

2025-2026 Student Services Program Review – Basic Needs Latest Version

Self-study template for Student Services Program Review process. Visitation Year: 2025-2026. Review period: 2022-2023, 2023-2024, and 2024-2025.

Student Service Program Review Overview & Timeline

Student Service Program Review Purpose

Section 1: Service Area Overview

A. Service Area Mission and Alignment : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework (<https://www.cerritos.edu/students-first-framework/default.htm>).

The mission of the Falcon’s Nest is to provide centralized support services for students facing basic-needs insecurities. This is accomplished through access to on- and off-campus resources, community collaboration, and advocacy that ensures students can persist and succeed in their educational goals. This mission directly aligns with the Cerritos College Mission and the Students First Framework by promoting equitable access, holistic student support, institutional health, and a learning environment where every student has the opportunity to thrive.

Equitable Access.

The Falcon’s Nest works diligently to remove barriers to essential resources—including food, housing, transportation, technology, and emergency financial assistance—so that students can focus on learning rather than survival. By offering a single, centralized hub for basic-needs support, the Falcon’s Nest advances the Students First commitment to equity by ensuring that disproportionately impacted students receive timely, culturally responsive, and stigma-free assistance. Our partnerships with campus departments and local community agencies further expand access, ensuring that all students, regardless of socioeconomic background, have the tools necessary to achieve academic success.

Holistic Support and Student Well-Being.

Aligned with the framework’s emphasis on supporting the “whole student,” the Falcon’s Nest integrates wraparound services that address academic, personal, and social needs. Services such as case management, referrals, financial literacy support, basic-needs education, and proactive outreach are designed to foster student well-being and promote long-term stability. This comprehensive approach reflects Cerritos College’s mission to improve the lives of its students through supportive, inclusive, and innovative services that enhance their ability to learn and persist.

Career and Transfer Success.

The Falcon’s Nest also supports the Students First Framework by reinforcing students’ ability to pursue career and transfer goals without interruption caused by basic-needs insecurities. When students have consistent access to food, stable housing, transportation, and emergency aid, they are better able to stay enrolled, complete coursework, participate in internships, and engage in high-impact practices essential for career and transfer readiness. By reducing financial stress and promoting stability, the Falcon’s Nest allows students to focus on academic planning, utilize Career Services, meet with counselors, and take advantage of opportunities such as apprenticeships, on-campus employment, and university transfer pathways. In this way, the Falcon’s Nest plays a foundational role in supporting students’ long-term educational and professional trajectories.

Institutional Health.

The Falcon’s Nest strengthens institutional health by allowing campus programs and departments to focus on their specialized missions without being overextended by the growing need for basic-needs assistance. By centralizing these services, the Falcon’s Nest reduces duplication of effort, improves coordination, and ensures that basic-needs work is handled by staff with targeted expertise in crisis support, resource navigation, and community partnerships. This streamlined approach enhances operational efficiency across Student Services, enabling other programs—such as Counseling, EOPS, CalWORKs, Career Services, and academic departments—to deepen and expand their own services rather than divert time and resources toward emergency support. As a result, the entire institution functions more effectively, contributing to a healthier, more sustainable framework for student success.

Student-Centered Service Delivery.

The Falcon’s Nest embodies the Students First Framework by creating welcoming, student-centered spaces where dignity and respect are prioritized. Programs are intentionally designed to reduce stigma, streamline access, and empower students to navigate resources confidently. Through ongoing assessment and continuous improvement, the Falcon’s Nest ensures that its services remain responsive to evolving student needs, directly supporting the College’s mission to provide equitable, high-quality, and transformative support that elevates student achievement.

B. Service Area Description : Version by Sepulveda, Pamela on 11/27/2025 01:28

Service	Description
Case management	Psycho-education on Nest, campus, and community resources. Budget development and exploration of money management skills.
Needs Assessment	A structured conversation used to identify a student's immediate basic-needs challenges including food, housing, transportation, finances, and personal barriers. MSW intern gather information to develop a tailored support plan, provide appropriate referrals, and connect students to on- and off-campus resources.
Market and Grab n Go	Provides students with immediate access to food through Franco’s Market and the Grab-n-Go station. These services offer free fresh produce, pantry staples, and ready-to-eat snacks to reduce food insecurity and support student well-being throughout the day.
CalFresh Outreach	Supports students with CalFresh (EBT) eligibility screenings, application support, document uploads, and follow-up assistance. The team also conducts campus outreach to increase awareness and enrollment in this long-term food assistance program.
Grocery Cards	Offers limited-time grocery gift cards for students who are experiencing urgent food insecurity. Grocery cards help students purchase fresh food and essential items while they work with case management on longer-term support options. Grocery cards are available for students who cannot access Franco’s Market and may not be eligible for CalFresh benefits.
Hygiene Items	Provides free hygiene items including toiletries, period products, and personal care items to ensure students have access to basic essentials that support dignity, health, and comfort.

Service	Description
Laundry Cards	Distributes prepaid laundry cards to students who lack consistent access to laundry facilities. These cards help students maintain clean clothing for school, work, and daily living needs.
Gas Cards	Provides gas gift cards for students experiencing transportation barriers. This support ensures students can get to and from campus for academic success.
Emergency Aid/Basic Needs Grant	Short-term financial support designed to help students facing an unexpected crisis—such as loss of income, risk of homelessness, medical emergencies, or urgent bills. The grant prevents disruptions to enrollment and promotes student stability.
Financial Wellness Workshops	Provides vouchers for textbooks, essential school supplies, and graduation regalia for students who cannot afford them. These vouchers remove financial barriers that might prevent a student from participating fully in their academic journey.
Housing	Offers resource navigation and referrals for students experiencing housing insecurity, including multiple college-focused housing options to students experiencing homelessness so they can focus on achieving their educational goals.
Professional Clothing	Provides students with access to free professional attire for job interviews, internships, presentations, and workplace needs. This service increases confidence and removes financial barriers to career and academic success opportunities.

B. Service Area Description Continued : Version by Sepulveda, Pamela on 11/27/2025 01:28

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

The Falcon's Nest employs a robust outreach and communication strategy to ensure that current and prospective students are aware of the basic-needs resources available to them. A key component of this strategy is the Falcon's Nest Case Management Team, which includes one MSW Case Manager and seven MSW Interns. Each team member serves as a dedicated liaison to campus programs and special population groups—including EOPS/CARE, LINC, Pride Scholars, UndocuScholars, International Students, Career Services, ASCC, and others—to ensure consistent communication, targeted outreach, and streamlined referrals. This liaison model strengthens cross-campus relationships, increases visibility, and ensures that information about Falcon's Nest services is embedded within programs that students already trust.

To broaden outreach to the general student body, the Falcon's Nest engages in multiple promotional activities throughout the academic year. These include classroom presentations, participation in campus events, and tabling during high-traffic periods. The program also maintains a strong digital presence through social media and timely updates to the Falcon's Nest website. Physical campus signage—including lawn signs and informational materials—further increases visibility and normalizes the use of basic-needs services.

During the summer, the Falcon's Nest expands its outreach through the Pop-Up Market, which provides food support to students, staff, and faculty. This initiative not only addresses immediate needs but also serves as an engagement point to inform participants about additional services offered throughout the year. Staff routinely provide warm handoffs to ensure students are connected directly to the resources or departments that can best support their needs. This approach enhances trust, reduces barriers to asking for help, and strengthens the continuity of care across campus.

Through these multifaceted efforts—liaison partnerships, proactive outreach, varied promotional strategies, and intentional relationship-building—the Falcon's Nest ensures that students are consistently informed about available resources and feel comfortable accessing support when they need it.

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

The Falcon's Nest provides centralized basic-needs services that inherently intersect with the work of several Student Services programs. While there are areas of overlap—particularly in the provision of emergency support, case management, and resource navigation—these overlaps are purposeful and complementary. They allow the College to create a coordinated, campus-wide safety net rather than fragmented or inconsistent support.

Some overlap occurs with programs such as EOPS/CARE, CalWORKs, LINC, and Undocu Scholars, as each of these departments provides some form of direct student support. Similarly, Counseling and Financial Aid regularly assist students facing financial stress, enrollment challenges, or housing insecurity. However, these programs typically address basic needs as part of their broader service mission, whereas the Falcon's Nest is specifically designed to provide comprehensive, specialized, and centralized support for basic-needs insecurities across the entire student body.

The "duplication" that exists is not duplication of services, but rather duplication of intent: multiple departments caring about and responding to student hardship. This shared commitment strengthens the institution's ability to meet students where they are. The Falcon's Nest complements these programs by offering consistent expertise in basic-needs case management, community resource linkage, and crisis support—allowing other departments to refer students confidently without needing to recreate or manage complex resource networks themselves.

The liaison model used by the Falcon's Nest further supports complementarity. MSW Interns and the MSW Case Manager are embedded as points of contact within various departments, ensuring clear communication, collaborative problem-solving, and streamlined handoffs. This structure reduces confusion, eliminates unnecessary duplication of effort, and ensures students receive the right support at the right time.

Ultimately, while service areas naturally intersect, the Falcon's Nest strengthens the overall Student Services ecosystem through intentional coordination, specialized knowledge, and centralized resource delivery. This complementary structure enhances institutional efficiency and ensures that students receive holistic, non-duplicative support tailored to their individual needs.

