math Lab student usage to 35%* of total students enrolled in math courses. *This metric is based on Fall 2019 pre-COVID data	If we achieve the 35% threshold.	Timekeeper/Tableau/ Math Lab Tutoring Logs	Yes	Student utilization of Math Lab services.
Math Lab	Have at least 25%* of students enrolled in the Math Lab utilize the Math Lab services at least 15 times throughout the semester. *This metric is based on Fall 2019 pre-COVID data.	If we achieve the 25% threshold.	Timekeeper	Yes	Students find value in the Math Lab services, and Math Lab usage returned to pre-pandemic levels.
Math Lab	Ensure Math Lab student usage by race/ethnicity and gender reflects, within 5%, the corresponding diversity distribution of all students enrolled in mathematics courses.	If the data confirms the percentages are within the 5% threshold.	Timekeeper/Tableau	Yes	The Math Lab is dedicated to serving a diverse student population and identifying and closing equity gaps.
Math Lab	Identify the race/ethnicity and gender groups that are underperforming and/or under participating relative to the total math student population at Fullerton College. Then, perform outreach to those groups.	If data is collected and then outreach is performed.	Tableau	Yes	The Math Lab is dedicated to serving a diverse student population and identifying and closing equity gaps.
Mindful Growth	Students develop increased capacity for mindful self-awareness and the ability to respond to challenge.	Participation will be tracked, and participants will self-report	Participant Evaluation	No	Participants will report improved capacity, new skills, and strategies. If long term tracking software is adopted, then participant outcomes (resource use, retention and success, etc.) can be tracked.
Promise	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 checkin process through Qualtrics or other technology	Yes	- Which students are attending or not attending events - Determine if events help build sense of belonging
Promise	Continuing: The Promise Program will improve student retention and fulltime 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 fulltime enrollment percentage within first-time population
Promise	New: 75% of Black students starting in Fall 2023 will reenroll in fall 2024 semester (year-to-year retention).	Year to Year analysis of program students	- Promise Agreement Data - OIE	Yes	Increase in persistence of our Black student population
Promise	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

Program	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?
Puente Program	Students will feel a sense of belonging in the program and on campus	Students will respond positively when asked if they feel supported within Puente and at FC. Students will respond positively when asked about belonging to a community at FC.	End of the year student survey	Yes	The majority of Puente students feel a sense of belonging in the program and on campus according to data collected in Fall 2019 and Fall 2020.
Puente Program	Students will have higher success and persistence (completion) rates in English 100 and 103 than comparable populations	Success rates will be higher for Puente ENGL 100 & 103 than comparable groups. Persistence rate will be higher for Puente students semester to semester and year to year than comparable groups.	Students will be coded in Banner to track success and persistence with the help of OIE.	Yes	Overall, Puente students from Fall 2019-Fall 2021, completed Engl 100 or Engl 103 in their first year at an average of 85.4% compared to 44.1% of the general population. When disaggregated by race/ethnicity, Puente Latinx students completed English course(s) in their first year at an average of 85.9%. When comparing to non-Puente Latinx students who completed English course(s) within their first year at an average of 42.8%, Puente Latinx students successfully completed English course(s) in their first year at a much higher rate. When disaggregated by gender, Puente male students completed English course(s) in their first year at an average of 79.2%. When comparing to non-Puente male students who completed English course(s) within their first year at an average of 41.7%, Puente male students successfully completed
Puente Program	Puente students will persist at higher rates than comparable FC populations	Utilize data to determine persistence rates from fall to spring and fall to fall. Puente students are expected to have higher rates than comparable populations.	Students will be coded in Banner to track success and persistence with the help of OIE.	Yes	persisted from fall to spring at an average of 90.9% compared to 76.9% of the general population. When disaggregated by race/ethnic group, Puente Latinx students persisted from fall to spring at an average of 91.4%. When comparing to non-Puente Latinx students who persisted at an average of 76.1%, Puente Latinx students persisted at a much higher rate. When disaggregated by gender, Puente male students persisted from fall to spring at an average of 83%. When comparing to non-Puente male students who persisted at an average of 75.1%, Puente male students persisted at a higher rate. Overall, Puente students from Fall 2019-Fall 2021, persisted from fall to fall at an average of 82.8% compared to 62.4% of the general population. When disaggregated by race/ethnic group, Puente Latinx students persisted from fall to fall at an average of
Puente Program	Puente students will design an educational plan that focuses on attaining an AA/AS/ADT	Utilize data to check if each student has an educational plan on file.	SARS & help from OIE.	Yes	Overall, 74.4% of Puente students completed a comprehensive education plan from Fall 2019, Fall 2020, and Fall 2021 cohorts.
