



Student and Support Services

2022 - 2023 Self-Study

Three-Year Program Review Template

Student Life and Leadership

Student Services Division

Statement of Collaboration





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

Participants in the self-study

- Dr. Joe Carrithers, Associated Students Faculty Advisor
- Stephanie Rodriguez, Student Services Specialist (Associated Students)
- Alicia Contreras, Student Services Specialist (Student Life and Leadership)
- Les-Sie' Crockrom, Administrative Assistant II
- Denise Parra, Professional Expert (Commencement)
- Ki Hong Bae, Professional Expert (Student Center)

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

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<u>Dr. Naomi Q. Abesamis</u> Printed name of Department Manager	 Signature	<u>Director</u> Title	<u>1/11/2023</u> Date
<u>Dr. Elaine Lipiz Gonzalez</u> Printed name of Dean or Immediate Management Supervisor (IMS)	 <small>Elaine Lipiz Gonzalez (Jan 24, 2023 09:28 PST)</small> Signature	<u>Dean of Student Support Services</u> Title	<u>Jan 24, 2023</u> Date
 <small>Gilbert Contreras (Jan 24, 2023 10:04 PST)</small> <u>Dr. Gil Contreras, VPSS</u>			

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: *Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.*

Student Life and Leadership is the pulse of student life, committed to DEIA focus with the “JEDI” lens of fostering a just, equitable, diverse, and inclusive environment for all students to further develop and advance their learning and achievement by creating several leadership pathways in “out of the classroom” workshops, co-curricular programs and events, leadership development, and theory-to-practice experiences. These specific and flexible pathways are through the following programs and services within Student Life and Leadership:

- *Associated Students* – student governance as part of the decision-making of the college along with other participatory governance groups (Faculty Senate and Classified Senate).
- *Hornet Leadership Program* – fall leadership retreat, workshops, and activities that promote leadership development for emerging and established student leaders, using theory-to-practice applications.
- *Graduate Internship Fieldwork Experience* – hiring graduate students who are in a masters program for higher education in their last semester and need practical fieldwork experience in student services or student affairs.
- *Clubs and Organizations* – student leadership experience around specific interests and goals, working closely with faculty and staff advisors to lead a club or organization at Fullerton College.
- *Students of Distinction Scholarship Program* – celebrating student success in academic, competitive, personal, and service achievement.
- *Commencement* – the final culmination event to celebrate and recognize students graduating with an associate’s degree and/or transferring to a four-year university.

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

Student Life and Leadership supports the college’s vision to be a just, equitable, diverse, and inclusive space where students can take advantage of numerous leadership opportunities, receive support in their leadership development from staff and faculty advisors, and encourage personal and professional growth. Student Life and Leadership will consider individual growth in each student leader as the totality of positive mind, body, spirit, and emotional intelligence—thereby enriching overall balance and well-being. The transformation achieved by each student leader through Student Life and Leadership will inspire students to be positive change agents in their community and in the world, long after they leave Fullerton College.

Core Values:

Community – Student Life and Leadership takes pride in building a sense of community and sense of belonging through student life, student engagement, and student leadership development. Students are encouraged to engage in student life

Diversity – This is embedded into every facet of our department and will remain an integral part of our DEIA focus in the present and future years ahead by being intentional and strategic about each program, service,

conference, and event we coordinate or are a part of. Conference opportunities are shared and offered to student leaders to take part in statewide student leadership conferences such as: California Community Colleges Student Affairs Association (CCCSAA) Student Leadership Conference, Student Senate of California Community Colleges (SSCCC) General Assembly, African American Male Education Network (A2MEND), Asian Pacific Americans in Higher Education National Conference (APAHE), and the California Community Colleges Organización de Latina/o/x Empowerment, Guidance, and Advocacy for Success (COLEGAS).

Equity – Student Life and Leadership is intentional about any areas of opportunity to remain equitable in all ways, whether it is through our programming, or the opportunities we provide for students, and saying “yes” to students to commit to removing any barriers or borders that prevent students from being successful.

Excellence – We will continue to honor and build upon the Fullerton College tradition of excellence through the student leaders that are successful both personally and academically, and model leadership for the college with involvement in student government, clubs and organization, and Hornet Leadership Program.

Growth – In addition to the our commitment to help students in their personal and academic growth, we are committed to this same growth and learning for our hourly staff, classified professionals, faculty/staff advisors, and management through professional development opportunities.

Inclusivity – Student Life and Leadership will continue to lead as a viable student services program, who manages change effectively by involving all student leaders, student staff, classified professionals, and faculty in the decision-making process. Shared governance at the college is respected in this department because we provide leadership for Associated Students. We know the importance and responsibility of student governance and representation of the students at large. Classified professionals in our department play active roles in Classified Senate and our faculty advisor also plays an active and visible role in Faculty Senate.

Innovation – We pride ourselves on being forthcoming with ways we can be innovative, creative, and dynamic to meet students where they are. From pivoting during the pandemic and providing personalized “Buzzy Bundles” for 1,000 graduates to planning the first-ever drive-thru Commencement, our department is not afraid of change and seeks to find ways to reach our students and draw them in to engage in student life.

Integrity – Student Life and Leadership is committed to training our staff and student leaders to act with personal integrity and high ethical standards in all leadership opportunities, programs, and events, as they are always modeling leadership to their peers and the campus community.

Partnership – The core of our success is our ability to build positive and trustworthy relationships between students and faculty/staff/administrators. We take our time in building and nurturing relationships with campus partners and hold high standards for respect to be earned, while doing the work we are passionate about.

Respect – Student Life and Leadership will continue to foster an inclusive environment and positive college experience built on mutual respect and trust that embraces each unique individual and the contributions they make to the college.

Responsibility – We strive to challenge all of our student leaders to develop holistically through leadership workshops, conferences, service hours, and other projects that are grounded in diversity, equity, inclusiveness, and anti-racism. Through the positive interactions with faculty, staff, administrators, and peers,

each student will grow to be responsible human beings who will impact the college long after they leave and the communities they serve.

College Goals:

Goal 1: *Promote Success for Every Student*

We see our department as a launch pad which offers emerging and established student leaders several pathways to choose from and to further enhance their leadership opportunities through the following: (1) Associated Students and being involved in the participatory governance of college decision-making, (2) Hornet Leadership Program, and (3) clubs and organizations.