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

a. Advance achievement, learning, or completion.

b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).

c. Enhance the quality of services and programs provided.

d. Create greater operational efficiencies for the service area.

e. Identify how your partnerships can or have mitigated equity gaps.

The Falcon's Nest maintains strong collaborative relationships with both Student Services areas and academic programs, leveraging these partnerships to provide comprehensive support for students facing basic-needs insecurities. Key partners include EOPS/CARE, CalWORKs, LINC, UndocuScholars, Pride Scholars, SAS, International Students, Career Services, Counseling, ASCC, and various academic programs. These collaborations take multiple forms, including dedicated liaisons, joint programming, referral systems, coordinated case management, and co-hosted outreach events.

Advancing Achievement, Learning, and Completion

Through these partnerships, the Falcon's Nest helps remove barriers that could interfere with student persistence and completion. For example, students referred by EOPS, Pride Scholars, or SAS for emergency assistance can access timely support for food, housing, and financial needs, enabling them to remain focused on coursework, internships, and transfer preparation. Additionally, collaboration with academic programs allows Falcon's Nest staff to provide outreach presentations in classes and workshops, directly engaging students in resource awareness and academic planning. The program is also featured in Orientation for new students and faculty, ensuring early awareness of available services and fostering a culture of support from the start of a student's college experience.

Supporting Mission, Goals, and SAOs

Partnerships reinforce the Falcon's Nest mission to provide centralized, comprehensive basic-needs support. Liaisons embedded in partner programs facilitate warm handoffs, strengthen referral pathways, and co-host outreach initiatives. These efforts advance Service Area Outcomes (SAOs) by increasing student engagement with resources, promoting equitable access, and ensuring measurable improvements in service utilization.

Enhancing Quality of Services and Programs

Collaborations enhance service quality through feedback and knowledge sharing. Liaisons gather insights on student needs, cultural considerations, and service gaps, informing program improvements, staff training, and resource allocation. Academic and student services collaborations also help tailor outreach presentations, workshops, and Orientation sessions to ensure services are relevant, responsive, and inclusive.

Creating Operational Efficiencies

The liaison and referral network reduces duplication of effort across campus programs. Departments can focus on their core missions while relying on the Falcon's Nest for specialized basic-needs support. Centralizing case management, outreach, and resource coordination improves workflow efficiency, decreases confusion for students, and ensures consistent documentation and follow-up.

Mitigating Equity Gaps

These collaborative relationships are particularly effective in addressing equity gaps for disproportionately impacted student populations, including first-generation students, low-income students, and undocumented students. Working closely with special-population programs and academic departments ensures students are proactively connected to resources, receive culturally responsive support, and can overcome barriers that might otherwise hinder academic or personal success.

Overall, the Falcon's Nest's partnerships with Student Services and Academic Affairs strengthen institutional capacity, improve operational efficiency, enhance service quality, advance student achievement, and promote equity throughout the Cerritos College community.

C. Service Area Organizational Resources : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. Please describe your service area's organizational and personnel structure. Discuss:

a. Reporting relationships.

b. Distribution of responsibilities/authority.

c. Use of management or work teams.

d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).

Organizational and Personnel Structure

The Falcon's Nest is staffed by three full-time employees: a Manager, a Program Facilitator, and a Program Assistant. The Case Management Team consists of one MSW Case Manager and seven MSW Interns, who provide individualized student support and serve as liaisons to other campus programs. In addition, the Falcon's Nest includes five part-time staff on the CalFresh Outreach Team and 18 part-time Falcon's Nest Clerks. Clerks are composed of current students and alumni employed through Federal Work Study, CalWORKs work study, College Corps with CSUDH, CA Dream Act Incentive students, and a limited number of short-term hourly staff. All staff report to the Manager.

The Program Facilitator serves as the primary preceptor for MSW Interns, providing mentorship and guidance while also offering leadership to all staff through training, scheduling, and day-to-day program operations. The MSW Case Manager and MSW Interns also actively participate as members of the College's Learning and Career Pathway teams, integrating basic-needs support into broader student success initiatives and aligning with academic and career readiness goals.

Distribution of Responsibilities and Authority

Manager: Oversees all Falcon's Nest operations, ensures alignment with College mission and goals, manages staff performance, and participates in strategic planning with the Dean of Student Services.

Program Facilitator: Precepts MSW Interns, provides leadership for Clerks and case management support staff, coordinates training, scheduling, and daily program functions.

Program Assistant: Supports operational activities, documentation, and logistics to maintain smooth program functioning.

MSW Case Manager and Interns: Provide direct case management to students, serve as liaisons to other campus programs, participate in Learning and Career Pathway teams, and ensure effective program, campus, and community referral and resource navigation.

CalFresh Outreach Team: Conducts targeted outreach and enrollment efforts for CalFresh benefits in collaboration with the broader Falcon's Nest team.

Falcon's Nest Clerks: Assist with front-desk operations, resource distribution, and student support services while gaining professional development opportunities.

Lines of Communication

Communication and supervision are structured to maintain clarity, accountability, and responsiveness across the service area:

The Program Facilitator and Program Assistant have bi-weekly one-on-one meetings with the Manager, along with bi-weekly joint Leadership Meetings including all three full-time staff.

The MSW Case Manager and MSW Interns participate in weekly one-on-one supervision and bi-weekly group supervision with the Manager.

The Program Facilitator provides bi-weekly check-ins with Clerks and members of the Case Management Team.

The Manager and Program Facilitator jointly check in with leaders of the CalFresh Outreach Team on a bi-weekly basis.

The entire Falcon's Nest team meets monthly for Department Meetings to review operations, share updates, and coordinate services. Falcon's Nest staff also communicate daily via Teams chat either individually or within staffing groups.

All full-time staff meet monthly with the Dean of Student Services for Division Meetings shared by Basic Needs, Student Life, and the Office of Student Conduct and Grievances.

This organizational structure, with clear reporting lines, layered supervision, and multiple communication touchpoints, ensures that the Falcon's Nest can provide efficient, high-quality services while maintaining professional development, accountability, and continuity of operations. The integration of MSW staff into Learning and Career Pathway teams also ensures that basic-needs support is strategically aligned with academic and career readiness initiatives across the College.

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

a. If applicable, what strategies has the area adopted to address staffing-related impediments?

Strengths That Facilitate the Mission

Access to Clinically Informed Expertise

The presence of a part-time MSW Case Manager, supported by seven MSW Interns, brings a high level of clinical and trauma-informed knowledge to the center. This team is equipped to

provide crisis intervention, case management, referrals, and holistic support—services that exceed what many basic-needs programs across the state are able to provide.

Integration into Learning and Career Pathway (LCP) Teams

The MSW Case Manager and MSW Interns participate in LCP teams, ensuring early identification of students facing basic-needs insecurities and creating seamless communication between academic and student support areas. This collaboration directly supports student persistence, retention, and completion.

Strong Peer-Staffed Frontline Support:

Falcon's Nest Clerks—many of whom are current students—provide culturally responsive peer support. Their presence increases program accessibility, enhances student comfort, and ensures extended coverage for front-of-house services such as the pantry, resource distribution, and outreach.

CalFresh Outreach Team Capacity:

Dedicated CalFresh staff support eligibility screening, application assistance, and follow-up, relieving the core team from carrying this workload. This targeted staffing increases the number of students enrolled in food-assistance programs, contributing directly to student well-being and persistence.

Diverse Staffing Pathways:

The mix of full-time, part-time, student, and intern staff supports a cost-effective model and creates leadership and experiential learning opportunities for students pursuing careers in social services, higher education, and public health.

Challenges and Staffing-Related Impediments

Despite these strengths, several structural constraints hinder the Falcon's Nest's ability to fully meet growing student needs:

High Volume of Students vs. Limited Full-Time Staff:

With only three full-time professional staff, the program carries a large operational and administrative workload, including training, scheduling, supervision, reporting, purchasing, compliance, and coordination with multiple campus partners. The demand for basic-needs services continues to rise, outpacing current staffing.

Reliance on Interns and Short-Term Staff:

While interns and student staff are invaluable, their temporary status creates ongoing turnover. Each academic year requires significant time for recruitment, onboarding, and training, which can slow productivity and impact continuity of services.

Limited Case Management Continuity:

MSW Interns rotate annually, and caseloads must be reassigned each cycle. This transitional model can disrupt long-term care for students with complex needs, including those experiencing homelessness, domestic violence, or ongoing mental health challenges.

Administrative and Data Management Burden:

Tracking service usage, outcomes, and compliance requires intensive administrative work that currently exceeds staff capacity, impacting the program's ability to engage in proactive planning and evaluation.

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?

Recruitment and Retention Challenges and Their Implications

While the Falcon's Nest benefits from a diverse and skilled staffing model, the service area does experience challenges related to the recruitment and retention of qualified staff, particularly due to its reliance on MSW Interns and student employees.

Reliance on MSW Intern Placements

A significant portion of the Falcon's Nest's case management capacity depends on securing MSW Interns through graduate program placement processes. Although the center has developed strong partnerships with multiple MSW programs, these placements are not guaranteed each year. Matching decisions are ultimately determined by graduate program availability, cohort size, and student interest. As a result, the program faces unpredictability in the number and timing of incoming interns. Any reduction in MSW Intern placements directly impacts the center's ability to maintain robust case management services, resource navigation, and Pathway Team participation.

