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Administrative & Operational Services
2022 - 2023 Self-Study
Three-Year Program Review Template
Student Support Services Division Office

Student Support Services Division

Statement of Collaboration

The department/office 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 department/office staff involved in the self-study.

Participants in the self-study

Elaine Lipiz Gonzalez, Ed.D., Dean, Student Support Services
Rachel Roschel, Administrative Assistant III
Graciela Galaviz, Student Services Specialist

Authorization

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

Elaine Lipiz Gonzalez, Ed.D.	*Elaine Lipiz Gonzalez (Jan 24, 2023 12:14 PST)*	Dean, Student Support Services	1/23/23
Printed name of Principal Author	Signature	Title	Date
Elaine Lipiz Gonzalez, Ed.D.	*Elaine Lipiz Gonzalez (Jan 24, 2023 12:14 PST)*	Dean, Student Support Services	1/23/23
Printed name of Department Manager	Signature	Title	Date
Gilbert Contreras, Ph.D.	*Gilbert Contreras (Jan 24, 2023 12:21 PST)*	Vice President, Student Services	Jan 24, 2023
Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

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 department/office to the Mission, Vision, Core Values and College Goals. Summarize how your department/office 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.

The Student Support Services Division is comprised of the following departments and programs:
- Behavioral Health Services (BHS)
- CalWORKs
- Chris Lamm & Toni DuBois-Walker Memorial Food Bank
- Disability Support Services (DSS)
- Extended Opportunity Program & Services (EOPS/Cooperative Agencies Resources for Education (CARE)
- Foster Youth Success Initiative (FYSI)
- Student Health Services
- Student Life & Leadership
- Veterans Resource Center

In addition, the Student Support Services Division is also responsible for various aspects of the student conduct process, Student Support Resource Team (SSRT), and Title IX procedures as the dean serves as the Title IX Officer for student-related matters.

The Student Support Services Division is committed to advancing student success in a variety of ways. Our departments provide students with a multitude of services that target academic success, learning, financial stability, career development, mental well-being, physical health, basic needs, leadership, and social connection on campus. The SSS Division Office works to support our department teams to ensure they have resources and opportunities for collaboration with other areas that are necessary to provide excellent student services.

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

The Student Support Services Division works with diverse students from all backgrounds who come to Fullerton College seeking opportunity to better their lives, the lives of their loved ones, and their community overall. We recognize the opportunity we have to work with students who possess great resilience, aspirations, and promise to make a positive impact in the world through their careers, leadership, and commitment to social justice. The services we provide build upon the strengths of our students and provide resources where needed so they can each reach their full potential. The SSS Division Office is equally committed to advancing this important work by supporting our departments and advocating for resources necessary to meet changing student needs.

Core 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.

The Student Support Services Division is comprised of departments that are all guided by the College's core values. Our faculty and staff lead with integrity, inclusivity, respect, and a commitment to equity and diversity. As we all emerge from the pandemic, our departments have been innovative in how they serve students and create spaces that advance connection and a sense of community. SSS Division staff partner with one another to streamline services and maximize resources. The SSS Division Office supports our departments as we all strive to provide excellent student services in alignment with the College core values.

College Goals:
Goal #1: Promote success for every student.
Goal #2: Cultivate a culture of equity.
Goal #3: Strengthen connections with our community.
Goal #4: Commit to accountability and continuous quality improvement.

The Student Support Services Division works to advance all four Fullerton College goals. Departments in the division are committed to helping each student succeed through equity-minded interventions that recognize the unique strengths and needs of our diverse student communities. Further, our departments work with the community through outreach services, community events, and partnerships to facilitate resource referrals for students in need. Further, each department regularly reviews their programs and services to ensure they are meeting changing student needs in order to advance continuous quality improvement.

2.0   Department/Office /Data & Trends Analysis

2.1   Describe the purpose, components, and staffing of this department/office.

The Student Support Services Division Office is fortunate to have a full-time Administrative Assistant III who supports the dean and all staff throughout the division with regard to administrative projects requiring multi-step processes and approvals from other offices. Further, the Student Services Specialist position provides critical support for student conduct, Title IX, and SSRT procedures and follow-up referrals for students involved in cases referred to the SSS Division Office for action.

In addition to these two full-time classified positions, the SSS Division Office also physically houses two Student Services Resource Managers as part-time professional experts for 38.5 weeks each year. These two team members provide case management for students of concern who are referred to SSRT for review and support. Further, they provide referrals and support for students who interact with student conduct and Title IX matters either as complainants, respondents, or witnesses as we want to make sure students who encounter these challenges can still thrive personally and academically. Both Student Services Resources Managers report to the Director of Behavioral Health Services (BHS). While they are included in the BHS self-study, it is important to include their roles in the division office self-study as they are critical members of our office team.