Goal 2: *Cultivate a Culture of Equity*

The success of our department and the student leaders who thrive from leadership opportunities offered and student support services provided holistically foster a sense of belonging for students. Equity is one of the main cornerstones of our department and we are intentional about removing any barriers for students who need a campus ID card to get a free meal or who need to access the Fullerton College Pass Program (OCTA bus pass program). We are looking closely at our role in any institutional barriers that need to be addressed that directly affect students who come through our department such as being “equity warriors” in hiring work study students, working closely with neighboring universities to hire graduate interns who continue the DEIA work like our CSUF graduate interns did with launching the first-ever Social Justice Week at FC, and providing a free leadership retreat for all FC students each fall semester through the Hornet Leadership Program, specifically reaching out to underserved student populations.

Goal 3: *Strengthen Connections with our Community*

One of the ways that we actively expand our partnership and strengthen connections with our community is through the A.S. Benefits program. This is a partnership with all local businesses surrounding Fullerton College to offer students an additional discount if they are A.S. Benefits holders, while at the same time, increasing business for our community partners and vendors.

Goal 4: *Commit to Accountability and Continuous Quality Improvement*

Student Life and Leadership is committed to delivery a continuous, high quality student support program, whether it is through absolute transparency for our campus in the student governance process, through the budget process and funding opportunities that Associated Students has available for student clubs and organizations, and the improvement to all programs and services—especially in the annual Commencement for the college. We are always seeking to improve how our programs and services affect our students and restructuring or changing processes to make it efficient and equitable for them.

2.0 Program Description/Data & Trends Analysis

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

Purpose: Student Life and Leadership’s programs, events, and activities support the college’s mission, values, and goals, integrated within the educational experience of 23,000 students. We create opportunities for growth and development, engagement and leadership development, impacting student success and retention. Student Life and Leadership prepares students to be dynamic leaders

through campus and community involvement, leadership opportunities, student governance, and clubs/organizations.

Components of Department: Student Life and Leadership provides the following programs, services and leadership opportunities for students:

- Associated Students
 - A.S. Benefits Program
 - Clubs and Organizations
 - Faculty of the Year
 - Student Leadership Conferences
 - Social Justice Week
- Commencement
- Fullerton College Pass Program
- Hornet Leadership Program
 - Fall Student Leadership Retreat
 - Spring Leadership Field Trip
- Student Center
 - Open lounge for students
 - Campus ID Program
- Students of Distinction Scholarship Program

Staffing: Since the mid-1990s, this department has been asking college leadership for more classified staff support. The last time Student Life and Leadership was approved and given a classified employee position was in 1998. It has been **24 years** since this department has hired a full-time classified employee and for each program review cycle, this request has been made formally by the current director and the predecessor. This department has undergone tremendous change, reorganization, and restructure—serving more students with increased needs (due to the pandemic), having had to transition the way we serve students through various modalities in person, online and in hybrid formats—all the while growing our programs, adding additional services and doing so without formal classified staff support. We no longer have the bandwidth to expand or sustain the services we are currently operating unless we are provided with classified staff positions. In 2016, three classified positions which were originally 10-month positions were changed to 12-month positions and two original Administrative Assistant I positions were reclassified to Student Services Specialist positions. In the fall of 2021, the former position of Director of Student Activities was reclassified to Director of Student Life and Leadership. We are in need of one Student Services Coordinator and recommend increasing faculty advisor reassigned time from 60% a 100% for Associated Students.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/program. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF					
Classification (Include position titles)	# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers					
Director of Student Life and Leadership	1	100%	12	General	1
Classified					

Student Services Specialist – Student Life and Leadership	1	100%	12	General	1
Student Services Specialist – Associated Students	1	100%	12	Auxiliary – Associated Students	1
Administrative Assistant II	1	100%	12	General	1
Faculty (full-time)					
Associated Students Faculty Advisor	1	60% Reassigned		General	.60
Faculty (Adjunct)					
N/A					
Hourly - Adult					
N/A					
Hourly - Student					
Student Assistant – Student Center	5	25%	10	Auxiliary – Associated Students	1.25
Student Assistant – Associated Students	1	25%		Auxiliary – Associated Students	.25
Professional Experts					
Project Specialist – Commencement	1	55%	10	General	.55
Project Specialist – Student Center	1	55%	10	Auxiliary – Associated Students	.55
Project Specialist – Hornet Leadership Program	Vacant	55%	10	Student Equity	N/A
Project Specialist – Associated Students	1	55%	10	Student Equity	.55
Total FTE					7.75