Retention of MSW Interns for Summer Operations

To support continuity of services, the Falcon's Nest often depends on MSW Interns who have completed their hours to remain through the summer until the next intern cohort begins. This transitional model is not always feasible, as graduating interns may accept full-time employment or relocate, creating potential gaps in service coverage during the summer months—a period in which basic-needs demands remain high.

High Turnover Among Student Clerks

Falcon's Nest Clerks serve as essential frontline staff; however, their employment is tied to student-worker eligibility. As students graduate or their financial aid/work-study funding changes, turnover naturally occurs. Retention is further limited when funding constraints prevent the department from rehiring departing clerks as short-term hourly employees. This results in frequent recruitment cycles, repeated onboarding efforts, and recurring training demands, which place added workload on full-time staff and temporarily reduce operational efficiency.

4. How does the service area facilitate appropriate career development and progression for staff?

a. Describe the service area's professional development resources, activities, and/or opportunities.

b. How does this engagement directly reflect on the direction of your service area.

Career Development and Professional Growth

The Falcon's Nest is committed to fostering the professional growth, skill development, and long-term career advancement of its staff. The service area provides multiple structured opportunities for learning, reflection, and capacity-building that support employees at every level—from student workers to full-time professional staff.

Professional Development and Training Activities

All Falcon's Nest staff participate in Cerritos College and Human Resources–required trainings through Keenan. Beyond these requirements, the Falcon's Nest offers a robust internal professional development structure that includes:

Manager- and Program Facilitator–Led Trainings:

Monthly Department Meetings include targeted instruction on trauma-informed practices, cultural responsiveness, resource navigation, customer service, and operational standards. These trainings help maintain consistency and high-quality service delivery.

Structured Onboarding and Boot Camp Trainings:

New clerks, interns, and outreach staff participate in comprehensive onboarding and specialized “boot camp” training that covers the full scope of basic-needs services, case management

workflows, crisis response, and Falcon's Nest protocols. This ensures that staff are well-prepared and confident in their roles early in their tenure.

Group Supervision and One-on-One Supervision:

MSW Interns and the part-time MSW Case Manager receive weekly one-on-one supervision and bi-weekly group supervision with the Manager, focusing on case consultation and advanced professional skill building. Clerks also receive bi-weekly check-ins with the Program Facilitator that support job performance, goal-setting, and workplace skill development.

Support for Career Advancement

Full-time staff are encouraged to engage in conferences, workshops, and webinars related to basic needs, social services, higher education, and equity-based support. These opportunities help staff remain up-to-date on emerging best practices, expand professional networks, and bring innovative strategies back into the program.

Notably, the Falcon's Nest has demonstrated a strong record of preparing student employees for professional roles on campus: three former CalFresh Outreach Leads are now employed full-time within Cerritos College programs. This reflects the department's effectiveness in developing transferable skills and supporting long-term career mobility.

Pathways for Growth Within the Falcon's Nest

The service area fosters internal leadership and growth by:

- *Providing returning clerks and experienced student staff with opportunities to mentor new employees
- *Supporting MSW Interns in developing advanced case management, assessment, and program coordination skills
- *Offering cross-training across multiple operational areas, including CalFresh outreach, pantry operations, resource distribution, and case management
- *Engaging staff in campus-wide committees, outreach events, and collaborative initiatives that build professional competencies and expand their experience

These intentional structures create a supportive, skill-building environment that prepares student workers, MSW Interns, and professional staff for meaningful career progression, while simultaneously strengthening the quality of services delivered to students.

The Falcon's Nest's commitment to comprehensive training, professional development, and staff career advancement directly reflects the service area's broader direction as a high-impact, student-centered, and equity-focused support program. By investing in the skill-building and long-term growth of staff—including student employees, MSW Interns, and full-time professionals—the Falcon's Nest strengthens its capacity to deliver trauma-informed, culturally responsive, and holistic basic-needs services. This development-centered approach demonstrates the program's dedication not only to meeting students' immediate needs, but also to cultivating a knowledgeable and prepared workforce that can sustain and expand service delivery over time.

Furthermore, the success of former CalFresh Outreach Leads who now hold full-time roles across campus highlights the Falcon's Nest's effectiveness as a talent pipeline that enhances institutional health. As staff grow into leadership roles within Cerritos College, they carry forward the values of equity, compassion, and student advocacy cultivated in the Falcon's Nest. This reinforces the service area's direction as a model of integrated support, continuous improvement, and workforce development that benefits both students and the broader campus community.

5. Please describe the succession planning for your service area.

a. What steps are in place?

b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?

Succession Planning

The Falcon's Nest has developed intentional and proactive succession-planning practices that ensure continuity of services despite the natural turnover associated with MSW Internships, student employment, and part-time staffing. These strategies support program stability, maintain service quality, and provide opportunities for internal growth.

Bridging Case Management Services Through MSW Intern Successive Cohorts

Succession planning is built into the annual MSW Intern cycle. Outgoing MSW Interns are invited to remain over the summer—after completing their academic requirements—to maintain case management services, support ongoing student needs, and ensure a smooth transition to the incoming cohort. During this period, they participate in program evaluation, provide feedback on operations, and help pilot new systems or services. This summer bridge period serves as a key opportunity for innovation and quality improvement.

Continuity Through the MSW Case Manager

The part-time MSW Case Manager provides year-round stability and ensures consistent clinical oversight across intern cohorts. Their ongoing presence allows for continuity in case consultation, supervision, and long-term planning, reducing disruptions associated with annual intern turnover.

Clerk Succession and Continued Employment Pathways

To maintain strong front-line coverage and minimize training gaps, student clerks who graduate or lose student employment eligibility are invited to transition into short-term hourly positions when funding permits. This helps preserve institutional knowledge and operational consistency. Additionally, the Falcon's Nest has a track record of internal advancement: several clerks have successfully transitioned to the CalFresh Outreach Team or other short-term hourly roles, strengthening the department's internal pipeline.

Internal Advancement and Institutional Pathways

Succession planning also extends campus-wide. The Falcon's Nest has demonstrated success in preparing student workers and part-time staff for long-term career roles, with three former CalFresh Outreach Leads now employed full-time within Cerritos College. This not only supports institutional health but also preserves valuable expertise within the college community.

Strategies for Continuous Improvement Amid Turnover and Attrition

The Falcon's Nest uses turnover periods as opportunities for refinement and innovation. During the summer—when staffing levels fluctuate—new ideas, pilots, process improvements, and updated workflows are tested before being implemented during the academic year. This approach ensures that service realignment and program improvements are continuous and responsive to student needs.

To ensure ongoing resilience and operational stability, the service area employs several long-term strategies:

Cross-training across pantry operations, CalFresh outreach, case management workflows, and resource navigation ensures that critical functions remain covered even during staffing transitions.

Standardized training manuals, protocols, and onboarding processes reduce the impact of turnover and accelerate new staff readiness.

A leadership structure that includes the Manager, Program Facilitator, Program Assistant and MSW Case Manager provides layered supervision and oversight, limiting disruptions when staff roles change.

Through these intentional practices, the Falcon's Nest maintains a sustainable staffing model that supports continuity, fosters internal career development, and ensures continuous

improvement in service delivery—even in the face of turnover, retirement, or staffing changes.

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation?

a. How does the department use the findings from these assessment efforts to improve the work environment?

Assessment of Staff Well-Being, Satisfaction, and Motivation

The Falcon's Nest prioritizes staff well-being and professional satisfaction as essential components of effective service delivery. The department uses a combination of formal and informal assessment methods to monitor staff morale, identify challenges, and incorporate feedback into ongoing improvements.

Assessment Methods and Measures

Semester Check-Ins with Short-Term Hourly (STH) Staff

Once each semester, the Manager meets with all short-term hourly staff—including Clerks and CalFresh team members—to discuss what is working well and where improvements may be needed within their roles, team dynamics, or department operations. These structured conversations provide valuable insight into the staff experience and help identify early indicators of burnout, workload issues, or training needs.

Bi-Weekly Check-Ins with Clerks and MSW Interns

The Program Facilitator conducts bi-weekly one-on-one or small-group check-ins year-round with Clerks and MSW Interns. These meetings serve as an ongoing feedback loop, allowing staff to express concerns, request support, and share suggestions for improving daily operations and workflow.

Bi-Weekly Leadership Meetings

The Manager, Program Facilitator, and Program Assistant meet bi-weekly to share observations, identify patterns in staff needs, and coordinate proactive adjustments. These meetings support strong internal communication and help leadership respond quickly to emerging issues.

Bi-Weekly Managerial Check-Ins with Full-Time Staff

The Manager meets separately with the Program Facilitator and Program Assistant every other week to discuss project updates, workload balance, and overall well-being. This allows staff to receive individualized support and ensures leadership is attuned to their evolving needs.

Weekly MSW Intern Supervision

The Manager provides weekly one-on-one supervision with each MSW Intern, creating space for case consultation, professional development, review of their Learning Agreements, and discussion of the Nine Competencies of Social Work. These sessions also allow interns to share concerns about workload, stress, and training needs in a supportive environment. In addition, the Manager maintains communication with each intern's Field Liaison from their graduate MSW program. The Manager meets with the Field Liaison in person during the fall semester and again online or in person during the spring term, as needed. These meetings ensure alignment between internship expectations, academic coursework, and the intern's professional development, creating a strong feedback loop between the college and the graduate school.

