



Administrative & Operational Services

2022 - 2023 Self-Study

Four-Year Program Review Template

Social Science Division Office

Social Sciences 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

Jorge Gamboa
Patricia Sanchez
Karla Zamorano

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.

Jorge Gamboa

Printed name of Principal Author

Jorge Gamboa
Signature

Dean, Soc. Sci.

1-4-23

Title

Date

Dean, Soc. Sci.

Jorge Gamboa

Printed name of Department Manager

Jorge Gamboa
Signature

Title

1-4-23

Date

Jorge Gamboa

Printed name of Dean or
Immediate Management Supervisor (IMS)

Jorge Gamboa
Signature

Dean, Soc. Sci.

Title

1-19-23

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 Social Sciences Division Office supports the division's instructional areas and faculty in the implementation of flexible class schedules and educational programs for students.

Vision: The Social Sciences Division Office support the campus' vision in transforming lives and inspiring positive change in the world by supporting academic departments in the implementation of extracurricular activities and student clubs.

Core Values: The Social Sciences Division Office supports the college's Core Values by fostering a welcoming and inclusive environment and embracing and placing value on the contribution of diverse learners and educators. Office staff engages the campus community with integrity and high ethical standards while working together with partners from across the district and local community.

College Goals: The Social Sciences Division Office supports faculty in creating curricula and academic programs that are inclusive and culturally responsive and offer opportunities for experiential learning. Faculty are provided with opportunities to attend conferences and training on topics such as cultural competency and equity. Additionally, the division fosters strong connections with the community by inviting renowned speakers and hosting regional training.

2.0 Department/Office /Data & Trends Analysis

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

The purpose of the Social Sciences Division Office is to provide leadership, support, and direction for the academic programs within the division. In addition, the office is responsible for ensuring that the division's programs align with the college's mission and goals and that they meet the needs of students, faculty, and the community. Components include faculty development, student support, budget and resource management, and planning and assessment.

The office is comprised of two Administrative Assistants and one Dean. The Dean is responsible for the overall leadership and management of the office. The Administrative Assistants handle the day-to-day support functions such as scheduling, budgeting and record keeping, and communication with faculty and students.

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
Dean	1	100%	12	GF	1.0

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
Administrative Assistant III	1	100%	12	GF	1.0
Administrative Assistant II	1	100%	12	GF	1.0
Hourly - Adult					
Hourly - Student					
Professional Experts					
Total FTE					

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				
Total Hours & Costs				
Total FTE				3.0

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

Current staffing levels are insufficient to support an increased workload of existing staff members. An additional administrative assistant would support the division's programs and services, such as scheduling, budget tracking, and organization and management of digital files. Moreso, an additional Administrative Assistant would also allow the division office to manage an increased workload more efficiently. This will ensure the office can keep up with the increased demand for its services.

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

The Social Sciences Division Office provides leadership, support, and direction for the academic programs within the division. In addition, the office is responsible for ensuring that the division's programs align with the college's mission and goals and that they meet the needs of students, faculty, and the community.

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

n/a

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

A significant impact on the Division Office's ability to serve faculty and students adequately is weak Wi-Fi connectivity in the 1400 building. It is often reported that wireless equipment such as iPad, cell phones, and laptops get disconnected from the Wi-Fi network and then have trouble reconnecting. In addition, an electronic display outside the division office has not been activated after two years of its installation. The division office previously used a display cabinet to indicate faculty names, faculty office numbers and contact information, and general promotional flyers. The delay in activating the electronic display impedes the division office's ability to share up-to-date information with students and the public. Another impediment to serving students better is the lack of sitting areas in and around the 1400 building. Students need space to sit and gather in between classes. The current configuration of cement benches is not conducive for student groups to gather and collaborate.

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

n/a

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 Division Office is responsive and supportive of students, faculty, and the community.

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

The existing staffing shortage in the division office reduces the ability to respond to changing needs and demands within the division and the college. Also, there currently needs to be more adequate seating areas and tables in and around the 1400 building. We need to make the building and surrounding environment more welcoming and inclusive.

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

The installation of tables and seating areas in and around the 1400 building will ensure students feel welcomed, while providing the necessary space for them to gather between classes.

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

Funding is needed for an additional Administrative Assistant II and to purchase tables and chairs for exterior spaces.

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.	N/A	N/A	N/A	N/A	N/A
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.	N/A	N/A	N/A	N/A	N/A
2.					
3.					
4.					

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

N/A

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

N/A

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

N/A

4.6 Describe how the department's/office's outcomes are linked to [college goals](#).

N/A

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

N/A

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

N/A

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

N/A

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

N/A

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.

N/A

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

N/A

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

N/A

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

N/A

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?

N/A

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

N/A

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

N/A

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

N/A

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

N/A

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:	Conduct a non-instructional Program Review Survey to staff, faculty, and students.	
List College goal/objective the plan meets:	College Goal #2: CULTIVATE A CULTURE OF EQUITY Objective #4: Foster a sense of belonging where all are welcome, and student basic needs are addressed.	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Foster a sense of belonging where all are welcome and students' basic needs are addressed. The division dean will procure funding by fall 2023 to purchase outdoor tables and chairs to provide students the space to gather, study, or eat.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Increase in students' sense of belonging and inclusivity as measured by a division-wide survey.	
What specific aspects of this SAP can be accomplished without additional financial resources?	None.	
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	\$10,000	General Fund
Total Requested Amount	\$10,000	General Fund

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name:	
List College goal/objective the plan meets:	College Goal #: Objective #:
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	
What specific aspects of this	

SAP can be accomplished 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		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:		
List College goal/objective the plan meets:	College Goal #: Objective #:	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.		
What <i>Measurable Outcome</i> is anticipated for this SAP?		
What specific aspects of this SAP can be accomplished 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		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

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.

n/a

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

8.0 Self-Study Summary

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

n/a

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 lmcpheon@fullcoll.edu.

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

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

Routing & Response Page

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

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

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

RESPONSE

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.