2.3 Other Resources

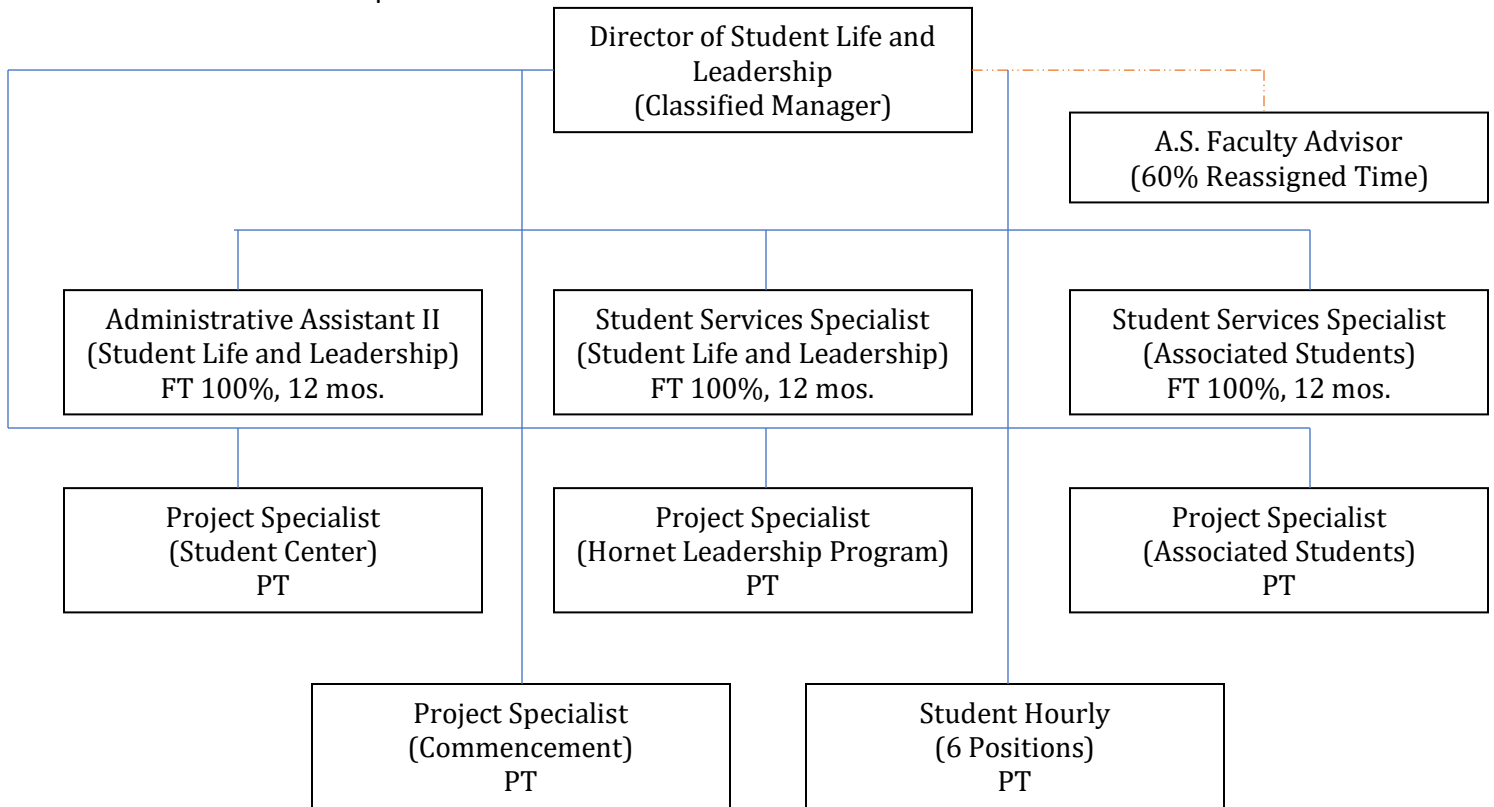
OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
A1 Party Rentals	Field set up for Commencement	40	\$55,000	General (Commencement)
Grandstand Seating LLC	Temporary bleacher seating for Commencement	60	\$85,000	General (Commencement)
Creative Plant Rentals	Live plant and flower rentals for Commencement	8	\$2,200	General (Commencement)
Top Hat Balloon Werks	Balloon arches, high flyer balloons for directional	16	\$3,000	General (Commencement)

	usage and décor for Commencement			
Trinity Sound	Sound, speakers, and technical assistance for Commencement	20	\$7,000	General (Commencement)
Confetti FX	Streamers after conferment of degrees	8	\$2,200	
Sodexo	Hospitality for Commencement committee and volunteers Commencement reception after ceremony	8	\$3,000 \$3,000	General (Commencement and Student Life); Auxiliary (Associated Students)
Goodwill Industries of Orange County	Sign language interpretation for Commencement	8	\$3,000	General (Commencement)
United Site Services	Portable restrooms for Commencement	8	\$1,300	General (Commencement)
Fullerton Police Department	First responders: Overtime support from 1-2 police officers	8	\$600	General (Commencement)
Fullerton Fire Department	First responders: Support from fire department personnel	8	\$2,000	General (Commencement)
CARE Ambulance Services	First responders: Support from paramedics in case of emergency at Commencement	8	\$1,000	General (Commencement)
Reception Entertainment	DJ or live performance	4	\$1,000	General (Commencement)
Volunteers				
4-6 Volunteers	Commencement	16	N/A	N/A
Interns				
N/A				
Total Hours & Costs		216	\$169,300	*Commencement costs only
Total FTE				

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

History of Limited Staff Support for Student Life:

Unfortunately, most of the counterparts in student life across the state are also challenged with lack of staff and continued expectations to grow programs and services without adequate staff support and resources. We see that this trend continues for Student Life and Leadership at Fullerton College. With the exception of reclassifications, 3-4 added professional experts (part-time), and an increase of reassigned faculty time for the Associated Students faculty advisor, the department has been staffed the same way since the 1990s with a director, four classified employees, and student hourly staff. Currently, the organizational chart for Student Life and Leadership is as follows:



Need for Student Services Coordinator:

Student Life and Leadership has evolved through the last 25 years into a larger, more robust and comprehensive department of services, basic need support services (campus ID for free meals), a bus pass program and partnership with Orange County Transportation Authority (OCTA) to implement the Fullerton College Pass Program, a student equity-funded Hornet Leadership Program, and higher numbers of graduates participating in Commencement every year. Because Student Life and Leadership is the department that leads the entire Commencement planning and execution every year, we are in need of a Student Services Coordinator who can assist the director in the entire planning and coordination of Commencement for more than 3,000 students who have applied for graduation and close to 1,000 students who participate in the ceremony. We

Need for 100% Reassigned Faculty Advisor for Associated Students and Inter-Club Council:

The position of faculty advisor to Associated Students was initially created to provide guidance both to student government and to the many student clubs and organizations. However, the initial amount of reassigned time (6 units or 40% of a contractual teaching load each semester) was insufficient to fulfill all of the duties that come with the position. Currently, the faculty

advisor receives 9 units or 60% of a contractual teaching load each semester. The duties of faculty advisor include preparing for and attending multiple meetings each month of the Associated Students Senate, the A.S. Executive Council, and eight A.S. standing committees: Activities, Communications, Curriculum & Education, Elections, Environmental, Finance, Judicial, and Research, Planning & Resolutions (RPR). Most of those meetings involve follow-up activities for the advisor as well, and the advisor also provides training on running effective meetings, Robert's Rules of Order/parliamentary procedure, and Brown Act compliance. The faculty advisor also accompanies student leaders to multiple conferences and training sessions, and they also provide support and training for the Hornet Leadership Program run by Student Life & Leadership. The accumulation of these and other activities leaves little time for working with student clubs and organizations. An additional 6 units or 40% reassigned time each semester could be assigned to advising student clubs and organizations. The reassigned time could be combined to allow for one faculty member to serve as a full-time advisor to student government and to student clubs and organizations, or two faculty members could assist with advising, 9 units/60% for Associated Students and 6 units (40%) for student club/organizations.

