FULLERTON COLLEGE ELEVATING. EXCELLENCE.

Administrative & Operational Services
2012-2013 Self-Study
Two-Year Program Review Template

Office of the Vice President of Student Services

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 of the department/office staff.

Participants in the review

Toni DuBois
Sharon Kelly

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.

Sharon Kelly	*Sharon Kelly*	Executive Asst.	11/26/12
Printed name of Principal Author	Signature	Title	Date
Toni M. DuBois	*Toni M. DuBois*	VPSS	11-26-12
Printed name of Department Manager	Signature	Title	Date
Rajen Vurdien	*signature*	President	11/27/12
Printed name of ~~Director~~ Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0 Mission and Goals

Mission, Vision, Core Values and College Goals drive all college activities. Describe how your department/office supports each of these.

The Office of the Vice President of Student Services supports Fullerton College's mission statement of preparing students to be successful learners through efficient planning, organizing, and directing of the operations and activities of the Student Services Division of the College. The Student Services Division includes Counseling, Matriculation, Assessment Center, Career/Life Planning, Workforce Center, Cadena/Transfer Center, Disability Support Services, Admissions & Records, International Student Center, EOPS/Care, CalWORKS, Financial Aid, Health Services, Veterans' Services, Student Affairs, and Associated Students. Learning to be students is as important as learning in the classroom. Successful interactions with the Student Services departments and programs enable Fullerton College students to learn necessary skills to effectively navigate the college environment. Collaboration between instruction and student services leads to increased student success.

The VPSS Office supports the college vision by promoting inquiry, personal growth, and professional development for both students and staff. The office hosts and/or facilitates a variety of workshops, activities, and events on topics that promote such development.

The VPSS Office supports the core values of the college through a leadership style that encourages respect of human dignity and a belief that all individuals are valued and have something good to offer. The office supports the involvement of all in the decision-making process through shared governance participation by both the Vice President and Executive Assistant. The VPSS is the Accreditation Liaison Officer (ALO) for the College, another role that demonstrates commitment to participatory governance.

As the campus chief discipline officer, the Vice President expects all students to display behavior in accordance with the District Standards of Student Conduct and holds students who violate the Standards accountable for their actions. As the chief discipline officer for the College, the VPSS collaborates regularly with Campus Safety and the Deans of the College in matters related to discipline. The Executive Assistant is responsible for maintaining all discipline records.

The VPSS Office supports the college goals through interaction with students, evaluation of programs, and participation in the external community. Details of these actions will be described later in this review.

2.0 Department/office Description/Data & Trends Analysis

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

The purpose of the Office of the Vice President of Student Services is to plan, organize, direct, and oversee the operations of the college in the area of Student Services. In addition, the VPSS acts as the chief discipline officer and the Accreditation Liaison Officer for the College. The staffing of this office consists of the Vice President of Student Services and the Executive Assistant.

2.2 Staffing – complete the table below:

CURRENT STAFF				
Please list each position by classification in the department/program	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers				
Vice President, Student Services	100%	12	General	1
Classified				
Executive Assistant	100%	12	General	1
			Total FTE	2

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				
Totals 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 staffing levels of the VPSS Office are at an appropriate level to accommodate and accomplish the tasks currently in place.

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

The VPSS Office serves the entire student population of the college through representation and advocacy. The VPSS has students in mind, first and foremost, in all dealings across campus and in the community. The VPSS advocates for students through the student complaint process, protecting their rights and speaking up for them as needed.

A primary function of the VPSS is serving on the College's Executive Staff, meeting weekly with the College President and the other Vice Presidents to discuss issues affecting the College as a whole. The VPSS and the VPI co-chair the Deans' Council, establishing critical communication between the Instruction and Student Services Divisions. The VPSS is also a resource member on a number of committees on campus including, the President's Advisory Council, the Program Review Committee, the Planning and Budget Steering Committee, the Basic Skills Committee, and the Student Success Committee.

The VPSS Office interacts with managers, staff, and faculty of the Student Services areas on a daily basis by providing leadership, support, and guidance. The VPSS chairs a meeting of the Student Services Managers each month. The Office collaborates and interacts regularly with the VPI and VPAS Offices in matters affecting students and employees. The VPSS and Executive Assistant also interact with instructional deans and division offices for matters related to discipline, coordinated events, free speech issues, student complaints, and issues related to planning and accreditation.

