



Administrative & Operational Services

2022 - 2023 Self-Study Four-Year Program Review Template

LLRISPS 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

Dani Wilson, Dean, LLRISPS
Wendy Bailey, Admin III, Library/LLRISPS
Carina Valencia, Admin II, Study Abroad/LLRISPS

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.

Dani Wilson	<i>Dani Wilson</i>	Dean	
Printed name of Principal Author	Signature	Title	Date
Dani Wilson	<i>Dani Wilson</i>	Dean	
Printed name of Department Manager	Signature	Title	Date
Dani Wilson	<i>Dani Wilson</i>	Dean	
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:

The LLRISPS division helps to support student learning and achievement by providing strategic leadership through its various departments and programs: Library, Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Staff Development, and Study Abroad. During our last accreditation site visit in 2017, the ACCJC visiting team noted our LLRISPS division in the first two commendations:

“College Commendation 1: The college is commended for the Library, Learning Resources, and Instructional Support Programs and Services Division (LLRISPS), specifically their Academic Support Center programs, which demonstrate robust and innovative partnerships throughout the college coupled with best practices to support student access and success. (Standard II.B.1) **College Commendation 2:** The college is commended for the intentional creation of flexible learning spaces that are not only beautiful and comfortable, but that also provide access to much needed resources such as technology and the assistance of professional and peer staff. The expanded offerings in the Library Reserves area are noteworthy; particularly the robust partnership with the EOPS program and all the materials available for use to student participants in that program as well as the wide variety of offerings in the circulation area ranging from laptop and calculator checkouts to phone chargers all of which positively impact the student experience at the college. (Standards III.B.1; III.C.3)”

Vision:

The LLRISPS division works diligently to make a positive impact in students’ lives. Each of the division programs-- The library, Academic Support Center, Guided Pathways, Honors, Hornets Tutoring, Study Abroad, and Staff Development—work to transform lives and positively impact all with whom we interact. The division office itself also strives to positively impact the lives of our colleagues, patrons, students, and community members.

Core Values:

Our core values are supported in the LLRISPS division through our innovative programs and caring staff members. Each unique department in this division, as well as the division office itself, promotes these core values in all that we do day to day. This is particularly seen in the care we take to select materials in the library, the professional learning we deliver in Staff Development, the students who are served in our Academic Support Center and Hornets Tutoring, the academic and community programs we develop in Study Abroad, the pathways to career and academic success we develop in Guided Pathways, and the work we engage in throughout our many student success programs.

College Goals:

1. Promote Success for every student

The LLRISPS division provides support and strategic leadership to departments and programs that specifically aim to increase student success. These include the library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Staff Development, and Study Abroad (see those program reviews for details). The division office promotes student success by establishing a warm, welcoming office that works diligently to help students along their educational journey.

2. Cultivate a culture of equity

The LLRISPS division provides support and strategic leadership to departments and programs that specifically aim to cultivate a culture of equity. These include the library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Staff Development, and Study Abroad (see those program reviews for details). The division office promotes equity by supporting inclusive, DEIA-related programming. We also hire diverse employees who are committed to equity efforts. Lastly, we provide training around DEIA principles.

3. Strengthen connections with our community

The LLRISPS division provides support and strategic leadership to departments and programs that specifically aim strengthen connections with the community. These include the library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Staff Development, and Study Abroad (see those program reviews for details). The division office regularly engages the community whether it be through library programming and the Friends of the Library organization, a study abroad community trip, or the Guided Pathways office which regularly engages with our k-12, community college, and industry partners.

4. Commit to accountability and continuous quality improvement

The LLRISPS division is committed to accountability and continuous quality improvement. This is demonstrated through regular meetings, self-study evaluations, and conversations with other campus wide stakeholders. This program review report as well as the self-study we are currently writing for our 2024 accreditation cycle are further evidence of this.

2.0 Department/Office /Data & Trends Analysis

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

Due to COVID, the most recent SERP (Supplemental Early Retirement Program) and natural attrition, we found our LLRISPS Division extremely short staffed. We have been working diligently to rehire our vacant positions, and now we are currently only missing the following staff positions: Administrative Assistant I and Library Assistant I. Despite our staffing challenges, we continue to serve our students and staff members with efficiency and collegiality. **For all intents and purposes, the LLRISPS Division office includes the Library, Study Abroad, and the Honors Program. The other programs and departments within this division have their own, specific offices.**

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, LLRISPS	1	100%	12	General	1
Director, Academic Support Programs	1	100%	12	General	1
Manager, Tutoring Programs	1	100%	12	General	1
Director, Ed Partnerships & Programs, GP	1	100%	12	Categorical	1
Classified Professionals					
Admin III, Library/LLRISPS Division	1	100%	12	General	1
Admin II, Study Abroad/LLRISPS Division	1	100%	12	General	1
Admin II, Guided Pathways	1	100%	12	General	1
Admin I, Staff Development (vacant)	1	100%	12	General	1
Library Assistant III, Acquisitions	1	100%	12	General	1
Library Assistant III, Circulation	1	100%	12	General	1
Library Assistant III, Cataloguing	1	100%	12	General	1
Library Assistant II, Systems	1	100%	12	General	1
Library Assistant II, Reference	1	100%	12	General	1
Library Assistant II, Circulation	1	100%	12	General	1
Library Assistant I, Circulation	1	100%	12	General	1
Library Assistant I, Circulation (vacant)	1	100%	12	General	1
Faculty Librarians					
Full-time Faculty/Librarians	8	100%	10	General	8
Adjunct Faculty/Librarians	1	10%	10	General	.10
Faculty Coordinators					
Honors Program Coordinator	1	40%	10	General	.40
Guided Pathways Coordinator	1	100%	10	Categorical	1
Staff Development Coordinator	1	60%	10	General	.60
Study Abroad Coordinator	1	40%	10	General	.40
Hourly - Adult					
	1	25%	10	General	.25
Hourly - Student					
	1	25%	10	General	.25
	4	25%	10	FWS	1

Professional Experts					
Staff Development Coordinator, Summer	1	40%	2	General	.40
Study Abroad Coordinator, Summer	1	40%	2	Gen/Bursar	.40
Study Abroad Instructor, Summer	1	7%	1.5	Gen/Bursar	.30
Guided Pathways Coordinator, Summer	1	40%	2	Categorical	.40

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				
Volunteers				
Interns	Various library-related	55	\$0	N/A
Total Hours & Costs				
			Total FTE	29.5

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 staffing is adequate in most areas of the division. We do have two vacant positions right now, and we are anxious to fill them. Due to the size and diversity of our division, an Associate Dean position would also be a valuable addition to our staff. With so many disparate departments and programs to oversee, the dean's time is spread very thin.