CalFresh Team Bi-Weekly Meetings

The Manager and Program Facilitator jointly meet with the CalFresh Outreach Team every two weeks to review grant goals, assess progress, and discuss new outreach strategies. These meetings help identify staff needs related to training, workload, and operational efficiency.

Monthly All-Staff Department Meetings

Monthly meetings provide a dedicated space for interdisciplinary discussion, collaborative problem-solving, and collective reflection on operations. Staff are encouraged to share feedback, highlight successes, and identify opportunities for improvement.

Monthly Division Meetings

Division Meetings with the Dean of Student Services create an additional layer of support and communication. These meetings ensure that staff well-being and resource needs are elevated to the division level, connecting basic needs work to broader institutional priorities.

Using Assessment Findings to Improve the Work Environment

Feedback gathered from these assessment methods is actively used to strengthen staff support, workplace culture, and operational processes. Based on the insights shared by staff:

Training and onboarding materials have been refined to better support new team members and reduce confusion during role transitions.

Workflows and responsibility distribution have been adjusted to prevent overload and ensure clarity across frontline and case management operations.

Communication structures have been enhanced—including updated protocols, shared calendars, and more consistent messaging—to reduce staff stress and improve coordination.

Well-being concerns identified in supervision or check-ins inform ongoing conversations about workload balance, scheduling, and support needs.

Staff suggestions directly inform program innovation, especially during summer pilot periods where intern feedback is used to redesign processes and services.

Through these intentional feedback mechanisms, the Falcon's Nest maintains a responsive and supportive work environment that prioritizes staff well-being, encourages professional growth, and reinforces a culture of collaboration and continuous improvement.

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?

a. How does this participation reflect on your service area's plans and integration with the college.

Significant Projects, Workgroups, and Committee Engagement

Staff within the Falcon's Nest are actively involved in a wide range of projects, committees, and cross-campus initiatives that strengthen the integration of basic needs support throughout Cerritos College. These activities reflect the department's commitment to institutional collaboration, student advocacy, and ongoing innovation in basic-needs services.

Case Management Team Engagement

The Case Management Team serves as liaisons to multiple special population and student focused programs across campus, including EOPS/CARE, LINC, Undocu Scholars, Pride Scholars, SAS, Career Services, ASCC, and others. Through these partnerships, the team provides contextualized support tailored to the unique needs of each student population. They are also exploring innovative ways to better support International Students, recognizing the unique challenges they face with housing, food access, employment restrictions, and cultural adjustment.

In addition to their work with special populations, the MSW Case Manager and MSW Interns participate on Learning and Career Pathway (LCP) teams. Their involvement integrates basic needs awareness directly into academic program structures, allowing for early identification of student challenges, stronger communication with instructional faculty, and more seamless referrals. This collaboration ensures that basic needs support remains aligned with academic momentum and contributes directly to student persistence and completion.

Case Management staff also provide weekly drop-in hours at key student support centers—including the Veterans Resource Center, the Equity Center, and the Up Space for Umoja and Puente students—embedding basic needs services within the communities that benefit most.

Campuswide Events and Awareness Campaigns

Each November, the Falcon's Nest leads the campuswide Hunger and Homelessness Awareness Campaign. This includes an open house, a resource fair, an educational art installation, and multiple outreach events designed to increase visibility of basic needs services and reduce stigma for students facing insecurities.

Committee Work and Institutional Leadership

The Program Assistant contributes to the Art and Public Spaces Committee, supporting campus environmental design and student-centered space curation.

The Manager maintains extensive leadership roles both on and off campus, including:

Co-chairing the Campus Assessment, Intervention, and Response (CAIR) team

Serving on the Outstanding Faculty Committee

Representing Cerritos College within the local Soroptimist chapter, including two years of leadership board service

Serving as a core leader of the Long Beach Human Trafficking Task Force

Participating in the Norwalk–La Mirada McKinney-Vento Liaison Meetings

Attending Los Angeles Regional Food Bank partner meetings

Mentoring a new campus manager and Title IX advocate

These engagements ensure that the Falcon's Nest remains connected to regional trends, community partnerships, and best practices in trauma-informed, equity-focused support.

Reflection on Service Area Integration and Direction

The Falcon's Nest's involvement in these projects and committees reinforces the program's role as a central hub for student well-being and basic needs coordination at Cerritos College. Participation in campus governance, LCP teams, special population support networks, and regional coalitions deepens the program's integration into the college's overall student success infrastructure. These contributions strengthen cross-department collaboration, amplify basic needs advocacy, and ensure alignment with institutional priorities such as equity, student persistence, and holistic support.

Collectively, this work demonstrates that the Falcon's Nest is not only a service provider but also an institutional leader shaping policy, practice, and community engagement to better support students facing basic needs insecurities.

Section 2: Service Area Trends

A. Service Area User Demographics : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. Whom do you serve?

a. Describe your primary and secondary user groups that the service area attracts and serves.

b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status).

The Falcon's Nest serves a diverse range of students whose academic success is directly impacted by basic needs insecurities. While all Cerritos College students are eligible to access services, data provided by IERPG indicates that the Falcon's Nest disproportionately supports students who have historically faced systemic barriers and inequitable access to resources.

Primary User Groups

The primary population served includes students experiencing food insecurity, housing instability, financial hardship, or other basic needs challenges. This includes a significant number of students who are:

Black/African American, who are represented at higher rates within Falcon's Nest users compared to their representation in the general student population.

Student parents, particularly those balancing caregiving responsibilities with school and employment.

Low-income students, many of whom rely on public benefits or campus-based support.

CalFresh-eligible students, including those impacted by income limits or immigration restrictions.

Undocumented and mixed-status families, who often face unique economic and social stressors.

Older students, as the median age of Falcon's Nest users is higher than the campus-wide average.

Secondary User Groups

Secondary users include students who may not qualify for public benefits such as CalFresh but still experience intermittent or ongoing food insecurity. Students referred by special population programs—such as EOPS/CARE, UndocuScholars, Pride Scholars, SAS, Umoja, Puente, Veterans, and International Students—also represent a significant portion of those accessing Falcon's Nest services.

Community Support

Beyond the campus community, the Falcon's Nest also provides limited food support to local community members who access the college's food distributions. This outreach reflects the college's commitment to community engagement and acknowledges that student well-being is often interconnected with broader household needs.

2. How do the demographics of your users compare with the college as a whole?

a. Are the trends within your program in alignment with the broader, collegewide trends?

The demographics of students who utilize the Falcon's Nest reflect both expected and meaningful differences when compared to Cerritos College's overall student population. These differences are consistent with national patterns showing that basic needs insecurities disproportionately affect certain student groups.

Overrepresentation of Specific Populations

Data from IERPG indicates that the Falcon's Nest serves a higher percentage of Black/African American students than the campus average. This overrepresentation aligns with statewide

and national research demonstrating that Black students are more likely to experience food insecurity, housing instability, and financial hardship. The Falcon's Nest's utilization patterns reflect these broader equity concerns and highlight the importance of targeted, culturally responsive support.

The Falcon's Nest also serves a higher proportion of older students than the general campus population. This aligns with national trends showing that returning adult learners, students with dependents, and students balancing work and school experience higher rates of basic needs insecurity.

Additionally, the service area supports a significant number of student parents, low-income students, undocumented/mixed-status families, and students who are CalFresh-eligible or CalFresh-ineligible due to immigration status. These groups also tend to be overrepresented among those experiencing food and housing insecurity statewide.

Alignment With Collegewide Trends

While the Falcon's Nest supports a student body that mirrors the campus in many respects, the higher concentration of marginalized, system-impacted, and vulnerable students aligns with the broader collegewide trends related to equity gaps. The higher usage among these populations is consistent with the college's understanding that students facing multiple socioeconomic barriers often require more intensive and immediate support.

In many ways, Falcon's Nest user trends reinforce the college's broader commitment to equity, inclusion, and the Students First Framework. The service area functions as a critical resource for populations whose basic needs challenges affect persistence, retention, and academic success at disproportional rates.

Overall, the Falcon's Nest's demographic patterns are aligned with broader trends in both the college and the community college system but show higher concentrations of students facing the greatest systemic barriers. This alignment reinforces the need for sustained, data-informed investments in basic needs infrastructure and support services.

B. Service Area Service Trends : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. Describe the usage trend for your service area in the last three years.

a. Has it remained steady, increased, or decreased?

b. Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth formally incarcerated, and first-generation status)?

c. Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.

d. Describe any factors that contributed to any change.

Over the past three years, the Falcon's Nest has experienced significant and sustained growth in student utilization, demonstrating both increased awareness of services and a rising level of basic needs insecurity among Cerritos College students. According to IERPG data, overall referrals to the Falcon's Nest have increased by 82.41%, indicating that more students are seeking support and being connected to resources through faculty, staff, and peer referrals.

One of the most notable trends is the dramatic rise in housing-related referrals, which have increased by 285.8% from Spring 2022 to Spring 2025. This escalation reflects both a worsening regional housing crisis and the growing visibility of the Falcon's Nest as a primary access point for housing navigation, emergency referrals, and supportive service coordination. As a result, more students are accessing housing support earlier and more consistently, which aligns with the college's equity goals related to persistence and retention.