Change in Budget Account for Student Services Specialist (Associated Students) Position:

Funding for the position of Student Services Specialist designed for Associated Students is currently taken from the money raised by the sale of A.S. benefits rather than Fullerton College and/or the North Orange County Community College District. This arrangement predates any of the current employees of Student Life and Leadership, but it was apparently an attempt to retain the position in the face of severe budget cuts several decades ago. However, having the A.S. benefits serve as the source of funding creates a strain on the money raised from students to support the activities and events that the Associated Students provides to the students of Fullerton College. As a district/college employee, the Student Services Specialist receives cost-of-living pay increases that are negotiated by CSEA, and the person in that position is covered by the CSEA contract with NOCCCD. Each year that pay increases or other benefits increase in cost, less money is available for A.S. to use for its activities and events because a larger portion of the benefits money is required to pay for the Student Services Specialist. In recent years, during the pandemic, in particular, the amount of money raised through the sale of A.S. benefits, the only significant source of unrestricted income for A.S. for its programming and activities, has decreased as fewer and fewer students purchased benefits. It is very likely that, at some point, the amount of funds raised by the sale of A.S. benefits will not cover the cost of salary and benefits for the Student Services Specialist. It is incumbent upon the college and the district to address this concern and have this position funded by the college and the district rather than through A.S. fundraising each semester. Continuing to have the A.S. pay for this position leaves student leaders with less and less money to provide its services and events and other activities to the students of Fullerton College.

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

At the highest enrollment for Fullerton College, close to 25,000 students were served and we have noticed that because of the abrupt change of student life and engagement due to the pandemic, students are hungry for in-person engagement on campus. At the same time, students still want the flexibility to choose which modality on how they engage with student life and leadership. The needs for students are more intensified even though enrollment has

dropped. We are working harder than we did before because we provide in-person, remote, and hybrid options for students.

Last fall semester 2022, our department served over 3,000 students face-to-face in the first two weeks of the semester and 5,600+ students the entire semester at the Student Center alone for campus ID cards, clubs/organizations, and general information about the campus.

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

- Increase of faculty reassigned time for Associated Students faculty advisor from 40% to 60%
- Indefinite department name change from Student Activities to Student Life and Leadership
- Reclassification of Director of Student Activities position to Director of Student Life and Leadership with salary range increase from Range 11 to Range 16

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

- Laws/Regulations: California state assembly bills impact and govern how we operate the campus ID program, student government, optional and/or mandatory student fees (campus ID card optional fees, A.S. Benefits optional fees, and mandatory transportation fees). An example of this is the current AB 2122 requires all UC, CSU and community college campuses to provide a mental health hotline number from the college and a local one for students to access, to be printed on the back of the campus ID card on or after January 1, 2023. This is in addition to past assembly bills that required all colleges and universities to place suicide and domestic abuse hotline numbers on the back of campus ID cards.
- Policies and Procedures: Student Fees Handbook from CCC Chancellor's Office with legal counsel on how to proceed with charging students optional or mandatory fees, as well as how to run referendums on our campus by Associated Students is a guidebook we depend on heavily. For example, the optional fees that are collected as part of the Associated Student Benefits is the main source of revenues for A.S. The A.S. budget should not be paying for a classified employee of the district. Student fees that are collected for additional revenues are supposed to go back to the students so they have a budget they can use to provide programming and events for students at large.
- District and Campus Policies and Procedures: Student Life and Leadership follows all specific policies and procedures in place for operating student government, clubs and organizations and trust accounts from auxiliary funding; honorarium forms, independent contractor agreements and performance agreements that relate to planning and executing small and large-scale events that directly impact Associated Students and clubs/organization budget accounts; and other policies and procedures that guide us to run the business operation of student government and the programs and services that fall under the auspices of Student Life and Leadership, while remaining in compliance and in alignment with district board and administrative policies.

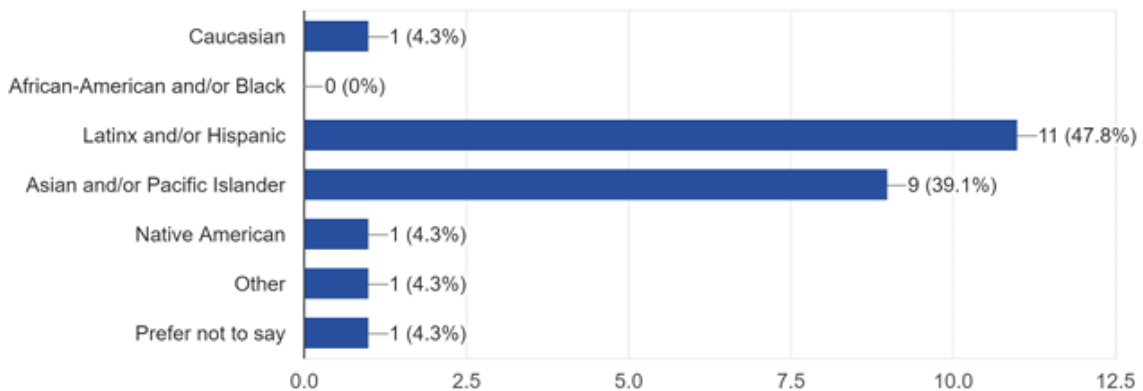
2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

Data Assessment from Hornet Leadership Retreat in Fall 2021

- **23 students** participated online
- **Demographics of Student Leadership Participants:**

Please specify your ethnicity: (Check all that apply)