Puente Program	Puente students will have a higher rate of meeting graduation and/or transfer goals within 2-4 years at FC when compared to non-Puente students that entered in the same semester.	Utilize data and track students' progress towards meeting their goals over 2-4 years	Students will be coded in Banner to track progress with the help from OIE.	Yes	N/A
Puente Program	Puente Phase III students will continue to receive support from Puente by meeting with the Puente Counselor at least twice a year.	Utilize data from SARS and/or tracking attendance at mandatory checkin events in Fall & Spring semesters.	SARS & attendance rosters	Yes	N/A
Re-Entry	Serving increased number of students	increasing the number of students in program	Registration and attendance records	Yes	outreach success, increase in engagement, increase in course success increase enrollment
Re-Entry	Provide enrollment, registration services and information to remove barriers ReEntry face while enrolling	Ongoing student surveys and increasing student enrolled	Using microsoft forms for surveys	Yes	increase enrollment

Program	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?
Re-Entry	Align marketing and communication outreach in with the different modalities preferred by the students	By increasing the number of Re-entry students enrolling and successful in classes at FC	Program headcount and research headcount of these students	Yes	increase enrollment
Re-Entry	Provide engagement and connection opportunities which support student success and completion in programs courses	Improving EIS student outcomes and ongoing student surveys to determine if services provided are meeting the needs	EIS success and demographic research and ongoing students surveys	Yes	increase successful completion of AA's, Certificates and courses by 10%
Re-Entry	Provide ongoing support services (counseling, tutoring, campus and community resource referral) at the preferred times and days for Re-entry students	Improving EIS student outcomes and ongoing student surveys to determine if services provided are meeting the needs	EIS success and demographic research and ongoing students surveys	Yes	increase successful completion of AA's, Certificates and courses by 10%
Re-Entry	Coordinate timely career service to Re-entry students including workshops and SuperStrong/other assessments, localized career education information and data, and details for alternative and "stackable" pathways	Re-entry students will develop long term educational plans within three semesters of their initial starting semester	Through Orientations, Newsletter, and all appointments students will be encouraged to complete CSEPP with counselor	Yes	Re-entry success and completion outcomes will improve by 10%
Staff Development	SAO #1: Participants in Staff Development offerings will demonstrate some awareness of the factors that impact student success and learn about strategies that can contribute to student success.	Survey Respondents will answer "yes" to questions about whether they have learned about strategies for student success or applied those strategies.	Surveys	No	Results from assessment surveys help flag the most important areas of learning and application. This guides planning each year and helps us determine which elements should be featured as part of program curriculum.
Staff Development	SAO #2: Participants in Staff Development offerings will apply what they have learned in their classrooms and service areas.	Survey Respondents will answer "yes" to questions about whether they have learned about strategies for student success or applied those strategies.	Surveys	No	Results from assessment surveys help flag the most important areas of learning and application. This guides planning each year and helps us determine which elements should be featured as part of program curriculum.
STEM	STEM SLC students who start the program in a Fall semester will persist to the following Spring semester at a rate of 90% or higher and 80% from Fall to Fall.	Fall to Spring Retention Rates will be >90%. Fall to Fall Retention Rates will be >80%.	Program data collected and reported in Tableau dashboard collection compared to FC campus data via KPI Dashboard.	Yes	Results will indicate how wraparound services and program efforts create an environment where our students want to continually participate in as they pursue their academic goals.
STEM	STEM SLC students who enroll in STEM Cohort Sections (CHEM 107, CHEM 111A, CHEM 111B Math 141/143, Math 142, Math 151, 152) will succeed at a rate that is higher than non-cohort students in non-cohort sections	Collected at the end of every academic year, success rates will be analyzed from cohort students who take cohort classes vs non-cohort students in non-cohort classes. The outcome will be met if cohort students show higher success rates when compared to their noncohort counterparts	Data collected via Banner	Yes	Results will show success rates in classes after intervention strategies have been implemented. This will highlight how dedicated Math Boot Camps, access to Math Success Program, embedded tutoring through Hornets Tutoring, and program follow up by counselors and instructors are promoting success for students in our program.

Program	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?
STEM	By the end of the third term of participation, 75% of all participants and 100% of active students will have a Comprehensive Student Educational Program Plan (CSEPP) on file.	Collect data at the end of third term year for all participants and compare for those that are active vs non-active	Data collected via SARS and DegreeWorks	Yes	Data will indicate the types of educational plans that are being created by our counselors and at what point during our students' academic journeys. Comprehensive Student Educational Program Plans require a firm understanding of intended major and career goals. In a potential three-year pathway to goal completion/transfer, having a CSEPP after the third term speaks to the program's ability to help students navigate career and major exploration as well as provide clear and concise guidance.