The VPSS Office is also involved in serving students in the classroom, specifically first-time college students. The Basic Skills Initiative drives a program called the "Entering Scholars Program," and classified staff members, referred to as Student Support Professionals (SSPs) are a vital component of the program. The VPSS worked with the BSI Director to define the role of SSPs and initiated recruitment of Student Services classified staff to be the first SSPs. The VPSS Executive Assistant coordinates the involvement of SSPs in the classrooms by providing a Weekly Announcements Calendar and helping set the stage for the Resources Presentation given by the SSPs each semester. The Executive Assistant also serves as one of the SSPs.

Each spring the VPSS Office coordinates a full-day workshop for classified staff. Started as training for Student Services classified staff, the event now includes all classified staff of the College. Topics have included dealing with students with disabilities, providing excellent customer service, dealing with difficult individuals, team building strategies, stress relief, and policies and procedures of the College and District.

The VPSS Office coordinates "Smart Start Saturday," which has been held each August since 2009. Students who have registered for the first time for the upcoming fall semester are invited to campus to learn about instructional and student services programs available to them, to tour the campus, to purchase their textbooks, and to get their student identification cards and parking permits. Staff members are available to answer questions and encourage the college's newest students and their families.

Since 2011, the VPSS Office organizes Freshman Orientation the week before classes begin for the Fall Semester. Students who are new to the College are invited to workshops covering topics including navigation of myGateway, accessing financial aid, transfer preparation, using library resources, using academic support services, and the benefits of involvement in the Associated Students.

The VPSS also serves on the Behavioral Intervention Team, formerly known as the Threat Assessment Team. This group of student services professionals meets regularly to discuss strategies to assist particular students, methods to share training with faculty and staff, and approaches to preventing students from disrupting the educational environment. Individual members of the BIT receive training from organizations outside of the College and share the training with the entire team.

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

The VPSS Office has not previously completed a Program Review Self-Study.

There are a number of changes that have an impact on the services of the VPSS Office. A notable trend identified in the 2008-09 academic year was the inequitable enforcement of course prerequisites. A movement to electronic course prerequisite enforcement was begun in Summer 2009 and completed in Spring 2010. The VPSS was responsible for leading this effort.

An increase in the number of foster youth attending the College along with an increase in the resources available to students who were former foster youth made it prudent to assign the responsibility for administering services to this population to the EOPS staff. Formerly, the Cadena/Transfer Center dealt with the foster youth population. Along with this alignment, the VPSS recognized the need to realign other areas of student services. The CalWORKs Program previously reported to the Dean of Counseling and in 2009 began reporting to the Dean of Student Support Services. Disability Support Services previously reported to the Dean of Student Support Services and in 2009 began reporting to the Dean of Counseling and Student Development.

The influx of student veterans on campus beginning in fall 2009 made it necessary to separate the Veterans' Services operation from the Financial Aid department. The first step was to move two full-time employees to the 700 building to open the first Veterans' Services Center. As the student veteran population continued to increase, so did the population of students seeking financial aid. With no additional resources available, the two employees who were moved to the Veterans' Services Center were moved back to the Financial Aid Office and the Veterans' program was reassigned to the Director of Disability Support Services. In spring 2011, the Veterans' Resource Center opened in room 514 and with some grant funding, expanded services have been offered since the fall of 2011.

Budget uncertainty has been a significant issue in the past five years. Most notably, the severe reductions to categorically funded programs have necessitated modifications in the delivery of services to students. While the District and then the College has agreed to some backfill monies to

continue to pay employees, as employees have vacated their positions, replacements have not been hired. Difficult decisions have been made by reassigning staff within the SS Division. On July 2, 2010, one counselor was moved from EOPS to general Counseling, a Student Services Specialist was moved from EOPS to Financial Aid, and another Student Services Specialist was moved from EOPS to Admissions and Records.

As the number of courses offered diminished, the need for an equitable wait list procedure became evident. After discussions with the college constituent groups, a pilot project was undertaken to utilize the wait list component of the Banner software. Noting success with the pilot, wait lists were established for all FC courses for Fall 2010 registration.

One of the Recommendations from the Visiting Team who reviewed the College's Self-study and met with various members of the college community was to address diversity issues at the College. A diversity plan was compiled, incorporating the different activities and events designed to celebrate the diversity of the college's students and staff members. To ensure continuous quality improvement in the area of diversity, the FC annual Festival of Diversity was reassigned from Student Affairs to the Cadena Cultural Center. In spring of 2012, the first Worldfest was held on campus, celebrating the diversity of our community and enhancing the awareness of the unique aspects of various ethnic and cultural groups. This has been designated as an annual event and plans are currently underway for the second annual Worldfest in April 2013.