23 responses



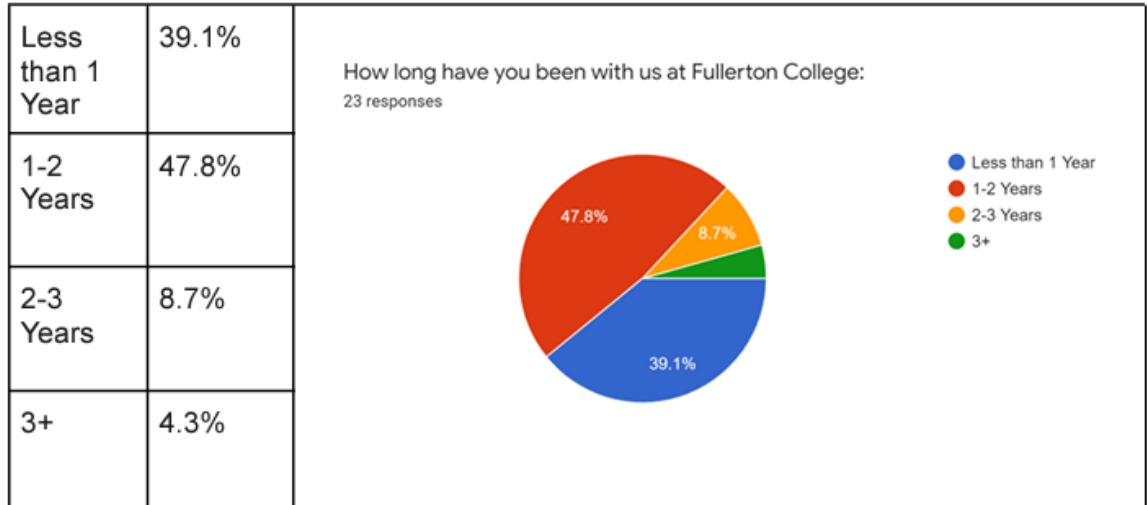
**the 1 individual who selected "Other" indicated "Middle Eastern" as their response.*

- **Majors of Student Participants:**

Major:

- Biology (2)
- Business Admin (3)
- Child Development
- Communication Studies/Journalism
- Engineering
- Geography
- History (2)
- Kinesiology (3)
- Pre-Nursing
- Pre-Med
- Psychology (2)
- Sociology (3)
- Studio Arts
- Undecided

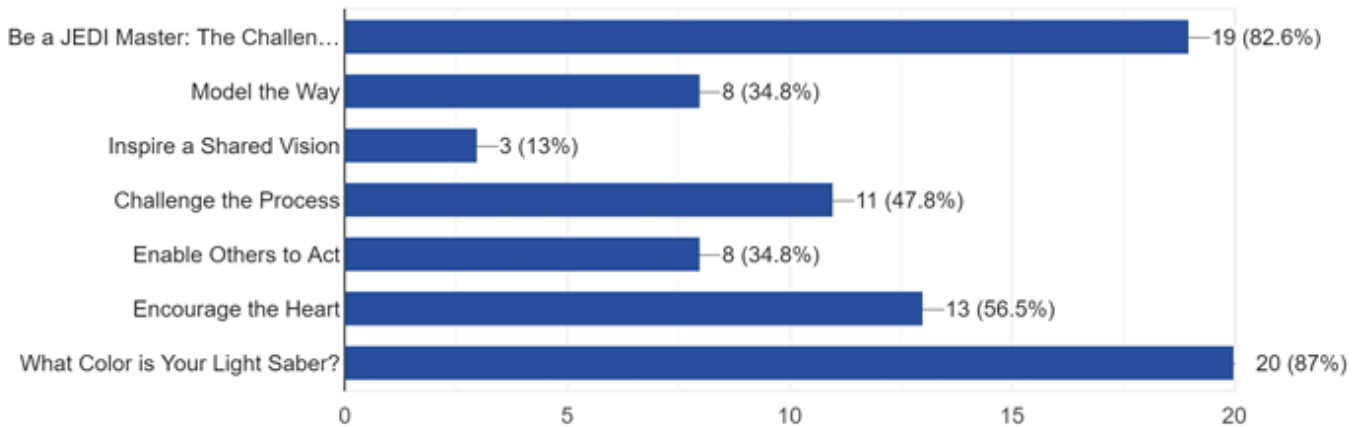
- Length of Time at Fullerton College:



- Post Retreat Assessment:

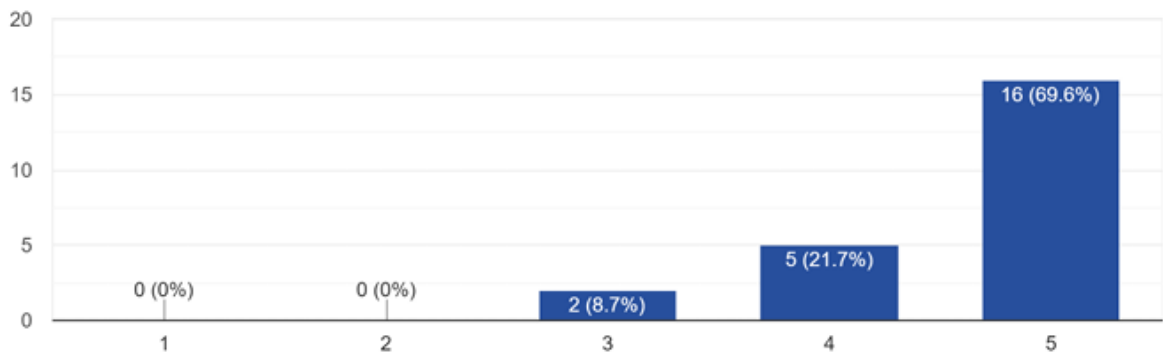
Which of the following sessions did you attend? (Please mark all that apply)

23 responses



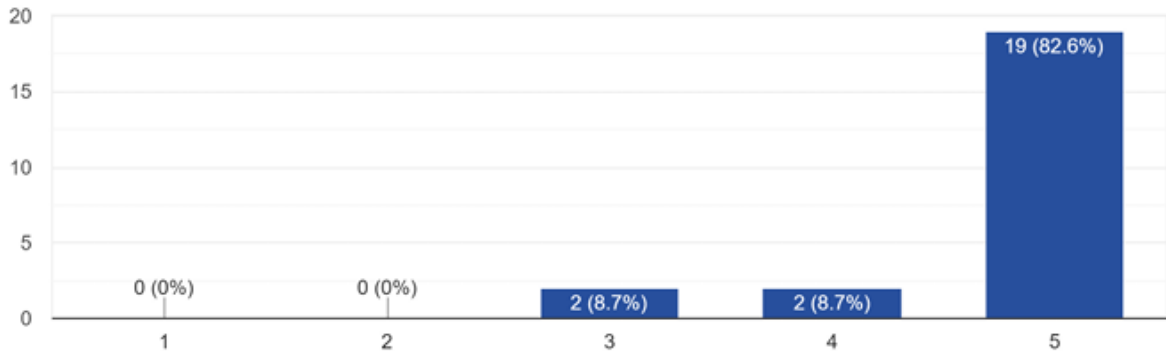
How would you rate your overall experience with the retreat?