STEM	STEM SLC students will transfer at a higher rate compared to noncohort STEM students.	Comparison of transfer rates for cohort students vs non-cohort students	Chancellor's Office Data	Yes	Results will show how our program's participants are able to complete their academic goals at a higher rate than non-cohort counterparts. This also speaks to counseling efforts as well as persistence rates.
Student Health Services	Improve student experience and health center service by involving students & community in Student Health Advisory Board with a focus on social determinants of health and the impact of climate change on health.	Will have meeting minutes	Assess number of meetings held	No	Minutes will record community input into health service offerings
Student Health Services	Improve healthcare delivery to student population by understanding trends in college health care and utilizing evidencebased medicine	In house chart audits will reflect increased provider use of evidence based medicine	Review of chart audits	No	Increased clinician use of evidence based medicine reflected in chart audits
Student Health Services	Reinstitute campus wide health promotion programs such as smoke out, pet therapy etc. that improve student health.	Calendar will reflect the events are scheduled and held	Count the number of events and participants	No	Participation in various health related programs
Student Health Services	Improve student access to vaccines.	We will count the number of vaccines given	Record number of vaccines	No	Improved vaccination status for students on campus resulting in less illness.
Student Health Services	Increase the number of students served each semester by utilizing campus specific survey data to tailor health education programs and health services clinical offerings.	Health services EMR will reflect increase in number of students seen and data will be collected at campus wide health education programs	Evaluation of data collected	Yes	Health services will reflect increased utilization and health education programs will reflect knowledge gained reflected in student survey post program. Surveys administered in clinic through the EMR.
Student Life & Leadership	Formstack for all Student Life and Leadership forms (campus ID card online format, clubs and organizations paperwork, and Commencement)	Assessment of use of forms and satisfaction of users	Qualtrics survey	No	Results will show that process is streamlined and efficiency can be achieved
Student Life & Leadership	Leadership workshops and training to be offered at statewide conferences, faculty flex days and for Associated Student Executive Board and senators (apart from their business and committee meetings)	Assessment of participant attendance and survey for participants	Qualtrics survey	Yes	Understanding of and participation in Student Life and Leadership programs for student leadership
Student Life & Leadership	Revision of Publicity Code for Fullerton College in collaboration with Associated Students	Participatory governance and implementation of new publicity code to be implemented	Campus survey via Qualtrics	Yes	Results should show that process is streamlined for students and community members to provide up-to-date information using technology to assist.
Student Life & Leadership	Cultural clubs and organizations will be reactivated and/or started as a new club/organization due to DEIA support from Student Life and Leadership	Assessment of clubs/organizations for fall and spring	Club/organization forms that are submitted each semester	Yes	Ethnicity, number of members, satisfaction of student life
Study Abroad	Faculty will support students' understanding of foreign cultures by using the study abroad location as the classroom.	Students will report that the use of the country itself as the classroom has deepened their understanding of the host country's culture.	We will collect faculty assignments from each course taught abroad.	No	Faculty assignments will demonstrate enhanced content integration with their knowledge and use of the host country.
Study Abroad	Students will feel more prepared to study abroad after completing all of our pre-departure activities.	Students will report feeling more prepared to study in a foreign country	A survey	Yes	That the activities we conduct to better prepare students for going abroad are effective.

Program	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?
Study Abroad	Students will apply their study abroad experience to their personal and/or professional goals.	Students will be able to discuss their study abroad experience (in applications, their resume/ cover letters, etc.) in a way that contributes positively and significantly to their personal and professional goals.	A survey and possibly a focus group	Yes	That students have been able to synthesize their study abroad experience in such a way that they can aptly discuss it in educational or employment applications, resumes, cover letters, etc.
Study Abroad	Students will develop deepened global awareness	Students will report having a deeper sense of the cultural values and expectations of their visited foreign country as compared to the cultural values they experience here in the US.	An assignment in the required INDS class that students take abroad.	Yes	Students will demonstrate that they have a better understanding of the varying cultural values of the host country (in comparison to the cultural values at home in the US).
Transfer Center	NEW: Increase the percentage of students identified as being "near the gate" (students who completed/enrolled in at least 45 transferable units and a transferable math and English course) that we support with application services and subsequently, apply to UC and CSU. We will focus on our DI groups for transfer-Hispanic/Latinx and Black/African American	We will compare three data sets: our SARS student usage reports for fall 2023, OIE data on students enrolled who are "near the gate" during that term, and data from UC and CSU regarding applicants from our capus for the fall 2024 term.	We will work with OIE to update transfer landscape dashboards and collect student data. Our challenge will be to gain access to applicant data from the universities to compare against students who used our services	No	The results will show that the Transfer Center is reaching students at adequate junctures in their academic journey to support their application process and that we are supporting our disproportionately impacted groups.