Assembly Bill 620 was signed into law by Governor Brown on October 8, 2011. This bill expands the definition of gender to include "gender expression" for purposes of the Equity in Higher Education Act. To support LGBTQ students on campus, colleges are to publish and adopt policies on harassment, intimidation and bullying to be included in the rules of student conduct, and to designate an employee on campus as a point of contact to address the needs of LGBTQ faculty staff and students. The inclusion of gender expression has necessitated designation of safe, private restroom facilities on campus, modifications to the name change procedures at the college, and the naming of an individual to address the specific needs of the LGBTQ population.

2.7 A. What methods are used to evaluate the department/office's effectiveness to the population that interacts with this department/office?

No quantitative measures are currently being used to evaluate the effectiveness of the department's interactions with the college community.

Evaluations of events and programs coordinated by the VPSS Office are administered to attendees.

Qualitative measures include focused discussions with the Student Services Deans, the Deans' Council and the President's Executive Staff. Additional qualitative analysis is completed by discussion with the Student Services Managers who offer suggestions for enhancements or modifications.

External evaluation provided by the ACCJC Visiting Team after the Accreditation Site Visit in March of 2011 came by way of a commendation to the Student Services Division. The Commendation said, "The College's senior student services management division is commended for providing stability, sound guidance, and forward-thinking leadership during a period of transition on the part of the College administrative team."

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

The success of Smart Start Saturday is determined by attendance, campus services used, faculty/staff feedback, and student ratings. Evaluations from Smart Start Saturday are as follows:

Description	2009	2010	2011	2012
Total Attendees (students & families)	728	841	637	900+*
Total Workers (volunteers)	102	106	118	135
Student ID Cards Issued	221	399	307	487
Student Ratings of Event: • * Attendance is tracked by the number of agendas distributed. We had 850 printed, but ran out of them by 12:15 p.m. • ** NR = No response	A = 54.6% B = 15.0% C= .020% D = .007% F = .007% **NR = 26.6%	A = 71.76% B = 19.08% C = 1.91% D = 0 F = 0 NR = 7.25%	A = 64.02% B = 21.03% C = 1.87% D = 0 F = 0 NR = 13.08%	A = 61.78% B = 29.26% C = 2.03% D = .40% F = 0 NR = 6.50%

Evaluations from Freshman Orientation Workshops:

Description	2011			2012		
Number of workshops offered	12			12		
Number of student participants	497			166		
Summary of student evaluations:	Yes	No	Not Sure	Yes	No	Not Sure
Was the session informative?	97.15%	1.04%	1.81%	99.19%	0%	.81%
Were your questions answered?	97.67%	1.55%	.78%	100%	0%	0%
Would you recommend workshop to others?	97.93%	.52%	1.55%	99.19%	0%	.81%

Evaluations from Classified Staff Workshops consist of feedback solicited from attendees. The feedback is used to develop ideas about future workshops. The response has always been very positive leading to the continuation of this event.

C. How have the results of this analysis been used to make improvements to services provided by this department/office?

For Smart Start Saturday, data is shared and follow-up meetings with workers are conducted after each event to determine changes that need to be made for the following year.

The Freshman Orientation evaluations include a space for students to provide feedback, which is passed on to the workshop facilitators so that they can make appropriate changes to their presentations. With such a significant decline in attendance at Freshman Orientation from

2011 to 2012, discussions will take place with SS deans and managers in January 2013 to determine the reason for decline and strategies for improvement.

Discussions with attendees at the Classified Staff Development Day have lead to inclusion of new topics and exclusion of previously included topics.

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

Changes to California legislation and Title 5 such as SB 1456 and AB 620, impact policies and procedures of the division. In addition, changes to categorical programs regularly affect the areas.

2.9 Provide any other data that is relevant to your self-study.

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

2.10 Based on your analysis in 2.1 through 2.9, what are the strengths of your department/office?

Effective leadership of the SS Division and institution of innovative programs to meet students' needs is one of the strengths of the VPSS Office. Additionally, the Executive Assistant has a degree in Counseling which is regularly beneficial to students seeking assistance because problem solving is accomplished in one place, avoiding the need to send the student to another office.

2.11 Based on your analysis in 2.1 through 2.9, what are the weaknesses of your department/office?

Because of active involvement on campus of both the VPSS and Executive Assistant, the office is frequently unattended. This weakness has not been addressed because there haven't been any complaints from students, staff, or managers. Currently, the other VP Offices and staff members in adjacent areas are notified when the office is going to be closed for a period of time.

2.12 Based on your analysis in 2.1 through 2.9, what opportunities exist for your department/office?

The office has opportunities to develop and implement projects or programs to meet the goals and objectives of the College.