23 responses



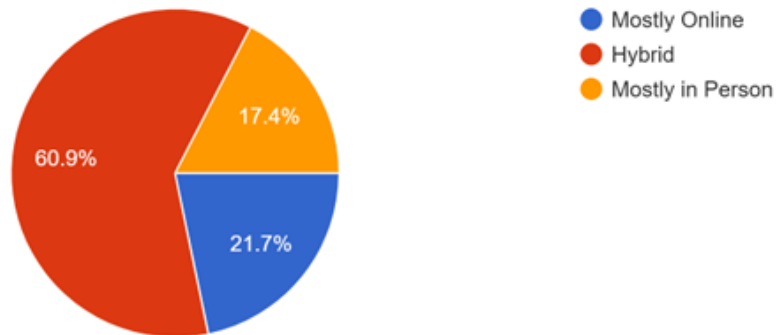
The information covered today was very relevant to my growth and development as a leader:

23 responses



How do you prefer to receive support from the Student Life & Leadership Department this semester?

23 responses



3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your program?

Student Life and Leadership has undergone tremendous and profound transformation in the last 7 years and has completely flipped the outdated model of “student activities” to a department that intentionally provides leadership opportunities of theory-to-practice, with a just/diverse/equitable/inclusive lens. This directly impacts the programs, events, and support services we coordinate for the campus and the entire student population. We are now one of the most progressive student life offices in the state of California and we have a presence among our counterparts by actively participating in statewide conferences, leading leadership workshops, and sending our student leaders to conferences that will help further their leadership and DEIA training/development.

This dynamic, authentic and transformational leadership is modeled by our faculty advisors, staff, and managers to our students, who then model leadership for other students—creating a

cycle of positive learning and growth. Our leadership workshops and training are grounded in recent research for student development, with leadership theories that are taught to student leaders and encouraged to bring those theories to practice in the ways they serve at the college.

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

We really need more support in terms of hiring full-time classified staff and additional advisors to continue growing our department and programs. Our professional experts who take on special, temporary assignments can only provide a maximum of 26 per week and 38.5 weeks in a fiscal year. In other robust and progressive student life and leadership offices throughout the state who serve a large student population, they have more staff who consist of either a dean of student life/student services (Pasadena City College, Cerritos College), assistant directors and coordinators (Mt. SAC), or tenured faculty coordinators (Moreno Valley College, Norco College). Without more staff support, our department is limited in how much we can grow, and the services and programs we can provide. We no longer have the bandwidth to sustain our current operations or expand any further—which is then limiting to the needs of the students we serve.

The temporary solution is to hire professional experts, but there is a challenge in providing equitable levels of pay for professional experts. The first range is \$20/hour and the next range jumps to \$35/hour as a Project Coordinator. My department budget is limited and cannot pay for project coordinators even if this is really the work my professional experts are doing by helping the director coordinate the entire planning of Commencement for the college, coordinating the Student Center which has a bus pass, free meal program, and campus ID program tied to it. We are in need of a specialized IT person who can assist and help our departments transition into this new remote and hybrid way of operating and serving students who are both in person and online.

For example, in order to run the current Student Life and Leadership ID card system, newly employed hourlies must go through a steep learning curve as the system was developed over the course of a year and thus includes many specifics to be accounted for. Originally, it was created to allow students to request and receive ID cards during the COVID-19 pandemic. However, as Fullerton College exited the stage of fully remote learning, moving to on-campus and hybrid learning, circumstances and policies once again changed. This required the ID card system to not only keep the avenues of its original, online-request design but also adapt its capabilities to meet newly developing situations, mainly the transition to in-person service. This is also on top of different functionalities that were added to the ID card itself such as the OCTA Bus Pass and the Fullerton College Meal Program.

In its current form, new employees would require approximately 25-30 hours of interacting with the entire process, which includes customer service, attention to detail, handling ID card production programs/equipment, adequacy with Microsoft Excel, and working with ongoing Fullerton College updates to policies and regulations, before being able to work self-sufficiently. Unfortunately, the 25-30 hours does not train employees to know how to set up the Excel sheet which must be created on a semester basis. The Excel sheet utilizes tables, filters, formulas, and conditional formatting which functions as the cornerstone of the entire system. Without the Excel, the system would not work. Currently, the responsibility of creating the Excel sheets

resides with a single prof expert which poses a risk under situations where said prof expert is unable to be reached.

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

Even though they constitute the largest constituency at Fullerton College, students are often overlooked when it comes to participatory governance of the college. The college, through its administration and the Faculty Senate leadership, creates numerous committees that should, under state law, include student participation. However, committees whose purview has a direct impact on students will often not have any positions for students or, at best, have only one slot for students. For example, a Campus Hybrid Committee was created in the fall semester of 2022 to make recommendations regarding hybrid work. Even though students would be taking any courses offered through a hybrid format, they were not included at all in the committee structure that was created. Committees also often meet at times that are more convenient for employees than students, and students who join campus (and district) committees often receive no training or very little training from the committees on how to be effective members. Given the ever-increasing number of campus governance committees, the college should evaluate carefully which are truly needed and having an impact on students and their success. It should also attempt to provide training to all members of campus committees, including and especially students, given the turnover rate of students serving on these committees. Some campus committees are very welcoming of students and even provide mentoring (via the committee chair or other member) to student members. However, this is the exception rather than the norm.

The campus should also engage in training for all employees to ensure a greater understanding of the rights of students under AB 1725. Much is often made of faculty rights under AB 1725, but the rights of students are typically overlooked or even dismissed. As one example, the Faculty Senate set as one of its goals for the current academic year to “strengthen the central role of faculty in campus and district decision making; reaffirming, maintaining, and enhancing the voice of faculty all the 10+1 areas” listed in AB 1725. Nowhere does the Faculty Senate acknowledge the 9+1 rights that students have under the same law nor the overlap in several areas of faculty and student rights under AB 1725. Students have long had their rights to participate fully in campus and district governance diminished, and they should be acknowledged and recognized for the wisdom and experience they bring to decision-making processes.

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

We want to continue growing, especially in the areas of the Hornet Leadership Program, clubs and organizations and Commencement. There is also another opportunity yet challenge in overseeing the Buzzy mascot for the college, which used to be housed out of Athletics and the Physical Education division. While the consensus of our department staff see this as a great opportunity to grow our department, we do not have the budget to fund staff needed to oversee this responsibility.