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

The LLRISPS division serves the entire college (including faculty, administrators, classified professionals, students, and the community at large) through our various departments and programs. The division office provides strategic leadership of each area, general oversight of each budget, and management of all personnel. **For all intents and purposes, the LLRISPS Division office includes the Library, Study Abroad, and the Honors Program. The other programs and departments within this division have their own, specific offices. For this cycle, we are also including the Staff Development office, as our Administrative Assistant I for Staff Development has been on loan to another department, so division office staff have taken care of this program as well.**

Again, during our last accreditation site visit in 2017, the ACCJC visiting team called out our division in the first two commendations they offered:

“College Commendation 1: The college is commended for the Library, Learning Resources, and Instructional Support Programs and Services Division (LLRISPS), specifically their Academic Support Center programs, which demonstrate robust and innovative partnerships throughout the college coupled with best practices to support student access and success. (Standard II.B.1)

College Commendation 2: The college is commended for the intentional creation of flexible learning spaces that are not only beautiful and comfortable, but that also provide access to much needed resources such as technology and the assistance of professional and peer staff. The expanded offerings in the Library Reserves area are noteworthy; particularly the robust partnership with the EOPS program and all the materials available for use to student participants in that program as well as the wide variety of offerings in the circulation area ranging from laptop and calculator checkouts to phone chargers all of which positively impact the student experience at the college. (Standards III.B.1; III.C.3)” The LLRISPS division serves the entire college (including faculty, administrators, classified professionals and students) through our various departments and programs. The division office provides strategic leadership of each area, general oversight of each budget, and management of all personnel.

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

COVID. Certainly, the pandemic and the campus closure has impacted the LLRISPS division (along with the entire campus) significantly. During the campus closure, we shifted our operations online. In addition to running our day-to-day operations remotely, we also converted our building into a student study space; we started a curb-side pick-up program for library materials; we began offering online workshops and consultations; and we assisted ACT (and continue to assist them) with laptop and Wi-Fi hotspot loans. As we transition back to campus, we are discussing which pandemic practices to keep and which to toss. It remains a work in progress.

Aside from COVID, this division was transformed and re-envisioned in 2014-15. When the previous dean retired, the division was renamed, and many new areas of responsibility were attached. Throughout the four years since our last program review, some programs merged with others, some programs sunset, some programs expanded, and a few new programs emerged. In this way, the LLRISPS division is very dynamic.

Further, many of these departments and areas have expanded services in the past year such as Study Abroad. As of two program review cycles ago, we used to offer one semester-length program per year. As of our last program review cycle, we began offering three or four programs per year (two semester-length programs, a summer program, and—occasionally—a winter program). Currently, we plan to offer five to seven programs per year (2 semester-length programs, 1-2 summer programs, an occasional winter-program, 1-2 CTE short-term pilot programs, and a community program). This places an added burden on the division office.

Additionally, we have taken on a new department and office within our division: Guided Pathways. What started out as a grant initiative almost five years ago has blossomed into a burgeoning program, with nearly 24 discrete activities, and a full office within our building. This office is staffed with a director, an administrative assistant II, and a faculty coordinator on full release time. While we are grateful for the structure of the official office, its existence does add additional work to our division office as well.

Lastly, due to COVID, the SERP, and natural attrition, we have lost dozens of LLRISPS division personnel. Fortunately, all but two of these vacancies have been filled in the past couple of months. However, the vacancies have left us understaffed. One of those areas is our Staff Development Office. Our Administrative Assistant I had the opportunity to transfer to another department on a temporary basis. For many months, we had to support this office through personnel from our division office. This certainly impacted both the division office as well as the Staff Development office. Fortunately, a few weeks ago, we were able to hire a part-time TEA to help support the Staff Development office. We are also looking forward to being able to re-staff the permanent Administrative I position, as the temporary position that took our staff member away is now flying and set to be filled shortly. This will help tremendously. Our other vacancy (Library Assistant I) is nearly filled as well. The recruitment just ended, and we are now just awaiting Board of Trustees approval on the recommended hire.

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 LLRISPS division is impacted by the sum total of all laws, regulations, trends, policies and procedures or other influences that have an impact on the effectiveness of each of its programs and departments. For the division office specifically, we are most impacted by the library regulations, trends and policies, as well as hiring and personnel management procedures (see the program reviews for the following departments and programs: Library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Study Abroad, and Staff Development). Further, AB705 continues to impact our division, as many of the departments work with the English 101 course (which started in the fall 2019 semester). For our Study Abroad program, we need to monitor and follow all US State Department regulations, COVID policies, and vendor guidelines. Finally, because we have so many hourly employees in our division (upwards of 500), the new procedures for electronic timecards and TEA hiring procedures have been quite challenging.

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

Please see Appendix A. These are the results from our last program review LLRISPS Division Satisfaction Survey.

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 division?

The LLRISPS division office is a very dynamic place with many talented and devoted staff members. Despite our large division and the many moving parts that it oversees, we manage to function very efficiently. Overall, the LLRISPS division is a collegial, student-centered place. In fact, we branded our division in August, 2014 as Students FIRST (FIRST stands for Friendly, Inspiring, Responsive, Supportive and Trustworthy). Despite our current staffing challenges, we remain effective and efficient. According to the last accreditation report from 2017, the ACCJC visiting team gave our division two commendations:

“College Commendation 1: The college is commended for the Library, Learning Resources, and Instructional Support Programs and Services Division (LLRISPS), specifically their Academic Support Center

programs, which demonstrate robust and innovative partnerships throughout the college coupled with best practices to support student access and success. (Standard II.B.1)

College Commendation 2: The college is commended for the intentional creation of flexible learning spaces that are not only beautiful and comfortable, but that also provide access to much needed resources such as technology and the assistance of professional and peer staff. The expanded offerings in the Library Reserves area are noteworthy; particularly the robust partnership with the EOPS program and all the materials available for use to student participants in that program as well as the wide variety of offerings in the circulation area ranging from laptop and calculator checkouts to phone chargers all of which positively impact the student experience at the college. (Standards III.B.1; III.C.3) I hope that we receive similar kudos in the 2024 accreditation review.

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

Many of our staff are spread too thin due to the vacancies we have recently experienced (SERP, retirements, and resignations). Additionally, the division expanded greatly over the past eight years (when it was re-organized and re-envisioned in 2014), though the staff have only expanded moderately.

The "assessment," and "online learning" departments of the library need an additional classified Library Assistant. This would enable these departments to fully embrace the new demands for regular assessment and online engagement.

Similarly, the Study Abroad office could benefit from additional reassigned time for the faculty coordinator. The coordinator only received 6 units of release time, though she is putting in nearly double that due to the expansion of our program (as described earlier). A minimum of 12 units is needed. As we continue to add programs each year (including out CTE pilot programs as well as our community programs), a minimum of 12 units is needed to simply maintain the status quo. As we continue to build more programs, we anticipate seeing full release time (15 units) being necessary in the future. Please see the Study Abroad Program Review for additional details.

Further, our Staff Development faculty coordinator only receives 9 units, though her duties have grown exponentially due to the expanded partnership with various new departments and programs (namely Guided Pathways, Mindfulness, and Distance Education). Full release time of 15 units is necessary to continue to provide exceptional professional learning to all areas of the campus: classified professionals, adjunct and full-time faculty, administrators, and our many hourly and professional expert staff members. Please see the Staff Development Program Review for additional details.

Lastly, because the dean's time is spread very thin (she currently oversees 7 robust departments), an Associate Dean position is necessary.

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

Because we have so many departments and programs, we have the opportunity to interact with virtually every office on campus. Our division is the hub of the campus in many ways, as our programs bleed into all other divisions. The certainly provides opportunity to collaborate and innovate. Despite the challenge of COVID, the pandemic has also afforded us new ways to conduct business. Offering virtual services is both a challenge as well as an opportunity.

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

COVID. We are trying to find the balance of remote work and virtual services with in-person work and on-campus services. We continue to work toward a happy medium. Additionally, the limited space on campus, and in our division buildings in particular, as well as the fact that we are moderately short-staffed right now, remain the most significant challenges at this point. As our departments and programs grow, we need additional space to house personnel and students. Lastly, and perhaps most importantly, we need additional reassigned time for our Study Abroad and Staff Development faculty coordinators. They are doing too much for too little reassigned time.