The SSS Division Office also physically houses a Special Projects Administrator, Student Services Information Manager, who reports to the Vice President of Student Services (VPSS). This position supports all Student Services sub-divisions, Counseling and Student Development, Enrollment Services, and Student Support Services with website development, graphic design, printed materials, promotional content for programs and events, to name a few areas of work and collaboration. This position has been critical to Student Services as whole, but has also provided the SSS Division Office with full-time front desk coverage even though the position reports to the VPSS. Front desk staff support will be a continuing need for the division office if this position ends or relocates given it is a temporary Special Projects Administrator.

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

CURRENT STAFF					
Classification (Include position titles)	**# of staff in each position title**	**Percent of employment**	**Months per year of employment**	**Source of funding (General / Categorical)**	**FTE**
Managers					
Dean, Student Support Services	1	100%	12	General	1
Classified					
Administrative Assistant III	1	100%	12	General	1
Student Services Specialist	1	100%	12	General & Categorical	1
Hourly - Adult					
Hourly - Student					
Professional Experts					
				Total FTE	3

2.3   Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	**Services Provided**	**Number of Hours**	**Overall Cost**	**Source of funding (General / Categorical)**
Independent Contractors				

OTHER RESOURCES				
Please list each position by classification in the department/program	**Services Provided**	**Number of Hours**	**Overall Cost**	**Source of funding (General / Categorical)**
Volunteers				
Interns				
Total Hours & Costs				
			Total FTE	0

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

The Student Support Services Division Office houses three temporary positions that report to other administrators. The Student Services Information Manager is full-time and reports to the Vice President, and the two part-time Student Services Resource Managers report to the Director of Behavioral Health Services. These positions have added value to the SSS Division Office and should be institutionalized to provide consistent information management support for all Student Services departments along with case management for students in need.

The Student Support Services Division also houses the Chris Lamm & Toni DuBois-Walker Memorial Food Bank as a main component to the College's basic needs efforts. Unfortunately, this area is understaffed as mentioned in the Food Bank self-study. Both the Food Bank specifically, and our collective basic needs efforts across Student Services areas, need consistent oversight by a full-time management position to ensure students can navigate our offerings with ease. This self-study includes a resource request for a full-time Special Projects Director to focus on basic needs efforts across the college addressing food, housing, wellness, finances, clothing, and transportation resources to ensure students have access to wrap around services. While the Special Projects Director position would provide the most immediate short-term solution for oversight of these efforts, we would need a permanent management position in the future as a sustainable long-term solution.

2.5   How does this department/office serve the population of the college?

The Student Support Services Division Office is committed to the success of all Fullerton College students. The departments and programs in this division address issues such as student engagement, leadership development, academic success, mental/physical health, and food insecurity in order to provide support for the Fullerton College community. Further, through our student conduct, SSRT, and Title IX procedures, the SSS Division Office supports faculty, staff, and students to ensure they feel safe on campus to serve students, teach, and learn.

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

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office.

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

The Student Support Services Division is impacted by many regulations, trends, policies and procedures due to the wide variety of departments in our area. For example, the EOPS/CARE/CalWORKs & FYSI department is impacted by changes in categorical funding requirements, statewide legislation that has expanded resources for foster youth, and program regulations in educational code. Further, the Veterans Resource Center has experienced a variety of changes in how benefits are processed with the Veterans Administration. In addition, all departments have seen changes in new initiatives, grants, and reporting expectations to address areas such as mental health and basic needs support. Finally, the SSS Division Office specifically is impacted by federal changes to Title IX procedures as those are changed every few years by each administration.

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

Not applicable

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 department/office?

The Student Support Services Division generally, and the SSS Division Office specifically, have a variety of strengths. One primary strength is the caliber of our staff and their subsequent care for our students. Our faculty and staff go above and beyond to meet student needs and also to support their colleagues. A second strength is our collective commitment to equity-minded practices as we strive to support our students in a holistic manner. All of our departments are committed to DEIA and include these efforts at the core of what they do for students. Some examples include Disability Support Services, EOPS/CARE, CalWORKs, FYSI, Veterans Resource Center, leadership programming in Student Life and Leadership, and culturally-responsive care models in Student Health and Behavioral Health Services.