In addition to referrals, utilization of student markets and financial support cards (gas, grocery, and laundry) has also increased. This growth suggests heightened student reliance on supplemental food and financial support due to rising costs of living, inflation, transportation barriers, and reduced access to public benefits among mixed-status and undocumented families.

Patterns Across Demographic Groups

Usage trends reflect distinct demographic patterns that align with the populations most affected by systemic inequities:

Black/African American students continue to use Falcon's Nest services at disproportionately higher rates than their representation in the campus population.

Older adult learners make up a larger segment of Falcon's Nest users compared to the college as a whole.

Student parents, low-income students, undocumented students, and mixed-status families constitute a large proportion of repeated and high-need users.

Students who are CalFresh-ineligible due to immigration status are increasingly relying on campus-based food access, contributing to higher market usage.

These usage patterns closely mirror statewide equity gaps in food and housing insecurity and reinforce the importance of culturally responsive and accessible basic needs programming.

Factors Contributing to Usage Changes

Several factors have contributed to the increased demand over the past three years:

Expansion of outreach and visibility, including classroom presentations, liaison work with special population programs, and broader campus partnerships.

Enhanced case management capacity through MSW Interns and the part-time MSW Case Manager, facilitating more referrals and deeper-level support.

Regional economic pressures, including rising housing costs, inflation, reduced access to affordable childcare, and limited employment options for undocumented or international students.

Improved referral systems, including warm handoffs from faculty, counselors, LCP teams, and student services departments.

Focused housing navigation efforts, which have increased student awareness of available resources and resulted in a significant rise in housing-related inquiries.

Connection to Equity and Mitigation Efforts

The upward trend in usage—particularly among disproportionately impacted groups—reinforces the role of the Falcon's Nest as a central equity intervention on campus. By increasing access to housing support, food programs, and emergency assistance, the service area directly mitigates barriers that disproportionately affect students of color, undocumented students, parenting students, and low-income learners.

These data trends continue to shape program planning, resource allocation, and partnerships to ensure that Cerritos College meets the growing and evolving basic needs of its diverse student body.

2. Describe your pattern of service. Include:**a. Standard hours of operations.****b. Alternative modes (e.g., online, hybrid, etc.).****c. Schedules of delivery (e.g., early morning, evening services, etc.).****d. How your services meet the needs of the users.**

The Falcon's Nest at Cerritos College provides a structured and student-centered pattern of service designed to meet the basic needs of students facing food, housing, financial, or personal insecurity. Our program operates during standard weekday hours—typically from 8:00 a.m. to 5:00 p.m., with extended service on Wednesdays until 6:00 p.m. and slightly shorter hours on Fridays—giving students consistent access throughout the traditional academic day. In addition to our in-person services, the Falcon's Nest also utilizes alternative modes of support, offering virtual drop-in hours via Zoom and online communication channels for programs such as CalFresh enrollment assistance or social-work appointments, making services accessible to students who cannot be physically on campus. While most services occur during daytime hours, the Nest offers a variety of scheduled deliveries, including midday CalFresh drop-ins and monthly food distributions in partnership with the Los Angeles Regional Food Bank. Together, these service patterns ensure that students can access essential resources including food, clothing, hygiene supplies, financial assistance, case management, and housing referrals in ways that are reliable, flexible, and mindful of student schedules. By combining consistent in-person availability with virtual support options and regularly scheduled distributions, the Falcon's Nest effectively meets the diverse and evolving needs of Cerritos College students, removing barriers that may impede their academic progress and overall well-being.

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.**a. How does this help inform future practices?**

Our services are currently used mainly through in-person, on-campus support, but we have begun introducing new modalities to increase access. For example, the initiation of refrigerated lockers allows students to pick up food at flexible times, while extended Wednesday evening hours give learners who have work or family responsibilities more opportunities to receive support. Although we do not yet have detailed modality-specific usage data, each new option—such as the expansion of our food donor base, collaboration with the Equity Center, and coordination of food delivery—shows that students benefit from having multiple ways to access resources. These efforts help inform future practices by highlighting the importance of flexible, student-centered service models. As we expand our modalities, we can better meet the diverse schedules and needs of students, and future data collection will guide us in deciding which formats should be strengthened, expanded, or redesigned to ensure equitable access for all.

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?

The Falcon's Nest assesses Service Area Outcomes primarily through data-driven monitoring of student enrollment and engagement. Weekly, the manager utilizes PeopleSoft to analyze student enrollment, particularly focusing on priority populations such as students experiencing housing insecurity or homelessness. This data informs outreach strategies, guides case management interventions, and supports evidence-based decision-making.

In the future, the Falcon's Nest plans to expand assessment methods by integrating additional student success and engagement metrics, including retention, course completion, and resource utilization, to provide a more comprehensive understanding of the service area's impact.

2. How are user needs assessed and considered in the development and delivery of programs and services?**a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?****b. What are the sources of information your service area uses to understand current needs?****c. How have the needs changed over time?**

The Falcon's Nest employs a structured and individualized approach to assess student needs, ensuring that program development and service delivery are grounded in the lived experiences of the students it serves. Every student who requests support is offered a comprehensive needs assessment conducted by a member of the Case Management Team. These assessments can take place either in person or via Zoom, ensuring accessibility for all students.

During the assessment, the Case Management Team evaluates multiple dimensions of student well-being, including:

Student strengths and personal assets

Academic progress and goals

Occupational wellness and career aspirations

Financial stability and resource needs

Basic needs security, including food and housing access

Identity factors such as first-generation status, foster care history, or marginalized group membership

Medical, mental health, and wellness concerns

Coping skills and resilience strategies

The Case Manager also reviews the student's academic transcripts and Comprehensive Student Educational Plan (CSEP) when available, ensuring a holistic understanding of their academic trajectory in relation to their support needs.

Broader Needs Assessment Through Collaboration

Beyond individual assessments, the Case Management Team is actively involved with Learning and Career Pathway (LCP) teams and collaborates with special population programs such as EOPS/CARE, Pride Scholars, SAS, UndocuScholars, Umoja, Puente, and Veterans Services. Through these partnerships, the team gathers insights into student challenges and trends on a larger scale, identifying emerging needs across programs and populations. This systemic approach allows the Falcon's Nest to anticipate common barriers, adapt resources, and design interventions that address both individual and program-level gaps.

Following the assessment, the assigned Case Manager works continuously with the student throughout the academic year, providing ongoing guidance, advocacy, and resource navigation. This longitudinal support ensures continuity of care, allows for monitoring of changing needs, and enables proactive adjustments to services and referrals.

By combining individualized assessments with program- and population-level insights, the Falcon's Nest ensures that services and interventions are responsive, data-informed, and tailored to support student persistence, retention, and success.

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?

The service area tracks program and service usage through a combination of surveys, data systems, and ongoing engagement metrics. Historically, the department has participated in large-scale assessments such as the HOPE Impact Survey and the Real College Survey to understand student basic-needs challenges and overall satisfaction. Operational data is also consistently monitored through PantrySoft, which captures detailed information on Market and food-support usage, and through monthly student engagement reports that track participation across all Falcon's Nest services. While these tools provide valuable insight, the department plans to expand its data-collection efforts in the future by implementing more frequent and targeted assessments to better capture user satisfaction and areas of dissatisfaction. These enhancements will allow the Falcon's Nest to make data-driven improvements and ensure services remain responsive to student needs.

During the 2024-2025 academic year, the Falcon's Nest begin utilizing People Soft for tracking student engagement in all areas of referral and services. This data has been utilized, in conjunction with raw data from Spring 2020-Spring 2023, by IERPG for a 5-year review of services and student outcome impact. This data is anticipated to become available in Fall 2025.

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?

Use of Comparative and Benchmark Data

The Falcon's Nest actively engages in ongoing benchmarking to ensure its services remain aligned with best practices in basic needs support across the California Community College system and beyond. This commitment to data-informed decision-making allows the service area to remain responsive to student needs while continuously improving the quality and effectiveness of its programs.

In 2023, the Falcon's Nest participated in the HOPE Center's Basic Needs Impact Survey, receiving campus-specific data on student food insecurity, housing instability, and financial challenges. This dataset provides essential insight into the scope and nature of basic needs insecurity at Cerritos College and serves as a benchmark against statewide and national trends. The results directly inform program planning, resource allocation, and strategic development.

In addition to formal survey data, staff stay current on emerging trends and best practices through regular participation in professional conferences and networks, including the California Community College Basic Needs Summit, CHEBNA, HECMA, and Maxfest. Attendance at these events ensures continuous exposure to innovative models, evidence-based strategies, and policy updates relevant to basic needs programming.

The service area also engages in direct collaboration and consultation with peer institutions. Full-time staff maintain active relationships with basic needs centers at Long Beach City College and Irvine Valley College, sharing resources and troubleshooting common challenges. Recently, Falcon's Nest leadership met with the basic needs manager at Mt. San Antonio College to learn about their Basic Needs Ally Training program and explore opportunities for adaptation at Cerritos.

Further, the Falcon's Nest remains in communication with the administrator now at Golden West College (formerly at Glendale Community College) to exchange insights on best practices for implementing Fresh Success, a newly piloted employment and training support program. These partnerships help the team understand regional trends, program implementation models, and operational approaches that can strengthen Cerritos' own basic needs ecosystem.