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.	The departments within the LLRISPS Division (including the students, staff, faculty and administrators) will feel supported.	Spring 2018	Spring 2018	Fall 2018 and forward	1
2.	The LLRISPS Division will build partnerships across campus, Cypress College, the NOCCCD, and throughout the larger community.	Spring 2018	Spring 2018	Fall 2018 and forward	1

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.	1. Personnel connected to LLRISPS programs and departments (including students, staff, faculty, administrators, and community partners) will be satisfied with the LLRISPS division office's collegiality, helpfulness, efficiency, commitment to equity, and commitment to student success.	Satisfaction Survey	In a satisfaction survey through Qualtrics	In some cases, yes.	The results will demonstrate that the LLRISPS Division office provides service that is collegial, helpful, efficient, and committed to equity/inclusion and student

					success.
2.	2. The division will continue to build partnerships across campus, Cypress College, the NOCCCD, and throughout the larger community.	New initiatives and partnerships will be created outside of the LLRISPS division	Assessing new partnerships that have been developed	In some cases, yes.	The results will demonstrate that the LLRISPS division secures and nurtures partnerships with other campus, college, district, and community groups.

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

A satisfaction survey was developed and launched in spring 2018. Results were analyzed in spring 2018, and changes based on the data were implemented starting in fall 2018. Several items were initiated due to that assessment including: monthly dean open office hours, removal of the “alarm will sound” sign from the division office door, improved wifi in the building, installation of a PA system for the building, focused attention to diversity, equity, inclusion and anti-racism training, and more regular cross-communication between departments/areas.

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

As the LLRISPS Division office interacts with many constituent groups within Fullerton College and beyond, we aim to support student success and equity as an ultimate goal. For specific outcomes at the student level, it would be best to review the program reviews of the various departments and areas with the LLRISPS Division: Library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Study Abroad, and Staff Development. Otherwise, we intend to launch a student satisfaction survey to students who interact with the division office directly.

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

We are currently moderately short-staffed due to retirements, promotions, and resignations. We also have some space limitations that prohibit us from providing the high-quality service our division members and partners have come to expect. Our Study Abroad and Staff Development offices require more release time for our faculty coordinators. Finally, COVID and the campus closure created challenges, and the transition back to campus is adding new challenges. We continue to work to find a happy medium of remote vs on-campus work and virtual vs in-person services.

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

Our outcomes are in direct relation to the college goals of supporting student success, cultivating a culture of equity, partnering with the larger community, and maintaining accountability and continuous quality improvement. If our departments, programs and personnel are supported, they are

able to do their jobs effectively. Their jobs directly tie into all four of our college goals, and building partnerships directly relates to goal # 3.

4.7 Describe how the department's/office's outcomes support the achievement of the [institution level SLOs](#).

The LLRISPS Division Office works to support the various departments and programs under its purview. These programs work to ensure that the knowledge, skills, abilities, and attitudes students will develop as a result of their overall experience at the college are effective and lead them to successful completion of their academic, personal, and professional goals.

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

We launch user satisfaction surveys using Qualtrics. These surveys are anonymous unless the respondents wish to reveal their identities in the open-ended question at the end.

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

The LLRISPS Division Office regularly receives rave reviews from our users. These users include faculty, classified professional, administrators, students, patrons, and community partners.

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

The last assessment led to the following improvements: monthly dean open office hours, removal of the "alarm will sound" sign from the division office door, improved Wi-Fi in the building, installation of a PA system for the building, and more regular cross-communication between departments/areas. New results from the Fall 2022 user satisfaction survey are attached as well. These results will be analyzed over the spring 2023 semester, and improvements will be made accordingly.

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.

The LLRISPS Division Office is designed to support the faculty, classified professionals and managers who directly support student learning. If these personnel are aptly supported, they are able to positively impact student learning and success.

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

For specific outcomes at the student level, it would be best to review the program reviews of the various departments and areas with the LLRISPS Division: Library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Study Abroad, and Staff Development.

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

We intend to use the results from the LLRISPS Division Office satisfaction survey to determine areas of strength and improvement. We will use these results to make improvements where warranted. We also coordinate with our department Student Services Program Reviews for the following programs--Library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Study Abroad, and Staff Development—to support each of these programs aptly.

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

We use assessment data from our Qualtrics satisfaction survey to make improvements. No dashboards are required for this process.

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?

Instead of looking at individual student data, we look at assessment data from our LLRISPS Division Office satisfaction survey. This provides us with information about how to best support the faculty, classified professionals and managers within our various departments who directly impact student success and equity. However, these results occasionally suggest that we need some sort of professional learning in order to best support these personnel. If and when we see that need, we provide the necessary professional learning. As an example, one outcome from the most recent survey indicated that staff would benefit from training around District forms and the Stryker evacuation chair. We plan to offer those trainings in the upcoming spring 2023 semester. Similarly, staff reported wanting more cross-collaboration between our 7 departments, so we will be offering opportunities for this type of partnering starting in the next semester of spring 2023 as well.

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 following are our strategic action plans from the last program review developed in 2018:

- Continue to support the faculty, classified professionals, and managers in our growing LLRISPS Division
- Implement a satisfaction survey to all departments and programs within LLRISPS, as well as our partner programs and offices, in order to assess the LLRISPS division office's communication, helpfulness, professionalism, efficiency, timeliness, fiscal responsibility, and commitment to students.

- Continue to build partnerships across the campus, district, community and state.

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

The LLRISPS Division was successful in achieving each of the three listed strategic action plans. The division office supported its personnel well; the division office launched a satisfaction survey, and we assessed the results and made appropriate improvements; and the division office continued to build partnerships across the campus, district, community and state.

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

In terms of the satisfaction survey, we assessed the results and made changes for improvement where applicable. As an example, the last satisfaction survey led to the following improvements: monthly dean open office hours, removal of the “alarm will sound” sign from the division office door, improved Wi-Fi in the building, installation of a PA system for the building, and more regular cross-communication between departments/areas. New results from the Fall 2022 user satisfaction survey are attached as well. These results will be analyzed over the spring 2023 semester, and appropriate improvements will be made accordingly.

In terms of building new partnerships with other departments on campus, the district, the community and the state, the LLRISPS Division Office developed several new collaborative relationships with various programs and offices including the following: CalWest Library consortium, the Guided Pathways regional coordinator and statewide Guided Pathways coalition, 4CSD (California Community College Council for Staff Development), the LLRISPS Division at Cypress College, the Teacher Pathways Program through Hornets Tutoring, and Santa Ana College Library Tech Program (through a student internship) to name a few.

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 satisfaction survey we launched last time enabled us to see gaps in our services as well as opportunities to improve. Again, the last assessment led to the following improvements: monthly dean open office hours, removal of the “alarm will sound” sign from the division office door, improved Wi-Fi in the building, installation of a PA system for the building, and more regular cross-communication between departments/areas. New results from the Fall 2022 user satisfaction survey are attached as well. These results will be analyzed over the spring 2023 semester, and improvements will be made accordingly.

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?

The only resources that were allocated from the last program review cycle was for the new color copier in the division office. The copier was instrumental in allowing the division office to support the seven departments under our purview: Library, the Academic Support Center (ASC), Guided Pathways, Honors Program, Hornets Tutoring, Study Abroad, and Staff Development

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

The funds that were not allocated were for the two personnel positions we asked for: an additional Library Assistant I and an Associate Dean. These positions would be beneficial to help better support the various departments within the division. We continue to have this need.