Finally, the SSS Division Office is strong in its collaborative case management approach to student conduct, SSRT and Title IX. Students on all sides of an issue are provided with support and resource referrals on/off campus. In addition to ensuring safety and upholding student rights, the SSS Division Office strives to treat each student conduct and Title IX case as an opportunity for learning, restorative practices (when appropriate), and to connect students with resources for their academic and personal success.

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

Many departments in the Student Support Services Division are supported by one-time funds and categorical funding sources that can be inconsistent from year to year. This causes many critical

positions to be filled with temporary and/or part-time staff. This lack of continuity and stability across positions is a weak point in our organizational structure as we are mainly tasked with supporting students in ways that are enduring rather than only addressing needs that are short-term in nature. Basic needs support efforts serve as one example of this misalignment between staffing resources, expectations from the state Chancellor's Office, and student demand for expanded services.

3.3   Based on your analysis in 2.1 through 2.8, what opportunities exist for your department/office?

The Student Support Services Division can maximize opportunities for growth by remaining attuned to changing student needs. As students return to on-campus classes and services in larger numbers, they remain interested in the option to switch between modalities. We have remained strong in our ability to provide excellent services both remotely and in-person. Departments will continue to reach more students if they recognize ongoing student demand for hybrid service models and offer these options in an easy to navigate manner.

Multiple departments in the Student Support Services Division have received increased allocations either through COLA increases in categorical funds or new allocations to tailored to serve specific student communities such NextUp for foster youth. These funds serve as an opportunity for our division to add programs and services that support student success both in and out of the classroom.

3.4   Based on your analysis in 2.1 through 2.8, what challenges exist for your department/office?

In addition to the strengths and opportunities within the Student Support Services Division, we also face challenges collectively as a team. Many departments continue to struggle with increasing their number of program participants and student engagement in events both in-person and online. While we experienced a notable increase in student engagement during the fall 2022 semester, we will likely continue to encounter challenges with creating in-person and virtual spaces for students to connect with peers, faculty and staff in meaningful ways during the post-COVID-19 pandemic era.

Inadequate staffing coupled with new initiatives and funds with increased deliverables, continues to be a challenge. Our teams have done their absolute best to do more with less time and staffing support. Over the last three years of the COVID-19 pandemic, our teams have been impacted by tremendous loss, illness, staff turnover, and changes in leadership. Since the impacts of the pandemic are still part of our reality, and many areas need additional staff, we will continue to work through these challenges over the course of the next few years.

4.0   Outcomes Assessment

Note: Sections 4.8 and 4.9 are new. Please review before filling out your outcomes 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 the changes made?	Number of Cycles Completed
1.	This is the first program review self-study cycle for the Student	N/A	N/A	N/A	N/A

	Support Services Division Office. Program outcomes, assessments, and subsequent quality improvement efforts will be shared during the next non-instructional program review cycle.				
2.					

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.	Provide support for all departments in the Student Support Services Division to ensure they reach their program outcomes and goals.	The SSS Division Office will seek consultation from the Office of Institutional Effectiveness (OIE) to implement outcome evaluation methods.	TBD in consultation with OIE	No	TBD
2.	Provide all division staff with guidance and support on administrative procedures to streamline operations.	The SSS Division Office will work with OIE to develop a satisfaction survey for staff to complete in preparation for the next non-instructional program review cycle.	Satisfaction survey	No	TBD
3.	Students who interact with the division office through student conduct, Title IX, and Student Support Resource Team (SSRT) procedures will have access to resource referrals to advance their academic and personal success.	The SSS Division Office will seek consultation with the Office of Institutional Effectiveness (OIE) to implement outcome evaluation methods that are appropriate given the sensitive matters students address with the Dean/Title IX Coordinator, and SSRT Resource Managers.	TBD in consultation with OIE	Yes	TBD
4.					

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

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Outcome assessment information will be shared during the next cycle.

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

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Outcome assessment information will be shared during the next cycle.

4.5   What challenges remain to make your department/office outcomes more effective?

The Student Support Services Division, like many other departments, continues to be impacted by the effects of the COVID-19 pandemic. As students adjust to being on campus, face basic needs challenges, encounter mental health challenges, and navigate social interaction in this post-lockdown era, we have seen an increase in incident reports and student of concern referrals. Addressing these issues in a student-centered manner, while providing holistic support for all those involved, takes time and can often place a strain on division office staff.

4.6   Describe how the department's/office's outcomes are linked to college goals.

The Student Support Services Division is committed to advancing the college goals. Our departments and programs work to advance goal one each day as they work with students to support their success. While each program and department may interact with and serve students differently based on their mission, each staff member in the division is here to advance student success.