Through the integration of formal survey data, professional development engagement, and peer-to-peer benchmarking, the Falcon's Nest ensures that its services remain student-centered, evidence-based, and aligned with both statewide expectations and national standards in basic needs support.

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?

The Falcon's Nest ensures compliance with applicable laws, regulations, and funding requirements through structured internal procedures and proactive consultation with external oversight bodies.

Internally, the department maintains policies, protocols, and training aligned with institutional and federal requirements, including equity, safety, and confidentiality standards. Case Management staff receive ongoing supervision and training to ensure all services—ranging from basic needs support to housing referrals—are provided in accordance with legal and regulatory expectations.

Externally, the Manager of the Falcon's Nest maintains regular contact with the California Community College Chancellor's Office, including participation in office hours and direct consultation on policy, funding requirements, and regulatory guidance. In particular, the Manager regularly consults with the Chancellor's Office's basic needs and housing support point of contact to stay current on applicable laws, compliance standards, and reporting obligations. These engagements ensure that the Falcon's Nest aligns its operations with statewide regulations, funding stipulations, and best practices in student support.

Through this combination of internal oversight, structured staff training, and ongoing external consultation, the Falcon's Nest actively monitors compliance and ensures that all programs and services operate within established legal and regulatory frameworks.

B. Service Area Outcomes Assessment : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. What does the data say about the success of your service area with respect to the achievement of your service area outcomes? Identify and describe the data sources.

The Falcon's Nest assessed its Student Area Outcome (SAO) for the 2024–2025 academic year, which stated: "50% of students in the 'Homeless Youth' priority enrollment group will enroll in classes." At the start of Fall 2024, baseline data indicated that 28% of eligible students were enrolled in classes.

Data sources for this assessment included institutional enrollment records, verified lists of students qualifying for the 'Homeless Youth' priority enrollment designation, and internal tracking of outreach activities conducted by Falcon's Nest staff. The data were refined over the year to remove students who were no longer eligible, ensuring that the measurement accurately reflected the target population.

Through targeted outreach, case management support, and follow-up with remaining eligible students, the enrollment rate for Fall 2025 improved to 45.53%. While the SAO goal of 50% was not fully met, this represents a substantial increase of over 17 percentage points from the baseline. The improvement demonstrates that the Falcon's Nest is effectively connecting students in priority populations to academic enrollment, while also highlighting areas where additional strategies could be implemented to fully achieve the target.

The data indicate that strategic refinement of the eligible student list and personalized outreach are key drivers in improving outcomes, reinforcing the value of case management and proactive engagement with students facing housing instability. These insights will directly inform continued program enhancements, resource allocation, and tailored support strategies for students in the 'Homeless Youth' priority enrollment group.

2. What areas for improvement are suggested by the data?

The SAO assessment for Fall 2025 indicates meaningful progress in connecting students in the 'Homeless Youth' priority enrollment group to classes, but the goal of 50% enrollment was not fully achieved. Several areas for improvement are suggested by the data:

Targeted Outreach and Follow-Up

While overall enrollment increased to 45.53%, additional efforts are needed to reach the remaining eligible students. Strengthening personalized outreach—such as one-on-one meetings,

reminders, and follow-ups—can help ensure that all students in this population are aware of their enrollment options and receive the necessary guidance to register.

Data Accuracy and Tracking

The initial baseline highlighted the importance of maintaining a refined and accurate list of eligible students. Continued improvements in data management, including regular updates and verification of student eligibility, will ensure that interventions are focused on students who can benefit most.

Early Engagement and Prevention

Earlier identification of students at risk of non-enrollment could increase the effectiveness of outreach. Implementing proactive engagement strategies prior to the start of the term—such as pre-term orientations, virtual check-ins, or integration with the LCP and special population programs—may help increase participation rates.

Resource Alignment and Support Services

Data suggest that some students may face barriers beyond enrollment, including transportation, financial constraints, or housing instability. Expanding support services or connecting students with campus and community resources early in the enrollment process could reduce these barriers.

Enhanced Collaboration Across Programs

Strengthening partnerships with special population programs, academic advisors, and other student services can create a more integrated approach to supporting students. Coordinated case management, shared outreach strategies, and joint follow-ups can improve enrollment outcomes.

By addressing these areas, the Falcon's Nest can continue to close the gap toward the 50% target while enhancing overall service effectiveness for students facing housing insecurity and other basic needs challenges.

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?

Assessment data from the Falcon's Nest, including SAO results, student needs assessments, and program usage metrics, play a critical role in informing organizational decisions, management practices, and service delivery strategies.

Program and Service Delivery

Data on student needs—gathered through comprehensive assessments, collaboration with special population programs, and participation in Learning and Career Pathway (LCP) teams—directly informs program design and prioritization. For example, the refinement of the 'Homeless Youth' priority enrollment list and targeted outreach efforts contributed to an increase in enrollment from 28% to 45.53%. Similarly, usage trends showing increases in housing referrals (285.8% from Spring 2022 to Spring 2025) and food support usage have led to expanded services and resource allocation to meet higher demand.

Management Practices

Assessment data guide staffing and operational decisions. The Case Management Team uses student feedback, engagement patterns, and outcomes to adjust caseload assignments, identify training needs, and refine supervision structures. For instance, insights from data have reinforced the value of MSW Intern involvement and informed succession planning strategies, ensuring continuity of services during staff turnover or academic breaks.

Organizational Decisions

At the organizational level, data inform resource prioritization and collaborative efforts. Trends indicating unmet student needs—such as gaps in enrollment for priority populations—have prompted strengthened partnerships with special population programs, academic advisors, and external agencies. Additionally, participation in statewide surveys like the HOPE Impact Survey and consultations with other colleges and the Chancellor's Office allow the Falcon's Nest to benchmark services, adopt best practices, and ensure compliance with regulatory and funding requirements.

Continuous Improvement

By consistently analyzing assessment data, the Falcon's Nest identifies areas for improvement, monitors progress toward SAOs, and implements strategies to close equity gaps. These data-driven decisions enhance service effectiveness, improve student outcomes, and ensure that program development aligns with the mission of supporting basic needs and academic success.

4. How has the assessment of the service area outcomes contributed to your service area's improvements?

The assessment of the Falcon's Nest's Student Area Outcome (SAO) has been instrumental in guiding service area improvements and strategic decision-making. The SAO focused on increasing enrollment among students in the 'Homeless Youth' priority enrollment group, with a target of 50% enrollment. Baseline data at the start of Fall 2024 indicated a 28% enrollment rate, which increased to 45.53% for Fall 2025 after targeted interventions.

This assessment highlighted several key areas for improvement and informed actionable changes:

Refinement of Data and Targeted Outreach

The process of assessing the SAO revealed the importance of maintaining accurate and up-to-date eligibility lists. By removing students who were no longer eligible and focusing outreach on the remaining students, the Falcon's Nest was able to significantly increase enrollment. This approach has reinforced the importance of data accuracy in driving effective interventions.

Enhanced Case Management Practices

The SAO assessment confirmed the impact of individualized, longitudinal case management. Continuous support by the Case Management Team, including follow-ups, advocacy, and connection to resources, has proven effective in increasing student engagement and enrollment. The assessment has prompted the team to further refine strategies for reaching students who remain unenrolled.

Improved Collaboration with Programs and LCP Teams

Data from the SAO highlighted the need to strengthen partnerships with special population programs and Learning and Career Pathway (LCP) teams. By leveraging these relationships, the Falcon's Nest can identify systemic barriers and address equity gaps more effectively.

Continuous Quality Improvement

The SAO assessment process has created a feedback loop that informs program design, resource allocation, and outreach strategies. Insights from the data guide operational decisions, helping the service area to implement targeted improvements and pilot innovative approaches for supporting vulnerable student populations.

Overall, the SAO assessment has been a critical tool for evidence-based decision-making, allowing the Falcon's Nest to refine services, improve student outcomes, and make measurable progress toward closing equity gaps for students facing housing insecurity and other basic needs challenges.

5. How does the service area make needed data and information available to area stakeholders?

The service area makes important data and information easily accessible to stakeholders in several ways. We share monthly newsletters with program and campus updates, which helps students stay informed about current services and any changes. A dedicated liaison, usually a social work intern, also connects with both on-campus and off-campus programs to ensure clear communication of our services and collaboration. Program marquees are used to highlight services and upcoming events, making information visible to anyone passing by. In

addition, CalFresh outreach stands provide snacks along with printed program details, helping engage students directly. The Basic Needs Advisory Group also plays a key role by gathering feedback and sharing information with different campus partners, ensuring that stakeholders stay informed and involved in ongoing efforts.

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. What are the primary strengths of the service area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to “best practices” in the field?

The primary strengths of the service area include a significant increase in part-time staffing, which has expanded the department’s capacity to meet growing student needs. Over time, the Falcon’s Nest has also developed strong and positive relationships across campus, including but not limited to Financial Aid, Cerritos College Foundation, Student Health Services, and Special Population programs on campus. This has lead us to building a trusted reputation and becoming deeply embedded within the campus community. Additionally, the program now leads the largest food distribution partnership with the Los Angeles Regional Food Bank (LARFB) and maintains high visibility through consistent branding and outreach efforts including the innovative CalFresh outreach bike and snack stands which has strengthened student engagement and awareness.