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:	Print Management System Update	
List College goal/objective the plan meets:	College Goal #: 2, 2, 4 Objective #: 1, 4, 2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Printing support is the most common question asked at the reference desk – an indicator of both the popularity of the service and the level of support the current printing system requires. During 2021, the Systems Librarian and ACT reviewed proposals from print management vendors. Updating the print management software and hardware will help meet student, faculty, and staff needs by creating a smoother printing experience with fewer technical issues.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	- Over the next three years, the library and ACT will review and implement an updated print management system. - Maintain foot traffic levels at current level or above current level throughout the next program review cycle. Maintain the proportion of students who have visited the library at 53% or more throughout the next program review cycle.	
What specific aspects of this SAP can be accomplished without additional financial resources?	The proposal review process can be done without additional funds.	
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	12,000	General
Computer Software	8,000	General

Training		
Other		
Total Requested Amount	20,000	General

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Associate Dean Position	
List College goal/objective the plan meets:	College Goal #: All 4 college goals would be impacted Objective #: This would support both outcomes. An associate dean would provide additional support to the seven departments within LLRISPS and enable the division office to continue to provide exceptional support to the faculty, classified professionals, managers, students, patrons, and partners who interact with us.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The LLRISPS Division has seven robust and disparate departments. Each one has nuanced needs that allow them to run efficiently. The dean's time is spread extremely thin, and an Associate Dean position would enable her to have adequate support in order to, in turn, support her various departments. This position would also allow the division to grow, if appropriate. This position would report to the Dean, LLRISPS. The ideal timeframe would be as soon as possible.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Satisfaction surveys would indicate that each program is running more efficiently. Similarly, the division would be able to grow as appropriate, and continue to forge new relationships and partnerships with other programs on campus, throughout the district, community and state.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. We would need to create a new, ongoing position for the Associate Dean.	
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	200,000	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	200,000	General

STRATEGIC ACTION PLAN # 3

Strategic Action Plan Name:	Additional Reassigned Time for the Study Abroad Coordinator	
List College goal/objective the plan meets:	College Goal #: All four college goals Objective #: This would support both outcomes. This would allow our Study Abroad program to continue to grow, as described above.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Study Abroad Coordinator needs additional reassigned time units (12 total) to keep up with the continuous growth of this program. We used to run 2-4 programs per year. We now run 5-6 and are piloting several more.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The Study Abroad Program would continue to grow, offering more opportunities for students and community members to go abroad. We would see satisfaction rates rise as well as participation number rise.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. This would require six additional units of reassigned time for the faculty coordinator.	
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	50,000	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	50,000	General

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:	Additional Reassigned Time for the Staff Development Coordinator	
List College goal/objective the plan meets:	College Goal #: All four college goals Objective #: This would support both outcomes. This would allow our Staff Development program to continue to grow and support all campus personnel, as described above.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Staff Development Coordinator needs additional reassigned time units (15 total) to keep up with the continuous growth of this program. This office coordinates every piece of professional learning on this campus.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	The Staff Development Program would continue to grow, offering more (in quantity and depth) professional learning opportunities on campus. We would see satisfaction rates rise as well as participation number rise.	
What specific aspects of this SAP can be accomplished	None. This would require six additional units of reassigned time for the faculty coordinator.	

without additional financial resources?		
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	50,000	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	50,000	General

STRATEGIC ACTION PLAN # 4		
Strategic Action Plan Name:	Library Assistant II, Instruction and Online Learning (Duplicate from the "Library" Student Services Program Review)	
List College goal/objective the plan meets:	College Goal #: Goals 1-3 Objective #: This would support outcome # 1. This would allow our Online and Instructional programs in the library to continue to grow.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	We need a Library Assistant to help support the burgeoning Online Learning Department in the Library. With additional support, we could continue to grow the very popular remote online services we offer (chat, reference, texting, workshops, and instruction). This position would also be instrumental in supporting outreach activities to faculty, and developing additional instructional activities for students.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	We would see more and more online academic support and information literacy offerings available to students in the library.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None. This would require a classified Library Assistant II position.	
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	75,000	General
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount	75,000	General

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 LLRISPS Division include the following:

- Systematically increase the satisfaction of the staff and students who interact with the LLRISPS Division
- Continue to create new collaborations with campus, district, community and/or state partners
- Expand the space and staffing of the various departments within LLRISPS (see their individual program review)
- Expand the personnel and coordination of professional learning academies (see the Staff Development program review), which includes additional reassigned time for the Staff Development Coordinator
- Expand the personnel and coordination of the Study Abroad program, which includes additional reassigned time for the Study Abroad Coordinator (see the Study Abroad program review)
- Expand the classified staff in the library to include a Library Assistant in our Online Learning department of the Library (see the Library program review)
- Expand the staffing and space in the ASC (see the ASC program review)
- Develop an Associate Dean position for the LLRISPS Division
- Find permanent space for our Hornets Tutoring (HT) sessions (see the HT program review)
- Work more closely with the Math Lab in order to more closely partner with Hornets Tutoring and the Academic Support Center.

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

As indicated above, we need an updated print management system in the library. The system we have now is not user-friendly, and it is not flexible in terms of payment options. It is exclusively a cash-based system, and we would like to offer credit/debit card use as well. Further, the majority of our classified professional and librarian time at our reference and help desks (both virtual as well as in-person) is spent answering questions and trouble shooting this system. An updated printing system would enable our staff to concentrate on more substantive, library-related concerns.

Also indicated above, we need several new/expanded personnel positions: Associate Dean, Library Assistant I (Online Learning), Library Assistant I (Reference and Student Programming), additional reassigned time for the Study Abroad Coordinator, and additional reassigned time for the Staff Development Coordinator. These personnel are necessary to keep the division (and its various departments and programs) running efficiently and effectively.

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 LLRISPS division is a collegial office that supports a wide and varied collection of departments and programs. Currently, the following programs and departments fall under the LLRISPS Division: library,

Academic Support Center (ASC), Honors Program, Hornets Tutoring, Guided Pathways, Study Abroad, and Staff Development. Although this division has been expanded, the staffing has contracted due to the Supplemental Early Retirement Program (SERP) and natural attrition. Therefore, currently, we are understaffed. Additionally, with the high number of departments under the division purview, an Associate Dean is requested. Similarly, we need two classified Library Assistants for our Online Learning and Reference/Student Programming departments, as well as additional reassigned time for our faculty coordinators in Study Abroad and Staff Development. Finally, with the number of students we serve on a daily basis, the library needs an updated print management system. These are the most pressing needs of our division. Our action plans include continuing to provide exceptional support to the students, staff, faculty, administrators, and community partners who interact with our division (as many have come to expect, as evidenced by our positive satisfaction survey results as well as our two commendations from the accreditation visiting team), and continuing to develop new collaborations with partners across the campus, division, community and state.

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.