In addition, our departments are all committed to DEIA efforts and offer tailored services to meet the needs of our diverse students. Many areas in our division also partner with community organizations and local school districts through outreach efforts and resource referral processes. By supporting each department, the Student Support Services Division Office ensures that our collective work aligns with the College goals.

4.7   Describe how the department's/office's outcomes support the achievement of the institution level SLOs.

One of the outcomes for the Student Support Services Division Office is to offer resource referrals for students who interact with the student conduct, Title IX and/or SSRT processes. Students will be provided with support to access resources on and off campus in order to address unmet needs as appropriate. This process will advance their learning about personal responsibility related to goal setting and their overall wellness.

4.8   A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. The SSS Division Office will consult with OIE for guidance on evaluation methods that would be appropriate given the variety of students and staff that we serve.

B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office?

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Outcome assessment information will be shared during the next cycle.

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

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Outcome assessment information will be shared during the next cycle.

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

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

Students who interact with the division office through student conduct, Title IX, and Student Support Resource Team (SSRT) procedures will have access to resource referrals to advance their academic and personal success.

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

The SSS Division Office will begin to track resource referrals for students who interact with our student conduct, Title IX, and SSRT procedures.

C. Identify a process for using outcome assessment data to improve your department's/office's services.

Given the confidential nature of student conduct, Title IX and SSRT, the SSS Division Office will collaborate with OIE to develop outcome assessment processes that provide meaningful data but is also sensitive to student privacy concerns.

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

This will be explored with OIE to determine if a dashboard is appropriate given the concerns explained above.

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?

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Outcome assessment information will be shared during the next cycle.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the strategic action plans from your last self-study/program review.

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Strategic action plans will be shared during the next cycle.

5.2 Describe the level of success and/or progress achieved in the strategic action plans listed above.

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Strategic action plans will be shared during the next cycle.

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

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Strategic action plans will be shared during the next cycle.

5.4 Provide examples of how the strategic action plans in the last cycle contributed to the continuous quality improvement of your department/office.

The 2022-2023 non-instructional program review cycle is the first self-study for the Student Support Services Division Office. Strategic action plans will be shared during the next cycle.

5.5 In cases where resources were allocated toward strategic action plans in the last cycle, how did the resources contribute to the improvement of the department/office?

N/A

5.6. If funds were not allocated in the last review cycle, how did it impact your department/office?

N/A

6.0 Strategic Action Plans (SAP)

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

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name:	Hire a manager to oversee and streamline basic needs efforts to include: food, housing, clothing, childcare, financial support, transportation, mental health, etc.
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 4
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Dean of Student Support Services will advocate for this position in response to increased student demand for support to access basic needs resources on and off campus. Further, the state has provided additional funding to address students' basic needs with an expectation that all colleges will hire a full-time coordinator.
What *Measurable Outcome* is anticipated for this SAP?	A full-time manager will be in place to strength collaboration between departments offering basic needs services and to develop a case management process for students seeking assistance to navigate resource options.
What specific aspects of this SAP can be accomplished without additional financial resources?	None- Student demand for basic needs resources has exceeded our capacity in the Food Bank alone.

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	$105,000	Basic needs allocation from CCCCO
Facilities		
Equipment		
Supplies	$500	Basic needs allocation from CCCCO
Computer Hardware	$1000	Basic needs allocation from CCCCO
Computer Software	$1000	Basic needs allocation from CCCCO
Training	$2500	Basic needs allocation from CCCCO
Other		
Total Requested Amount	$110,000	Basic needs allocation from CCCCO

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	Hire full-time position assigned to provide case management for students of concern referred to the Student Support Resource Team (SSRT)
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A full-time position responsible for SSRT case management with students of concern would increase our capacity to serve students in crisis. Currently, we have two part-time employees who can only work a maximum of 38.5 weeks per fiscal year. This staggered schedule makes it difficult to provide continuity of care 12 months per year to include the summer term and days/weeks leading up to and

	immediately following the primary terms when students are still in need of support.
What *Measurable Outcome* is anticipated for this SAP?	A full-time position will be in place to provide SSRT case management for students of concern.
What specific aspects of this SAP can be accomplished without additional financial resources?	We can continue to provide SSRT case management services using our current model. However, this will not address increased demand for student support.