Associated Students is looking to increase their A.S. Benefits fees and campus ID card fees because they no longer have the budget to continue paying for Student Center staff, a classified employee position (with benefits), and professional experts that assist for the campus ID card program.

In most colleges, Student Life and Leadership does not handle the business operations of a campus ID card program. While it is connected to the A.S. validation or extra optional benefits, the program itself is housed in the administrative services division or division which handles campus finances and auxiliary budgets. A campus ID program and service is usually under the Bursar's Office or Admissions and Records. This transactional service takes time away from what our strength is as a department, which is to build leaders.

4.0 Outcome Assessment

Note: Sections 4.9 and 4.10 are new. Please review before filling out your outcome tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment Completed?	When did you analyze the data?	When were changes made?	Number of Cycles Completed
1.	Hornet Leadership Retreat will be moved to a remote format and will continue leadership development for students	Fall 2021	Fall 2021	Fall 2020	2
2.	Campus ID program and service will be linked to a free meal program for students in the fall 2022 and spring 2023	This is a new outcome	Data has not been analyzed yet	Fall 2022	N/A

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	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, with assistance from OIE	Ethnicity, number of members, satisfaction of student life

2.	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
3.	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
4.	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.

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

- Most of the program outcomes are new outcomes, with the exception of the Hornet Leadership Retreat, which we had for two years online due to the pandemic. Last year was the first time we hosted it in person, but participation has dropped from pre-pandemic numbers of 75 students to 23 students. Even if we have served a small amount of students during the pandemic, it has fostered a sense of belonging and

connection to the college. This sense of belonging and connection is key to their student leadership development and pursuing more leadership opportunities.

- 4.4 How has assessment of outcomes led to improvements in student learning and achievement?
- Program outcomes mentioned above are new outcomes.
- 4.5 What challenges remain to make your program outcomes more effective?
- We need permanent staffing to implement the above program outcomes and funding to support new contracts with software companies which will help streamline our services.
- 4.6 Describe how the program's outcomes are linked to the college's goals.
- The program outcomes mentioned above are helping us commit to accountability and continuous quality improvement of programs and services that need to be automated and/or need additional software and IT support so that we can ensure the success of every student who is impacted by our department.
- 4.7 Describe how the program's outcomes support the achievement of the institution level SLOs.
- The program outcomes support the ability for students to further their personal responsibility, professional development and self-awareness.
- 4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program?
- More intentional use of assessment surveys after each program, event, and/or workshop.
- B. What do the results of the above methods of assessment indicate about the effectiveness of the program?
- N/A—the intended program outcomes above are new for this cycle
- C. How were the assessment results used to make improvements to services provided by this program? Please provide examples.
- N/A—the intended program outcomes above are new for this cycle
- 4.9 At least one outcomes listed in 4.1 should address the following:
- A. List the outcomes that focuses on individual student learning or actions.
- Outcome 1 for Hornet Leadership will focus on individual learning and actions. Data has been included for this on the program review in Section 2.8.
- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
- This was demonstrated for Outcome 1 in Section 2.8.
- C. Identify a process for using outcome assessment data to improve student services programs
- This was demonstrated for Outcome 1 in Section 2.8.
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

- The data shared in Section 2.8 was distributed to student participants through a Google link survey.

4.10 Outcomes Equity Analysis

- A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?
- Even if the sample size was at 23, the majority of ethnic groups who participated were Latinx and Asian Pacific Islander and Desi American (APIDA). There are currently no support services or specialized learning communities for APIDA students such as Puente or UMOJA. This is a gap for this ethnic group considering Fullerton College is an AANAPISI (Asian American Native American Pacific Islander Serving Institution) eligible institution based on our enrollment data of APIDA students of at least 10%.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the goals from your last self-study/program review (2018-19).

1. Advancement of Hornet Leadership Program to coordinate and execute an annual student leadership retreat every fall semester, followed by student leadership development workshops and training for new and current student leaders. A full-time coordinator is needed to oversee this program.
2. Student Senate participation in campus, district, and other (CDO) committees by providing regular reports from members attending these committee meetings.
3. Implement “Buzzy Points” Club Points Systems for clubs/organizations to motivate and reward clubs/organizations who demonstrate leadership and commitment to Fullerton College.
4. Restructure and reorganization of Student Activities to Student Life and Leadership including reclassification of director position.

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

- All goals mentioned above have been successfully achieved

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

- Assessment and data collected from each Hornet Leadership Retreat, records of CDO committees filled by student leaders through A.S. Senate minutes, participation of active clubs/organizations who participated throughout the years and were awarded “Club of the Year” for active participation, and successful transition and implementation of Student Life and Leadership, as well as recent reclassification of director position with new board-approved job description of Director of Student Life and Leadership.

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

The following are direct student quotes and feedback from assessment collected:

- “I’m just a student. Not honors. Not UMOJA. Not DACA. Not Promise. Not reentry. Not a Vet. Not EOPS. Not an international student. Just a student. When I picked up my student ID (with the photo I chose to upload, nice touch), I entered the first space that felt like it was for all students. For me, space that is for everyone. Don’t get me wrong, all those programs are great and I’m glad we have them. But it can’t just be the dining hall or Transfer Center that’s for every student. We need all students to have a space that’s just for them. Offering Finals Week treats and hot cocoa made me feel invited, welcomed, and included. Thank you to SLL and A.S. for providing this and the great student staff who are always so welcoming.”
- “I hope y’all offer more in person events soon! i couldn’t make the movie night but i can’t wait to join more events on campus when you’re able to. also, the raffles and giveaways were really fun. thank you again for the great opportunity and super awes9me retreat this year! looking forward to going to more events in the future :^)”
- “I will use this within my clubs as an officer and try to balance our strengths and weaknesses as best as I can to carry things forward.”
- “I am leader on campus, at home, and in my community so there are many ways I can implement this information. But as for my church activities, I definitely can work towards being a passionate and understanding leader to my team mates and those who are in it to help our team achieve something as a group.”
- “I will apply the techniques and lessons I learned as a Student Senator and other leadership roles I take in Fullerton College.”

5.5 In cases where resources were allocated toward goals in the last cycle, how did the resources contribute to the improvement of the program?

- There were no major change in resource allocation except continued funding from Student Equity for Hornet Leadership Program and Social Justice Week assisted by graduate students from Cal State Fullerton MSHE Program interns.