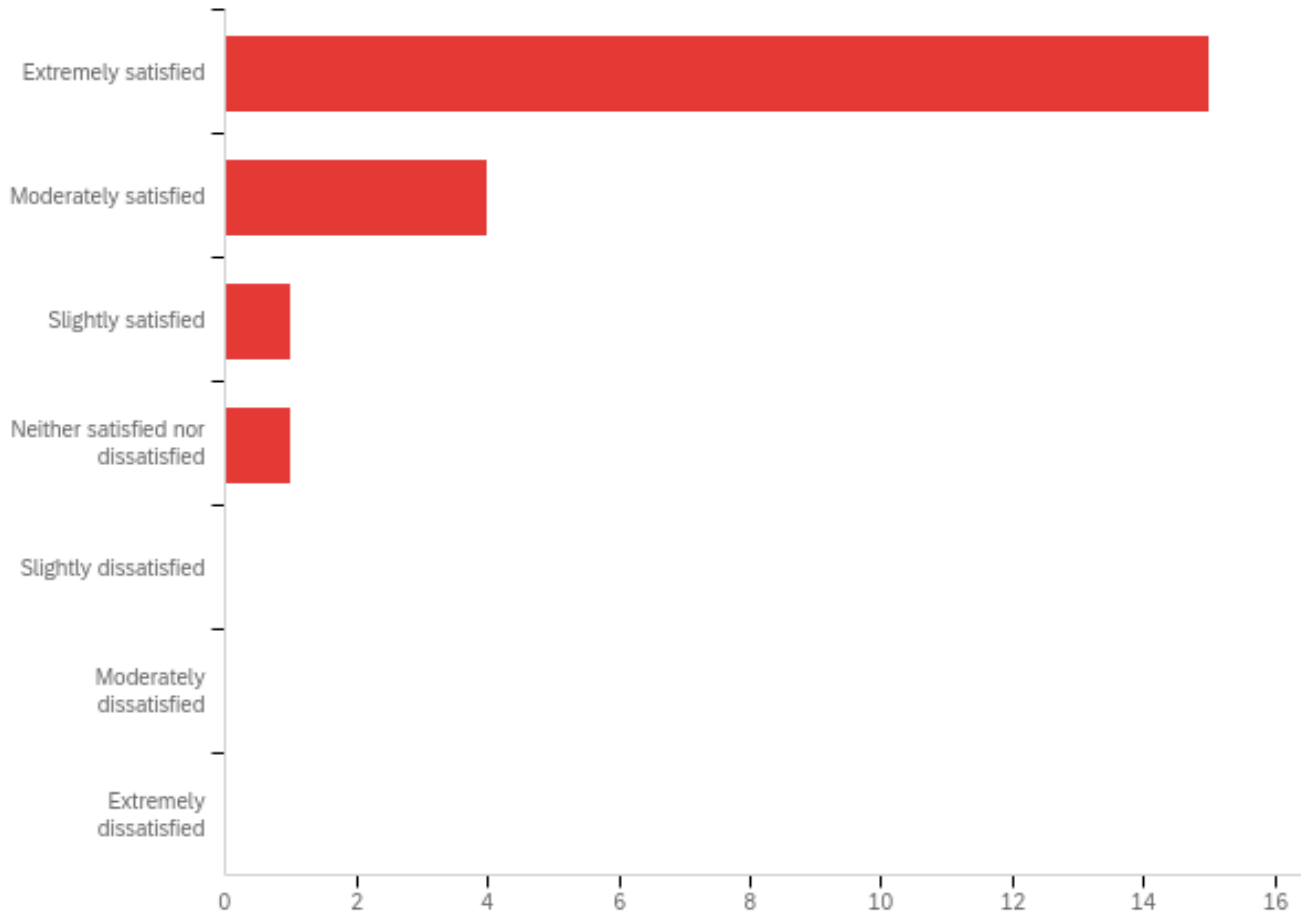
Publication	Date last reviewed	Is the information accurate?	URL of publication

LLRISPS Division Office Survey Results

LLRISPS Division Office Fall 2022

December 1st 2022, 11:47 am MST

Q2 - How satisfied or dissatisfied are you with the LLRISPS Division's COLLEGIALITY?

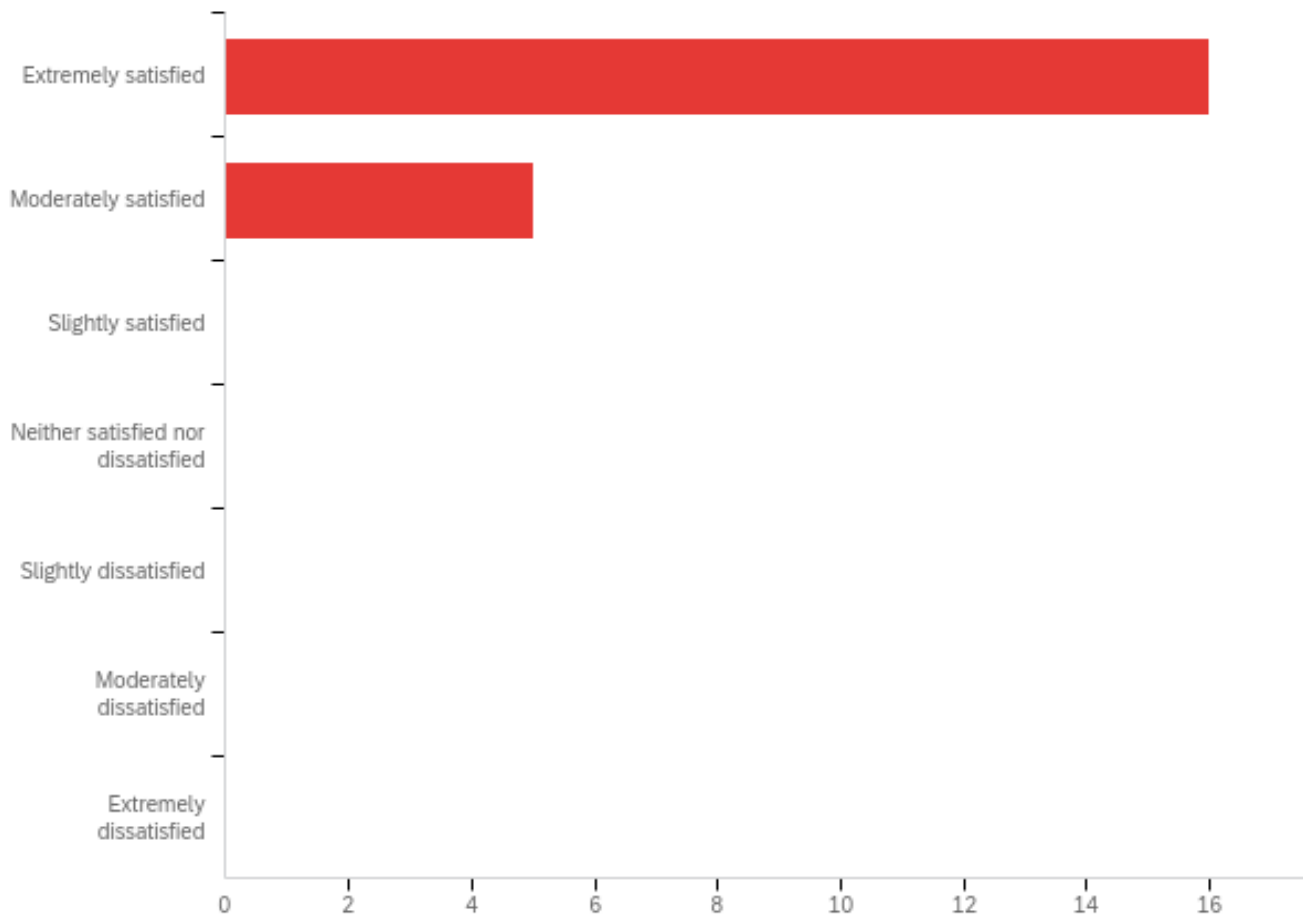


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the LLRISPS Division's COLLEGIALITY?	1.00	4.00	1.43	0.79	0.63	21