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	$100,000	Mental health funds from CCCCO
Facilities		
Equipment		
Supplies	$500	Mental health funds from CCCCO
Computer Hardware	$1000	Mental health funds from CCCCO
Computer Software	$1000	Mental health funds from CCCCO
Training	$2500	Mental health funds from CCCCO
Other		
Total Requested Amount	$105,000	Mental health funds from CCCCO

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Collaborate with the Vice President of Student Services to facilitate revision of BP/AP 5500: Standards of Student Conduct and Discipline.
List College goal/objective the plan meets:	College Goal #: 2 Objective #: 1
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	BP/AP 5500: Standards of Student Conduct and Discipline have not been revised since the fall of 2017. Many changes are necessary to align with best practices in the student conduct field, changes in Title IX procedures, and to create consistency in how cases are adjudicated. The Dean of Student Support Services will collaborate with the Office of the Vice President of Student Services to advocate that the District contract with an outside agency that specializes in student conduct policy revision and training.
What *Measurable Outcome* is anticipated for this SAP?	BP/AP 5500 will be revised to reflect current practices at the campus level and best practices in the field.
What specific aspects of this SAP can be accomplished without additional financial resources?	Campus conversations may begin to allow deans to provide input on the areas of BP/AP 5500 that work well and those that should be revised. The revision process would take longer without the consultation services from an outside agency that specializes in this area.

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		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other	$25,000	TBD
Total Requested Amount	$25,000	TBD

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.

Long-term plans for the Student Support Services Division include the following:
- Continue space planning and facilitate a transition to permanent offices in the Chapman-Newell building for EOPS/CARE/CalWORKs/FYSI, Veterans Resource Center, Food Bank, Health Center and Behavioral Health Services. (See related program reviews such as the VRC 22-23 Self-Study)
- Contribute to the revision of BP/AP 5500 Standards for Student Conduct and Discipline to streamline our student conduct procedures and address concerns with suspension procedures and readiness to return processes for students seeking to re-enroll.
- Support the EOPS/CARE/CalWORKs & FYSI department to increase the number of students served to exceed pre-pandemic levels. (See EOPS/CARE 22-23 Self-Study)
- Collaborate with the Director of EOPS/CARE/CalWORKs and FYSI to establish new services for formerly incarcerated students and additional services for former/current foster youth in response to NextUp funding from the CCCCO. (See FYSI 22-23 Self-Study)
- Support the expansion of Behavioral Health Services by hiring additional providers, establishing an intern program to increase capacity for students seeking individual and group therapy options. (See Behavioral Health Services 22-23 Self-Study)
- Expand permanent staffing for basic needs and the Student Support Resource Team as indicated in SAP 1 and 2 above.
- Continue to explore the relocation of campus ID production to make it easier for students and to allow the Student Center to focus on community building and engagement for campus clubs and organizations.
- Support Student Health Services as they review Electronic Medical Records (EMR) system options and adopt a more effective platform. (See Student Health Services 22-23 Self-Study)
- Provide support and advocacy to address staffing issues across our areas to either fill vacancies or receive approval for new positions that will enable us to meet changing student needs.
- Secure a permanent and expanded testing area for DSS to meet increased testing accommodation demands. (See DSS 22-23 Self-Study)

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

The Student Support Services Division Office proposes three Strategic Action Plans listed above that require resources for personnel and consultation services for student conduct policy review/revision. These requests

are in addition to the resource requests detailed in 22-23 self-studies submitted by other departments and programs in the SSS Division.

8.0 Self-Study Summary

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

The Student Support Services Division is comprised of a diverse combination of departments and programs that all have a unique way to serve students during their time at Fullerton College. Despite the variety of programs and services in the division, each area is connected by our common thread to serve students, advance their success, and to do so in an equity-minded manner. Our division has many strengths and areas of opportunity for growth, but we also face ongoing challenges in response to the COVID-19 pandemic, expectations to deliver excellent hybrid services with limited resources, and the need for additional personnel.

The Student Support Services Division Office is committed to supporting our many departments and programs in their work to serve students and staff. Looking ahead to the next several years, the SSS Division Office requests support to hire full-time positions for basic needs and SSRT case management along with consultation expenses to revise BP/AP 5500: Standards for Student Conduct and Discipline. Since this is the first non-instructional program review self-study for the SSS Division Office, the next self-study will provide additional information about outcome assessment, results, and continuous quality improvement efforts.

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 departments/offices 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 lmcpheron@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
SSS Division Office Website	10/7/22	Yes	Student Support Services Division Website
Student Conduct Incident Report Forms	1/23/23	Yes	Non-Classroom Student of

			Concern Referral Forms or In Classroom Student of Concern Referral Forms
SSRT Student of Concern Referral Form	1/23/23	Yes	Student of Concern Referral Form
Title IX Incident Report Form	1/23/23	Yes	Title IX Incident Report
Grade Appeals Form	1/19/23	Yes	Grade Appeal Form

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

Elaine Lipiz Gonzalez | Dean, 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.