The department has also implemented several innovative practices that position it as a leader in basic-needs support. New initiatives such as Financial Wellness Workshops, book and supply vouchers, graduation vouchers, housing-support laptops, and the Safe Landing program demonstrate a proactive and student-centered approach. Seasonal and high-impact programs like the Summer Pop-Up Market, along with strengthened relationships with the Foundation, have expanded resources and donor support. The launch of Fresh Success, the increased distribution of laundry cards, the development of a monthly newsletter, the Grab-and-Go food station, and CalFresh outreach stands all reflect a commitment to best practices in accessibility, resource expansion, and student equity. Together, these innovations ensure the service area remains responsive, forward-thinking, and aligned with best practices in basic-needs programming.

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

The Falcon’s Nest has made measurable progress toward its SAOs and goals, particularly in supporting students experiencing housing insecurity.

SAO: Increase Enrollment for ‘Homeless Youth’ Priority Enrollment Group

Goal: 50% enrollment

Fall 2024 Baseline: 28%

Fall 2025: 45.53%

Actions: Refined eligibility lists, conducted targeted outreach, and provided continuous case management.

Status: Close to the goal; continued targeted outreach and collaboration with LCP teams and special population programs are planned to achieve 50% in the coming year.

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

The Falcon’s Nest is funded through a combination of internal college allocations, state grants, and community partnerships. Current funding sources include:

Student Food and Housing funding (ending in 2025–2026)

Ongoing Basic Needs funding

Homeless and Housing Insecurity Program

CalFresh Outreach Grant

SB85 funding (expected to be fully expended in the 2025–2026 fiscal year)

ASCC Grant

Equity Funding (allocated through the Office of the Vice President of Student Services)

In addition, the Falcon’s Nest benefits from a strong partnership with the Cerritos College Foundation, which provides support through MOUs with local food rescue brokers, credit unions, and private donors. These collaborations enable the Nest to leverage community resources to provide free or low-cost services, particularly in addressing food insecurity, which is one of the most common needs among students.

Resource Allocation and Budget Planning

When planning the budget, the Falcon’s Nest strategically balances internal allocations with community and donor-supported resources. Low-cost, high-impact services—such as food support—are prioritized through community partnerships, allowing limited financial resources to focus on higher-cost, critical services, including:

Housing support

Emergency aid/basic needs grants

Book and supply vouchers

Decision-Making Factors

Budget allocation and reallocation decisions are guided by:

Current student needs as identified through case management assessments and program usage data

Availability of external community partnerships and resources

Sustainability and timing of grant funding

The ability to maximize impact while minimizing costs, ensuring that financial resources directly support student success and equity goals

Through these strategies, the Falcon’s Nest ensures that resources are efficiently allocated to support its mission, goals, and SAOs, while maintaining flexibility to respond to emerging student needs.

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

Over the past three years, the Falcon’s Nest has maintained stable funding; however, significant financial shifts are anticipated in the coming years. Two major changes are driving this transition:

Completion of Student Food and Housing and Equity Funding

These funding sources provided a financial safety net during the Nest’s first five years of operations.

Starting in the 2026–2027 fiscal year, the ongoing Basic Needs grant will become the primary funding source for general operations, including staffing.

To support this transition, the Falcon's Nest has launched the Fresh Success pilot program (2025–2026), which reimburses staff time and resources while expanding student support. Fresh Success is anticipated to grow as a sustainable financial strategy for the Nest.

Homeless and Housing Insecurity Program (HHIP) Funding

HHIP funding was underutilized in the initial years of the housing program, resulting in a ballooned budget starting in 2025–2026.

This increase enables a significant expansion of housing support services over the next three years. The Falcon's Nest is actively exploring sustainable solutions to maintain these enhanced services beyond the initial funding period.

Impact on Operations and Services

These changes will require the Falcon's Nest to:

Strategically manage a reduced funding portfolio for basic needs while maintaining core services.

Leverage programs like Fresh Success to support staff costs and expand services.

Implement long-term planning to sustain increased housing support and other high-demand resources.

By proactively addressing these financial transitions, the Falcon's Nest aims to ensure continuity of critical services, maintain staffing capacity, and continue meeting the basic needs of Cerritos College students effectively.

By proactively addressing these financial transitions, the Falcon's Nest aims to ensure continuity of critical services, maintain staffing capacity, and continue meeting the basic needs of Cerritos College students effectively.

5. How effectively do the service area's current facilities, space, and equipment support area operations?

a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users?

b. What strategies have been adopted or will be adopted to institute these changes?

The service area's current facilities, space, and equipment support operations to some extent, but several challenges limit their effectiveness. To increase student engagement, more MSW interns have been added during drop-in hours across locations such as the VRC, Up Space, and the Equity Center; however, this also highlights the ongoing lack of office space for staff. Facility issues—such as poor Wi-Fi connectivity and the need to use the Game Room as storage—further impact daily operations. Although recent repairs to the HVAC system and roof have improved building conditions, accessibility remains a concern because there is only one ramp, and it is not located on the parking-lot side of the building. To keep pace with future needs, the service area will continue expanding student-facing support through shared spaces, advocating for improved technology infrastructure, and exploring long-term facility adjustments that enhance access, space, and overall usability for both staff and students.

6. How has technology been integrated into the programs, services, and operating functions of the service area?

a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area?

b. How has the service area kept pace with the development of hardware, software, maintenance, and training support?

c. What are the service area's projected technology needs for the future?

d. What strategies have been adopted or will be adopted to address these needs?

The Falcon's Nest integrates a variety of technological applications to enhance program delivery, streamline operations, and support student success. Key platforms and tools include:

- Maxient: Used for case documentation and tracking student interactions, ensuring compliance and continuity of care.
- PantrySoft: Manages food distribution and inventory, facilitating efficient operation of the Student Market.
- PeopleSoft: Supports student record access, financial aid coordination, and administrative tracking.
- Teams: Enables staff communication, collaboration, and virtual meetings, supporting ongoing supervision and team coordination.
- Navigate: Assists in student scheduling, referrals, and early alert interventions.
- Book Me: Provides scheduling for student appointments with the Case Management Team, ensuring efficient access to services.
- Canva: Used for outreach materials, social media campaigns, and promotional content for events and services.
- FalConnect and Campus App: Offers students real-time access to Falcon's Nest resources, events, and programs.

Innovation, Responsiveness, and Continuous Improvement

- Technology has enabled streamlined case management, scheduling, and reporting, allowing staff to respond promptly to student needs and track program effectiveness.
- Platforms like PantrySoft and Navigate facilitate data-driven decisions, improve resource allocation, and help identify gaps in service delivery.

Hardware, Software, and Training Support

- Staff regularly receive training and support for these platforms to ensure efficient utilization and compliance with operational requirements.
- Technology upgrades and software maintenance are coordinated through IT services to maintain security, functionality, and accessibility.

Projected Needs and Strategies

- As student needs grow, the Falcon's Nest anticipates expanding data integration capabilities between case management, scheduling, and reporting platforms.
- Future strategies include leveraging analytics from current systems to improve service delivery, track outcomes, and enhance operational efficiency.
- Continued staff training and collaboration with IT will ensure that technological tools keep pace with evolving program demands and student expectations.

7. What major challenges face the service area?

a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?

The Falcon's Nest faces several key challenges as it continues to expand and enhance services:

1. Fresh Success Program Sustainability
 1. Ensuring that the newly launched Fresh Success pilot successfully provides sustainable funding and reimbursement for staff time and program resources is critical to long-term operations.
2. Staff Capacity and Support
 1. Expansion of Fresh Success and other initiatives will require additional academic counseling support to meet increased student demand.
 2. Additional administrative clerk support is needed to manage card programs, coordinate student-facing services, and maintain smooth day-to-day operations.

Path to Improvement

- Maximizing the effectiveness of Fresh Success through careful monitoring and program evaluation.

- Strategically allocating existing resources and identifying opportunities for internal reallocation to support additional staffing needs.
- Leveraging partnerships and community resources to supplement program capacity while maintaining high-quality services.

By addressing these challenges primarily within current resources and strategic planning, the Falcon's Nest can continue to expand services, maintain sustainability, and meet student needs effectively.

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:

- Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.**
- What specific innovations, best practices, or other accomplishments would you share with a visiting out-of-state colleague?**
- What long-term impact would you like your service area to have on the College and the community?**
- What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?**

In three years, with the completion of the new Student Services and Administration building, the Falcon's Nest will be fully integrated into the heart of student services at Cerritos College, showcasing its commitment to basic needs and student success.

Facilities and Space Innovations

- Adequate office space for staff and clerks to work efficiently, private meeting areas for case management, and storage for resources.
- A grab-and-go food area and flexible spaces for student markets, workshops, and community engagement events.
- Temporary parking and logistics solutions to support high-volume resource distribution events.

Collaborations and Partnerships

- Strengthened relationships with Financial Aid, Student Health Services, Student Life, and Academic Programs, allowing seamless referrals and holistic support for students.
- Continued partnerships with the Cerritos College Foundation, local nonprofits, credit unions, and national stakeholders to expand access to innovative, low-cost, high-impact resources.
- Opportunities to collaborate with peer institutions nationwide, sharing best practices in basic needs support and equity-focused student services.