#	Answer	%	Count
1	Extremely satisfied	71.43%	15
2	Moderately satisfied	19.05%	4
3	Slightly satisfied	4.76%	1

4	Neither satisfied nor dissatisfied	4.76%	1
5	Slightly dissatisfied	0.00%	0
6	Moderately dissatisfied	0.00%	0
7	Extremely dissatisfied	0.00%	0
	Total	100%	21

Q3 - How satisfied or dissatisfied are you with the LLRISPS Division's TIMELINESS?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the LLRISPS Division's TIMELINESS?	1.00	2.00	1.24	0.43	0.18	21

#	Answer	%	Count
1	Extremely satisfied	76.19%	16
2	Moderately satisfied	23.81%	5
3	Slightly satisfied	0.00%	0
4	Neither satisfied nor dissatisfied	0.00%	0
5	Slightly dissatisfied	0.00%	0
6	Moderately dissatisfied	0.00%	0
7	Extremely dissatisfied	0.00%	0

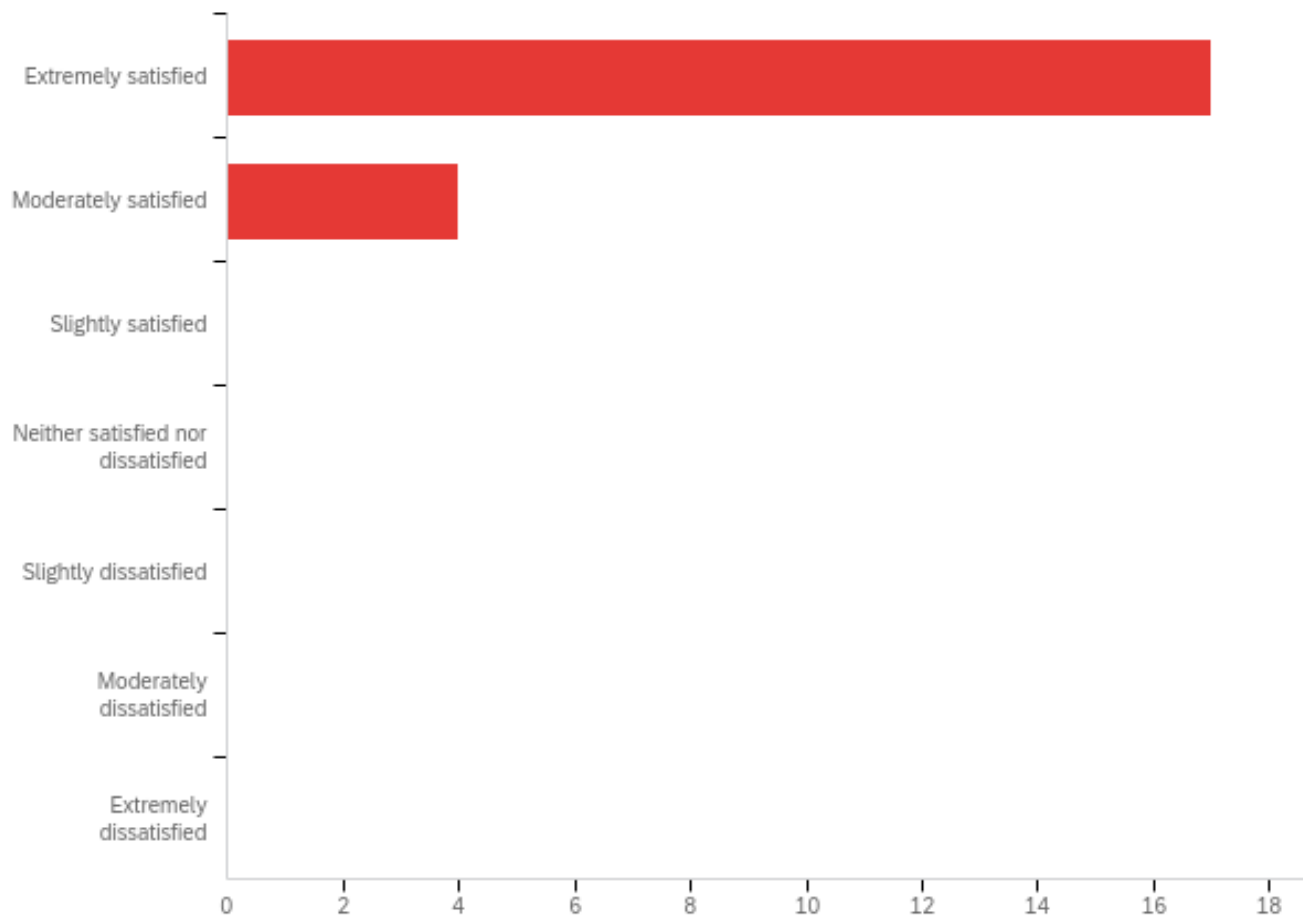
|

Total |

100% |

21

Q4 - How satisfied or dissatisfied are you with the LLRISPS Division's HELPFULNESS?