2.13 Based on your analysis in 2.1 through 2.9, what challenges exist for your department/office?

Implementation of changing laws and regulations such as AB 1456 are often discussed at the District level with no direct input from departments in Student Services.

The VPSS no longer serves on the District's main governance and policy group.

3.0 Evaluation of Processes used by Department/Office or Services

3.1 Describe any ongoing or systematic method used to evaluate the efficacy of processes used by your department/office.

Feedback from college employees and students is the regular method used by the VPSS Office to evaluate practices or processes.

3.2 Provide example(s) of how this self-analysis has led to continuous quality improvement.

As electronic prerequisite enforcement was being implemented, faculty members relayed their concerns about full implementation during one semester. Therefore, the implementation was spread out over three semesters. When the implementation of wait lists was undertaken, conversation with faculty occurred throughout the process and implementation was gradual. These examples demonstrate the broadening of perspective to include instructional faculty in matters that might seem to be the purview of Student Services.

4.0 Service Area Outcomes (SAO) Assessment

4.1 List your SAOs and complete the expandable table below.

	Service Area Outcomes (SAO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The VPSS will collaborate with the external community by participation with the La Habra City Council, La Habra Chamber of Commerce, the FC Foundation, and the principal of La Habra High School.	11/1/2012	11/1/2012	11/1/2012	one
2.	The VPSS will examine external scans to determine future student demographics and development programs, services, events, workshops, etc. in conjunction with the SS Deans to appropriately serve the student population.	11/1/2012	11/1/2012	11/1/2012	one

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College

SAO Number	Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1.	The VPSS will collaborate with the external community by participation with the La Habra City Council, La Habra Chamber of Commerce, the FC Foundation, and the principal of La Habra High School.	Regular meetings will be held with LHHS principal. VPSS will attend FC Foundation Advisory Board meetings and events, and will attend La Habra Chamber of Commerce events. Community of La Habra will contact VPSS when information about the college will be useful.	VPSS has met with the LHHS principal on several occasions. (New principal began September 2011) VPSS has attended meetings of the FC Foundation Advisory Board. Professional relationship has been established with Rose Espinoza, La Habra City Council member, who has served as liaison for college participation in city events. VPSS attended meetings of La Habra Chamber of Commerce, but did not establish any connections.	Collaboration with principal of LHHS has yielded expanded services to the high school thru outreach and counseling courses. VPSS will continue to act as liaison to LHHS principal. Collaboration with the FC Foundation thru participation on the Advisory Board has been fruitful as evidenced by enhanced funding for college projects. VPSS will continue to serve on Foundation Advisory Board. Professional relationship with Rose Espinoza has been beneficial to the college as the plan for the La Habra site was developed. VPSS will continue to work with La Habra Councilwoman. Attendance at La Habra Chamber of Commerce meetings was not productive. VPSS will no longer attend La Habra Chamber of Commerce meetings.
2.	The VPSS will examine external scans to determine future student demographics and development programs, services, events, workshops, etc. in conjunction with the SS Deans to appropriately serve the student population.	New events will be planned and existing events will be enhanced. Evaluations of events will be used to determine success of events.	Freshman Orientation was added in Fall 2011. Attendees completed evaluations. Workshop was held for FC students affected by federal Deferred Action executive order and the California Dream Act legislation.	Freshman Orientation attendee evaluations indicated that events were successful, so will be continued. Attendees at special workshop for students affected by Deferred Action indicated high level

				Evaluations were completed by attendees.	of satisfaction with information received. VPSS will continue to examine external scans and outside trends and offer workshops and services as appropriate.

4.3 How has assessment of SAOs led to improvements in services provided to the consumer by this department/office?

Assessment indicates that attendance at La Habra Chamber of Commerce meetings is not a productive use of time for the VPSS and does not benefit the College. VPSS will not attend Chamber meetings in the 2012-13 year. As FC continues planning for the re-use of the La Habra site, the VPSS will meet regularly with Rose Espinoza and Karl Zener, Principal of La Habra High School, to gather suggestions, share ideas, and keep the La Habra Community informed about progress.

4.4 What challenges remain to make your department/office SAOs more effective?

Implementation of changing laws and regulations such as AB 1456 are often discussed at the District level with no direct input from departments in Student Services.

The VPSS no longer serves on the District's main governance and policy group.

4.5 Describe how the department/office's SAOs are linked to the college's goals.
(See http://programreview.fullcoll.edu/)

The VPSS Office's first SAO speaks directly to College Goal #3 which states," Fullerton College will strengthen connections with the community."