Transfer Center	NEW- Students who attend our application workshops will report that they were helpful to their application process.	At least 80% of students will report that these workshops were helpful to them.	A Qualtrics survey link will be distributed via Canvas.	Yes	N/A
Transfer Center	CONTINUING- Students who attend transfer workshops will learn the minimum requirements for transfer admission to UC and CSU.	Students' responses to pre and post assessments will be analyzed. We will have met the outcome if at least 80% of students answer all questions correctly in the post assessment and if each student increases their number of answers correct	A pre and post survey or zoom poll will continue to be administered to students attending our Part 1 Workshops	Yes	The results will show that our workshops are effective in teaching students about minimum university requirements.
Transfer Center	CONTINUING-Students who attend transfer workshops will learn the UC and CSU application filing periods and deadlines.	Students' responses to pre and post assessments will be analyzed. We will have met the outcome if at least 80% of students answer all questions correctly in the post assessment and if each student increases their number	A pre and post survey or zoom poll will continue to be administered to students attending our Part 1 Workshops.	Yes	The results will show that our workshops are effective in teaching students about application filing periods and deadlines.
Umoja	80% of Umoja Scholars will meet with an Umoja Counselor once a semester to update their educational plan (abbreviated, comprehensive) and ensure progress.	At the conclusion of each semester 80% of Scholars will have an updated educational plan.	Create SARS schedule/reason Code to communicate Umoja Ed Plan and collect data at the end of semester.	Yes	Timely persistence towards graduation and/or transfer.

Program	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?
Umoja	80% of new Students who enroll in Umoja without an educational plan will develop a comprehensive educational plan from an Umoja Counselor by the end of the first semester of enrollment.	At the conclusion of the semester 80% of Scholars will have a comprehensive ed plan on file.	Create SARS schedule/reason code to communicate Umoja Ed Plan and collect data at the end of semester.	Yes	Timely persistence towards graduation and/or transfer.
Umoja	90% of Umoja Scholars will be able to access the Nourish the Soul grocery gift card basic needs service biweekly each semester.	When 90% of Scholars who express food insecurity received a Nourish the Soul gift card.	Track who expresses food insecurity needs and who applied for the gift card. Review and submit for MIS reporting per semester.	Yes	Umoja contributes to the food security of their students.
Veterans Resource Center	3. Students will learn successful matriculation practices, including information about VA requirements and available on/off campus support services and resources to increase academic success	Student Surveys	Student Surveys	No	Modify new student orientation as needed, and redesign workshop series to include topics requested by the students
Veterans Resource Center	4. Veteran students will communicate timely requests for VA benefits certification based on training and outreach efforts made by VRC staff.	Criteria will be a measurement of number of certifications completed after the first week of each semester (excluding late starting short term courses).	Criteria will be a measurement of number of certifications completed after the first week of each semester (excluding late starting short term courses).	No	
Veterans Resource Center	1. The intended outcome is that 100% of Veteran students requiring VA certification or Priority Registration will receive the email and apply for certification/complete the process for priority registration. Further, this Outcome intends to improve the overall life quality of our Veteran students by reducing anxiety/stress related to timely VA educational benefits compensation.	The VRC email will be deemed successful if all VA Certifications are complete prior to the first week of the new semester (for certification requests submitted prior to the beginning of the semester)	The VRC email will be deemed successful if all VA Certifications are complete prior to the first week of the new semester (for certification requests submitted prior to the beginning of the semester)	No	Continue to utilize effective tools to communicate with Veteran students, or develop a more effective way of reaching out to the students
Veterans Resource Center	5. Veterans Sensitivity and Awareness training was presented campus-wide in various settings, e.g., Department/Division meetings, New FT and Adjunct Faculty training seminars, etc.	Post training evaluations collected from each participant at the conclusion of each training session	Staff (and students alike) continue to benefit from the training offered to all employee groups of the college community	No	Increased sensitivity and awareness about the Veteran student population. Continue facilitating workshops and training seminars in the future
Veterans Resource Center	2. Increase the number of students attending their counseling appointments prior to Priority Registration cycle each term. Students will be reminded of their appointment the evening prior to their appointment to ensure they do not forget about their scheduled appointment.	SARS reports	SARS reports	Yes	Results will be utilized to evaluate the effectiveness of this SAO