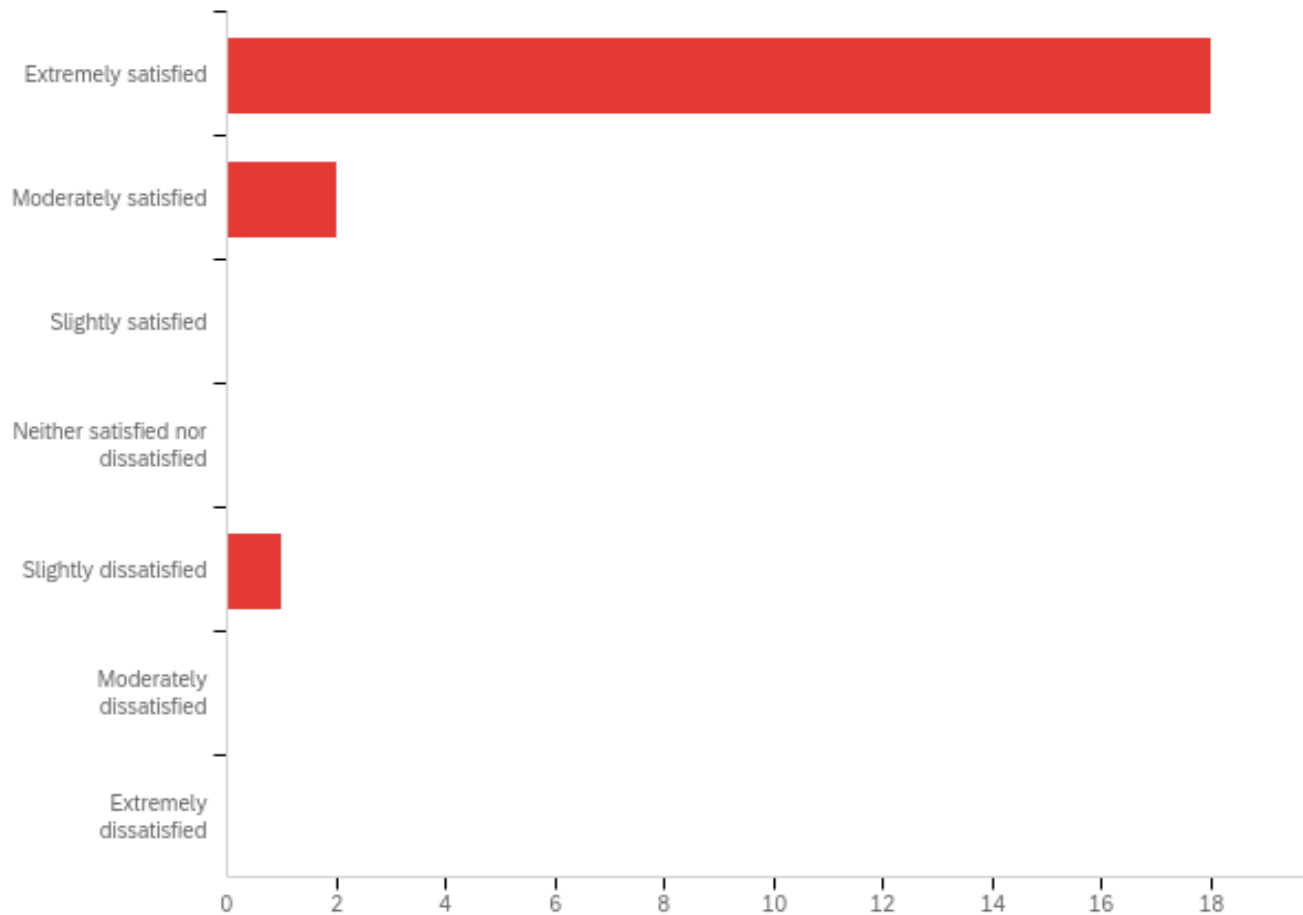


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the LLRISPS Division's HELPFULNESS?	1.00	2.00	1.19	0.39	0.15	21

#	Answer	%	Count
1	Extremely satisfied	80.95%	17
2	Moderately satisfied	19.05%	4
3	Slightly satisfied	0.00%	0
4	Neither satisfied nor dissatisfied	0.00%	0
5	Slightly dissatisfied	0.00%	0
6	Moderately dissatisfied	0.00%	0

7	Extremely dissatisfied	0.00%	0
	Total	100%	21

Q5 - How satisfied or dissatisfied are you with the LLRISPS Division's EFFICIENCY?

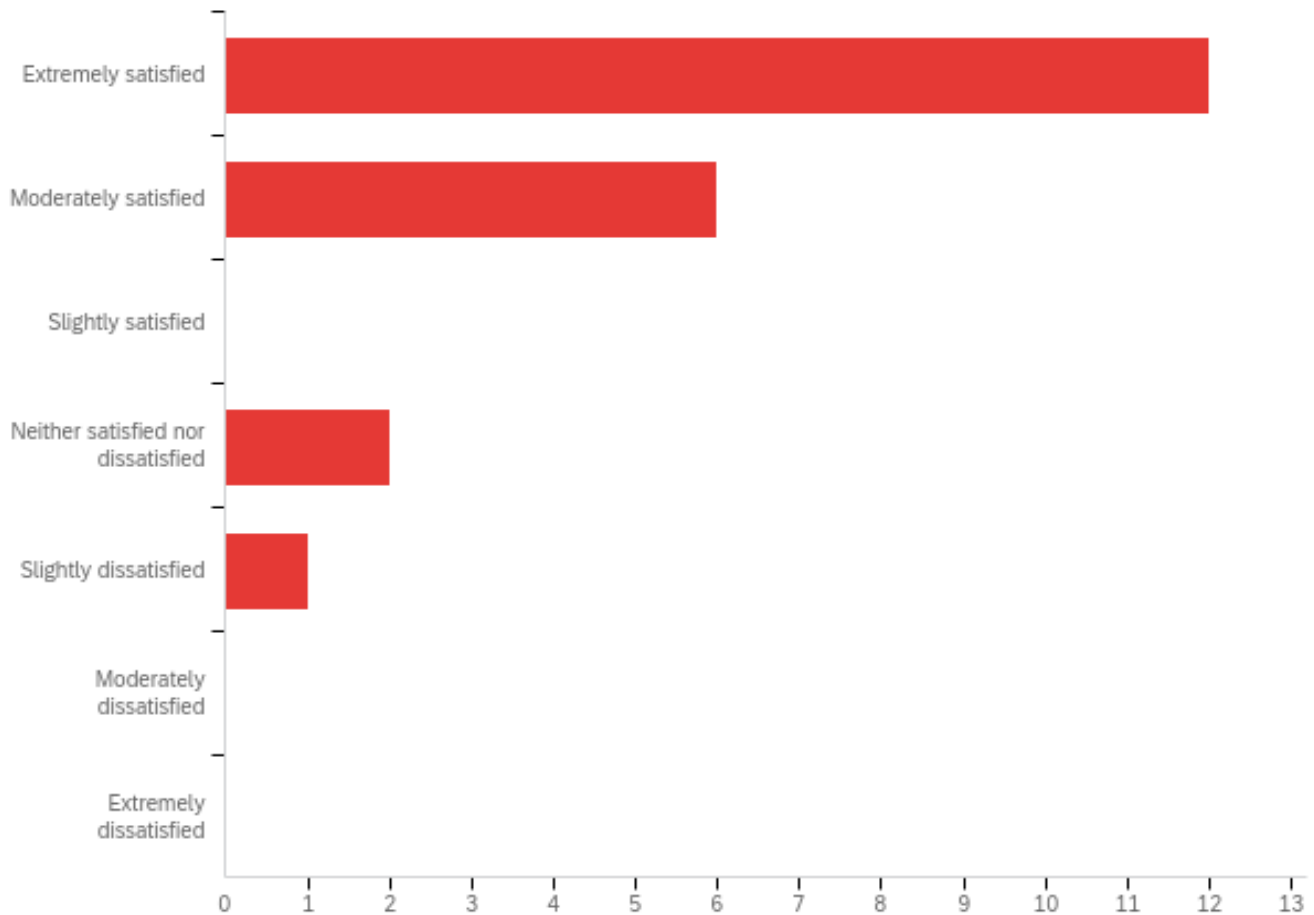


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the LLRISPS Division's EFFICIENCY?	1.00	5.00	1.29	0.88	0.78	21

#	Answer	%	Count
1	Extremely satisfied	85.71%	18
2	Moderately satisfied	9.52%	2
3	Slightly satisfied	0.00%	0
4	Neither satisfied nor dissatisfied	0.00%	0
5	Slightly dissatisfied	4.76%	1
6	Moderately dissatisfied	0.00%	0
7	Extremely dissatisfied	0.00%	0

	Total	100%	21
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Q6 - How satisfied or dissatisfied are you with the LLRISPS Division's COMMITMENT TO DIVERSITY, EQUITY, INCLUSION AND ANTI-RACISM?