The second SAO is linked to both College Goal #1 which states, "Fullerton College will promote student success" and College Goal #2 which states, "Fullerton College will reduce the achievement gap." By offering programs to meet students' needs, the VPSS Office is contributing to the promotion of student success and by offering specific programs for specialized populations, the Office is contributing to the reduction of the achievement gap.

5.0 Evaluation of Progress Toward Previous Goals

5.1 List the goals from your last self-study/program review.

This is the first self-study/program review.

5.2 Describe the level of success achieved in the goals listed above.

5.3 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

6.0 Goals

Using the table below, list the short and long term goals (a minimum of two for each) for your program. These goals should follow logically from the information provided in the self-study. Use a separate table for each additional goal.

6.1 Short-term Goals (for this two-year cycle)

SHORT TERM - GOAL #1	
Identify Goal:	Collaborate with Student Services Deans and Directors to implement programmatic and funding changes necessary by the passage of the Student Success Act (AB 1456)
Describe the plan to achieve the Goal (Action-Plan):	Meet with SSS Deans to determine best strategies for transition to new requirements Work with VPAS to change the funding for positions no longer allowed to be charged to Matriculation funds Provide input to District Consultation Council about changes to priority registration Train the SS Managers on components of AB 1456
What *Measurable Outcome* is anticipated for this goal?	All aspects of the Student Success Act will be fully implemented by Fall 2014
What specific aspects of this goal can be accomplished without additional financial resources?	No additional financial resources are needed to accomplish this goal.

SHORT TERM - GOAL #2	
Identify Goal:	Meet all requirements and deadlines of ACCJC
Describe the plan to achieve the Goal (Action-Plan):	Prepare and submit Follow-up Report by March 15, 2013 Submit SLOA Report by March 15, 2013 Prepare and submit Mid-Term Report by March 15, 2014
What *Measurable Outcome* is anticipated for this goal?	Fullerton College will maintain full accreditation

What specific aspects of this goal can be accomplished without additional financial resources?	No additional financial resources are needed to accomplish this goal.

6.2 *Long-term Goals* (three to six year cycle)

LONG TERM – GOAL #1	
Identify Goal:	To become a more active participant in the CCC Chief Student Services Officers' Association.
Describe the plan to achieve the Goal (Action-Plan):	Participate in a work group for Student Success Act Assist in the preparation of a conference or workshop Serve as Regional Representative on CCCCSSOA Executive Board
What *Measurable Outcome* is anticipated for this goal?	VPSS will have a defined role as member of CCCCSSOA
What specific aspects of this goal can be accomplished without additional financial resources?	No college resources are needed to accomplish this goal.

LONG TERM – GOAL #2	
Identify Goal:	Realign responsibilities and roles within the Student Services Division to meet the needs of the current student population
Describe the plan to achieve the Goal (Action-Plan):	As classified positions are vacated, require justification to refill and consider modification to position to better meet the needs of a department or program As management positions are vacated, consider need to refill or to realign responsibilities to other managers
What Measurable Outcome is anticipated for this goal?	Modifications to SS Division organizational chart will indicate movement of personnel
What specific aspects of this goal can be accomplished without additional financial resources?	No additional funding is required to meet this goal.

7.0 Requests for Resources

Complete a new table for _each_ goal listed in 6.0 that would require additional financial resources. These requests for resources must follow logically from the information provided in this self-study.

7.1

Short Term Goal ❑	Long Term Goal ❑	
GOAL NUMBER _____		
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		
Describe how this resource request supports your ability to achieve your stated goal:		
What measurable program outcome(s) does the resource request address?		

7.2

Short Term Goal ❑	Long Term Goal ❑	
GOAL NUMBER _____		
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		
Describe how this resource request supports your ability to achieve your stated goal:		
What measurable program outcome(s) does the resource request address?		

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 VPSS Office's primary function is to fully participate in the President's Executive Committee which includes the College President and the Vice Presidents of Instruction and Administrative Services. The VPSS participates directly in meetings with the Executive Committee and the Executive Assistant participates by completing assignments related to decisions made by the Executive Committee.

The VPSS is also responsible for leading the Student Services Division. In bi-monthly meetings with the Student Services Deans and monthly meetings with the Student Services Managers, discussions of issues relevant to the entire division often lead to changes in procedures to better address students' needs.

The VPSS and Executive Assistant work together to coordinate events hosted by the Student Services Division as a whole such as Smart Start Saturday, Freshman Orientation, and Classified Staff Development Day.

As the chief discipline officer for the College, the VPSS collaborates regularly with Campus Safety and the Deans of the College in matters related to discipline. The Executive Assistant is responsible for maintaining all discipline records.

☐ *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 exception):*

_____

_____

_____

_____