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

- We still are in need of permanent, classified staff position to help sustain our expanding department, especially as the participation numbers for Commencement consistently increases every year to close to 1,000 graduates and 8,000 people in attendance.

6.0 Strategic Action Plans (SAP)

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

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Increase cultural/ethnic clubs and organizations and student leadership who are from marginalized or underrepresented ethnic backgrounds
List College goal/objective the plan meets:	College Goal #2: Cultivate a culture of equity Objective # 2: Increase equity in hiring and training
Briefly describe the SAP, including title of person(s)	In the last ten years, Student Life and Leadership has had very little success building cultural and ethnic clubs and organizations at the college and it speaks to the lack of student support services and DEIA

responsible and timeframe, in 150 words or less.	training that would show students of color that there are people who look like them and understand where they are coming from. We need additional faculty advisors and a Student Services Coordinator (preferably with a master's degree in Higher Education or Student Affairs) who will champion a complete restructure of clubs and organizations in the next three years and commit to advancing just, equitable, diverse and inclusive programs where our students of color can thrive and feel a sense of belonging.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Activation of 5 clubs/organizations whose primary focus is cultural and ethnic
What specific aspects of this SAP can be accomplished without additional financial resources?	Partnership and collaboration with specific departments that can help encourage student leaders to start or reactivate former cultural clubs or serve as faculty advisors. Former inactive clubs include: Chinese Student Association, Filipino American Student Association, Muslim Student Association, A2MEND Student Charter, Southeast Asian Club, Vietnamese Student Association, etc.

If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.

Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	Student Services Coordinator \$70,300/year (Range 43) *Master's degree as min. qualifications Extra 40% reassigned time for faculty advisor to advise clubs/organizations \$50,000	General Fund
Facilities		
Equipment	\$10,000	
Supplies		
Computer Hardware	\$3,000	
Computer Software	OrgSync Software \$30,000	Student Equity
Training	Conferences that are DEIA focused \$20,000	
Other		
Total Requested Amount	\$183,296	

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	DEIA focus for Commencement
List College goal/objective the plan meets:	College Goal #1: Promote Success for Every Student Objective #1: Create a clear pathway for every student

Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Supporting the new permanent president’s vision to have the main Commencement encompass a more culturally, diverse platform for all students and embed cultural programming into all aspects of Commencement such as music selection, stoles for all graduates to wear, a reception after the ceremony that showcases various cultural performances so students of color can feel connected to the campus, and encouragement of cultural/ethnic stoles for graduates and faculty/staff/managers to wear during this most important event of the year.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase participation of graduates who participate in Commencement to over 1,000 students in the next 3 years.	
What specific aspects of this SAP can be accomplished without additional financial resources?	N/A	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	\$70,300 Commencement Coordinator	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	\$70,300	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Remodel of Student Center patio and Student Life and Leadership department office furniture
List College goal/objective the plan meets:	College Goal #4: Commit to accountability and continuous improvement Objective #2: Ensure financial, physical, and technological resources are available to maintain necessary services and programs
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Since the pandemic, students have found creative ways to hang out outside to feel safer and provide options instead of only offering student lounging space indoors. There is a great opportunity to further remodel the Student Center Patio that will feature artificial grass turf and hedges, have a full patio covering or awning that provides much needed shade for students to eat, hang out and relax. Student Life and Leadership is also one of two departments in Building 200 that are still in need of funds to remodel existing furniture that we have had for the last 16 years. We have had to use

	our existing furniture to create a makeshift counter after relocating from Room 223 to Room 214 (Student Center). While Associated Students has kindly provided the funds to upgrade student lounging and furniture, our department should not depend on the student government budget to upgrade our office furniture to current and ergonomic standards.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Staff will feel satisfied and motivated to work in our department; students will feel welcome and connected to the Student Center.	
What specific aspects of this SAP can be accomplished without additional financial resources?	N/A – We have done as much as we can with our existing financial resources to make it work for now.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities	\$50,000 Outside patio renovation	
Equipment	\$50,000 Remodel of Student Life and Leadership office space and individual staff offices	
Supplies		
Computer Hardware	\$15,000 Upgrade of computer hardware for SLL staff and computer lab at Student Center for students	
Computer Software		
Training		
Other		
Total Requested Amount	\$115,000	

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

The long-term plans in the next 4-6 years for Student Life and Leadership is to continue growing if we are providing with more additional, permanent staff. Because the huge responsibility of the college's Commencement falls on the leadership of this department, there is opportunity to reorganize and restructure staff, hire new staff to support maintaining and enhancing a robust student life and leadership program at the college. We know that the services we offer serve basic needs of students such as the Fullerton College Pass Program, the connection of campus ID cards to free meals, A.S. Benefits with local discounts, and relaxing/hang out space for all students. We do not want these services to go away, but we are seeing that our students need more and we are limited to provide more without adequate staffing and funding support.

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

8.0 Self-Study Summary

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

Each goal mentioned in previous program reviews were accomplished except for the goal of being staffed appropriately. This department has been tasked with so many additional programs and services, all the while being the main department who is in charge of the college Commencement. Many college and universities have separate offices who handle the large responsibility of Commencement. This department only has one director and one professional expert to handle the bulk of Commencement, along with collaboration from other departments who are involved in the logistics of Commencement. In order for us to provide and foster a more just, equitable, and inclusive environment for students to thrive personally and academically, we need to recognize as a college and as a collective that it is nearly impossible for one department who already oversee student government, clubs and organizations, college bus pass program, campus ID program, leadership development program, Students of Distinction scholarship program—to put the same level of detail in planning and executing a college Commencement without more staff support. We need a permanent budget and a permanent classified coordinator at the very least to continue providing main leadership for Commencement.

9.0 Publication Review

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

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

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

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

Publication	Date last reviewed	Is the information accurate?	URL of publication

Routing & Response Page

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

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

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

RESPONSE

Dr. Elaine Lipiz Gonzalez	Dean of Student Support Services	1/24/2023
_____	_____	_____
Printed name of IMS	Title	Date

I concur with the findings contained in this Program Review.

I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):

Area of exception:

I do not concur with the findings contained in this Program Review (include a narrative explanation):

Appropriate President’s Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

_____	_____	_____	_____
Printed Name	Signature	Title	Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

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

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.