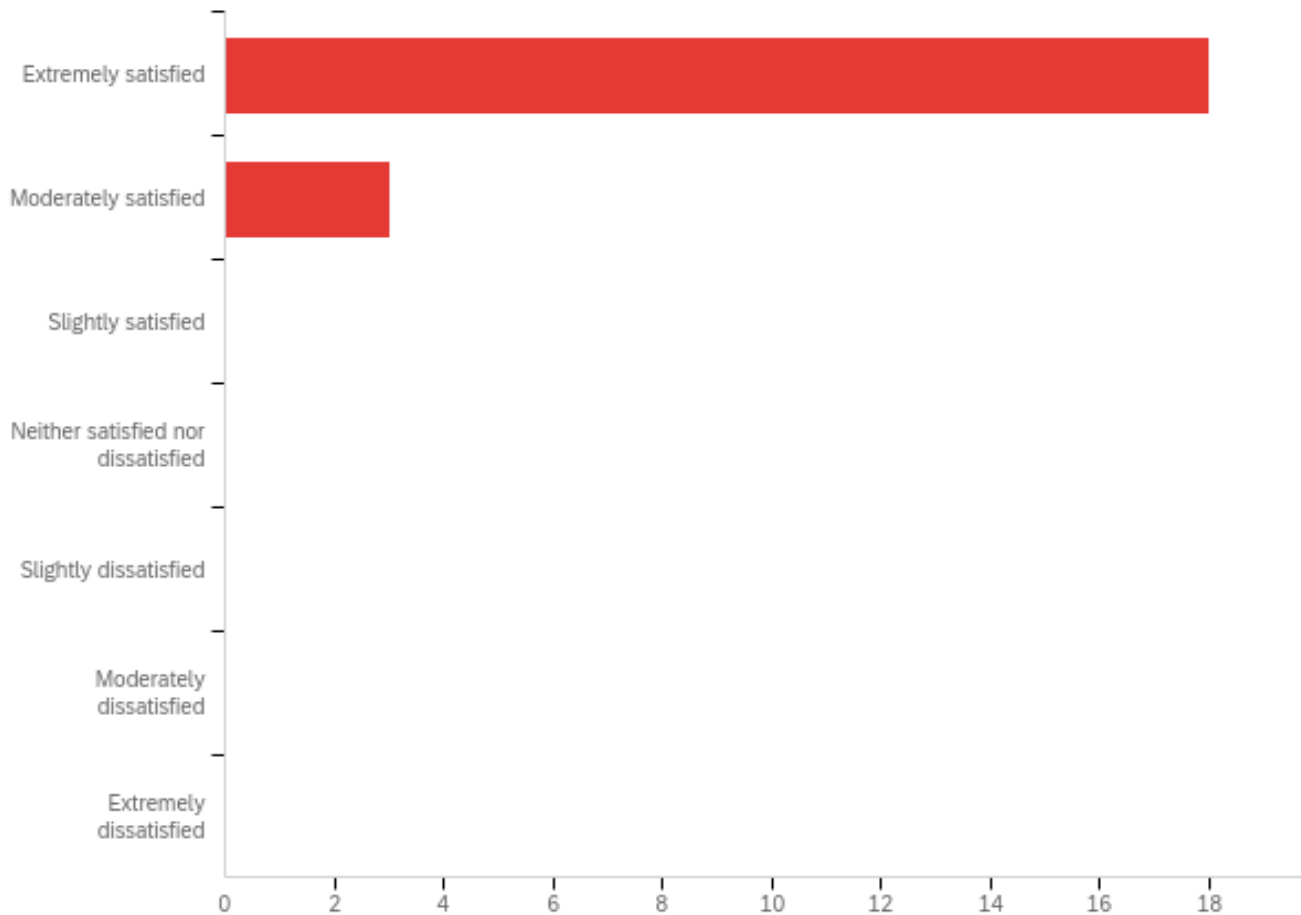


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the LLRISPS Division's COMMITMENT TO DIVERSITY, EQUITY, INCLUSION AND ANTI-RACISM?	1.00	5.00	1.76	1.15	1.32	21

#	Answer	%	Count
1	Extremely satisfied	57.14%	12
2	Moderately satisfied	28.57%	6
3	Slightly satisfied	0.00%	0
4	Neither satisfied nor dissatisfied	9.52%	2
5	Slightly dissatisfied	4.76%	1

6	Moderately dissatisfied	0.00%	0
7	Extremely dissatisfied	0.00%	0
	Total	100%	21

Q7 - How satisfied or dissatisfied are you with the LLRISPS Division's COMMITMENT TO STUDENT SUCCESS?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How satisfied or dissatisfied are you with the LLRISPS Division's COMMITMENT TO STUDENT SUCCESS?	1.00	2.00	1.14	0.35	0.12	21

#	Answer	%	Count
1	Extremely satisfied	85.71%	18
2	Moderately satisfied	14.29%	3
3	Slightly satisfied	0.00%	0
4	Neither satisfied nor dissatisfied	0.00%	0
5	Slightly dissatisfied	0.00%	0
6	Moderately dissatisfied	0.00%	0

7	Extremely dissatisfied	0.00%	0
	Total	100%	21

Q10 - What is the LLRISPS Division Office doing particularly well?

What is the LLRISPS Division Office doing particularly well?

Doing our best to serve all of our students.

Support for each of us.

Reaching out to students that need its services for their success. It always looks very busy in both the ASC and the Library.

They are very responsive to any issues that arise, very efficient and handle issues in a timely manner.

Creating community

Dani is a supportive dean and responds quickly whenever I have a question. Wendy is also a phenomenal resource and I am grateful for her support and wisdom.

The LLRISPS Division Office provides assistance to employees and students in a very timely and helpful manner.

LLRISPS is always working toward being inclusive to all its faculty and staff.

Student Outreach is going well; the LLRISPS Division Office is committed to student success, and it shows!

Communication

friendly staff

Study Abroad and Library Orientations and instructor support

Dani and Wendy respect our time &, also, make us feel appreciated.

We have the most people with their hearts and heads in the right places , and who genuinely want to help students. High involvement. Good conversations.

The breadth of services to students by the division is very impressive.

provide support for faculty and staff

Q11 - What could the LLRISPS Division Office do to improve?

What could the LLRISPS Division Office do to improve?

Communication could always be improved, as well as Outreach. Re: LLRISPS Services, with some Student Service Hours being limited & some services only remote at times, I hope we can increase in-person Staffing & Student Services, as students have requested this.

Teach other divisions the secret to all of this? (sigh)

More collaboration and collegiality between Library and ASC. Some individuals in the division have very low competence in the area of diversity and equity.

A few colleagues tend to carry their emotional baggage with them. But this is a problem in every division. Probably.

Integrate all its services more seamlessly

Nothing! The division is doing an excellent job.

Processes, procedures, and forms that affect employees and students seem difficult to find at times. Maybe making these slightly easier to locate would be helpful.

N/A

Nothing comes to mind.

don't know

N/A

I appreciate Wendy & Dani so much; I have improvement suggestions to offer, at this point.

More direct collaboration between the different services such as the ASC, library, DSS, Study Abroad, etc.

Q12 - Please include any other comments you have regarding your experiences with the LLRISPS Division Office.

Please include any other comments you have regarding your experiences with the LLRISPS Division Office.

The LLRISPS Division is supportive, helpful, and inclusive.

I find the questions on this survey to be quite vague. I don't know who or what types of situations they are referring to.

Students and largely content, administration is largely on point. What can I say? Best division ever!

I appreciate all the LLRISPS office does to support all the staff. You can go to any staff member and they are always willing to help regardless if it is their assigned duty. They are warm, empathetic, and I enjoy working with all of them!

Everyone I have had the pleasure of working with creates a welcoming environment for collaboration and teamwork. It never feels as if I am being looked down upon for asking questions.

N/A

Staff is great. Very professional and caring towards anyone that walks through the door.

Staff are friendly and efficient.

LLRISPS is the best division on campus, hands down.

I am extremely satisfied with LLRISPS

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

Jose Ramon Nunez

VPI

Dec 13, 2022

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

José Ramón Nunez

VP, Instruction

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.