Innovation and Best Practices

- Serve as a model for comprehensive case management, integrating mental health, financial stability, housing, and food security into one cohesive service.
- Showcase Fresh Success and other innovative programs that sustainably fund and expand basic needs support.
- Use data-driven decision making and technology tools to monitor student outcomes, improve operational efficiency, and respond to evolving needs.

Long-Term Impact

- Establish the Falcon's Nest as a nationally recognized leader in student basic needs support and equity-centered programming.
- Increase student retention, completion, and career readiness by ensuring no student is derailed by unmet basic needs.
- Strengthen community engagement and local partnerships to create sustainable pipelines of resources, advocacy, and support for students and families.

Strengths and Opportunities to Capitalize On

- Leverage existing collaborative partnerships, grant opportunities, and innovative programs like Fresh Success.
- Expand national visibility and leadership through conferences, publications, and peer mentoring.
- Utilize the new building as a hub for integration, innovation, and student-centered services, demonstrating the college's commitment to a holistic, equitable student experience.

By realizing this vision, the Falcon's Nest will not only meet the evolving needs of students but also set a standard for holistic, equity-driven student support across California and beyond.

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection : Version by Sepulveda, Pamela on 11/27/2025 01:28

1. In what capacity were your service area staff, and/or users involved in the program review process?

The Program Review process was informed and shaped by the entire Falcon's Nest team, including all three full-time staff and all members of the Case Management Team. The team collaboratively completed the document as a live, running document, ensuring ongoing input and reflection. Additionally, portions of the content was guided by data provided by IERPG, which informed trends, outcomes, and equity considerations, allowing the team to make data-driven assessments and recommendations.

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?

All members of the Falcon's Nest were actively engaged in outcome assessment discussions, data evaluation, and goal development. The process included:

- Collaborative document development: The Program Review was completed as a live, running document, allowing real-time input from all full-time staff and Case Management Team members.
- Regular meetings and check-ins: Bi-weekly leadership meetings, group supervision, and department meetings provided structured opportunities for discussion of assessment data, program outcomes, and service area objectives.
- Data-informed discussions: IERPG-provided data was shared and analyzed collectively to identify trends, gaps, and equity considerations.
- Shared goal-setting: Team members contributed to defining SAOs, objectives, and action plans based on their frontline experiences and case management insights.
- Feedback loops: Staff input was continuously incorporated throughout the review process to ensure that strategies and action plans reflected the expertise and perspectives of the entire service area.

This approach ensured full team engagement, accountability, and alignment between program operations, assessment outcomes, and strategic planning.

Goals	SAOs	Objectives	Action Plan					Student First Framework Lever
			Goal Target Year of Achievement	Responsible Party	SAO Assessment Year	Method of Assessment	Action Steps	
#1 Implementation of Fresh Success	#1 Program Enrollment for students will be tied into completion of degree applicable units.	1. Develop and implement outreach, program enrollment, and engagement for students in Fresh Success.	Year 3	1. Falcon's Nest Manager 2. Falcon's Nest Program Facilitator 3. Falcon's Nest Program Assistant	Year 1	Verification of student enrollment into the program (student recruitment from students already linked to the Nest)	Year One 2025-2026: 1. Identify possible eiligible students already linked to services in the Nest 2. Outreach to the potential students 3. Complete required enrollment steps 4. Establish a General Counseling point of contact for CSEP support 4. Develop Fresh Sucess services reason within FBN Services Indicator on People Soft Year Two 2026-2027 1. Increase program outreach to 3-5 specific academic programs 2. Enroll 100 additional students not already linked to the Falcon's Nest 3. Integrate program reimbursements into the annual buget Year Three 2027-2028 1. Evaluate student success rates to those enrolled in Fresh Success	Completion
	#2				Year 2	Outreach and collaboration with Academic Program cohorts		
	#3				Year 3	Data anaylsis with IERPG		
#2	#1							
	#2							
	#3							
#3	#1							
	#2							
	#3							
#4	#1							
	#2							
	#3							
#5	#1							
	#2							
	#3							
#6	#1							
	#2							
	#3							

Service Area: Basic Needs

[illegible]

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Basic Needs

Reviewer Name: Jamie Quiroz

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: Falcon's Nest has identified their mission and how it aligns to the Cerritos College mission.				Score: 5

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Services are described in a clear and organized manner. However, I think more detail can be described in the area of case management. They mentioned education of resources and financial literacy. However, I think more can be detailed in terms of the follow up, referrals, and management of the student's cases.				Score: 4

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: Falcon's Nest does a great job at outreach using multiple methods and collaborating with the campus community.				Score: 5

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: The liaison model helps facilitate collaboration and complementary services instead of overlapping. They described the relationship and impact with other Student Services in detail.				Score: 5

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: They described the partnerships and how they align with the Student First Framework.				Score: 4

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: Falcon's Nest has provided a very thorough description of the organizational structure including reporting and duties.				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: Staffing strengths and gaps have been identified in a detailed manner as well as the weaknesses around the turnover of specific positions.				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: Staff turnover and recruiting have been identified in a detailed manner.				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities. b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: This department has provided a detailed list and description of professional development trainings and resources to help facilitate a knowledgeable team who looks to improve efficiency and service to students.				Score: 5

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: They have demonstrated specific strategies such as succession, advancement opportunities, and documented manuals and workflows to allow for proactive succession.				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: They did a good job in describing assessment methods via check ins and meetings which inform program changes and continuous improvement.				Score: 4

7. <i>What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?</i>				
a. <i>How does this participation reflect on your service area's plans and integration with the college.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: They have documented a vast amount of projects and engagement campaigns to integrate with the college.				Score: 5

Section 2: Service Area Trends

A. Service Area User Demographics

1. <i>Whom do you serve?</i>				
a. <i>Describe your primary and secondary user groups that the service area attracts and serves</i>				
b. <i>Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: They did a wonderful job at describing their users and who they serve.				Score: 4

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: Falcon's Nest has described how their population served compares to the general population on campus.				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Falcon's Nest has described how their department analyzes trends and demographics to assess the needs of our students.				Score: 5

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments: Service patterns and modalities are clearly described.				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: Service patterns and modalities are analyzed and taken into consideration.				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Provided clear description of the methods used.				Score: 4

2. How are user needs assessed and considered in the development and delivery of programs and services?				
a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences? b. What are the sources of information your service area uses to understand current needs? c. How have the needs changed over time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: Provided clear description of the data sources used.				Score: 4

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Provided clear description of the data tools including the HOPE survey.				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Provided clear description of the comparative data and how they stay current via conferences and other networking.				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments: Provided clear description of the relationships with the Chancellor's Office and other external bodies to stay up to date on compliance related requirements.				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: They described enrollment targets and others used to interpret success results. There can be more depth added to this area.				Score: 4

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: They described opportunities for improvement. There can be more analysis and depth added to this area.				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments: Good detail provided with examples.				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: Service improvements were informed by assessment results.				Score: 5

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: They described how they share data with other stakeholders.				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Falcon's Nest has described their strengths and how they have changed over time.				Score: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: They detailed their progress with some detail.				Score: 4

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments: Good overview provided of funding sources.				Score: 4

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments: They described the changes that have occurred to the service area over the last three years and future changes.				Score: 5

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: They described the space and challenges in detail.				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: Falcon's Nest described how they utilize technology.				Score: 5

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score:

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score:
Falcon's Nest has provided a strong vision with several key challenges.				5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Goals are described in detail and aligned with the SFF.				Score: 5

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments: Staff participation was detailed for the program review process.				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments: Falcon's Nest clearly is engaged in the process of SAO identification and development.				Score: 5

Provide your overall program review comments and total score. Overall comments: Overall, Falcon's Nest provides outstanding and essential services to our students. The manager and staff demonstrate a high level of care, compassion, attention to detail, and expertise, and they are consistently successful in delivering basic needs services to the campus community. Over the years, I have observed the department's continued growth and its ability to adapt effectively by leveraging resources, piloting new approaches, and refining services to better meet student needs. The team presented exemplary documentation of their operations, including a clear overview of services, organizational structure, resources, effectiveness, and assessment methods. While there is always room for improvement, I am confident that Falcon's Nest will continue to remove barriers, address challenges proactively, and enhance both service delivery and operational efficiency in the years ahead.		Total Score: 174
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Total Score:
174

174

Reviewer Signature: Jamie Quiroz Digitally signed by Jamie Quiroz
Date: 2026.01.20 18:51:43 -08'00'

Date: 1/20/26

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: Basic Needs

Reviewer Name: Amy Holzgang

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments: It's clear that the Falcon's nest is intentional about coordinating all their services. The wrap-around model for the nest is a way to clearly integrate all 4 levers of institutional goals.				Score: 5

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments: Very well organized and a clear presentation of the services that the Nest offers. The explanations of the reasoning and theory behind each service illustrating how thoughtful the services are and in line with best practices.				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments: The report lists many of the programs in which the Nest participates to illustrate the broad outreach of the services. The programs mentioned are those with specific populations as well as reaching out to a general student population. Two outreach methods not mentioned are the bike that the Nest take out during events to increase visibility as well as having two CAL Fresh displays filled with snacks and information in the HSS division offices spaces.				Score: 5

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments: The recognition that the services overlap shows it's intentionality in a space such as the Falcon's Nest. "Duplication of intent" is a perfect way to describe the wrap-around services and the college's mission.				Score: 5

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. Advance achievement, learning, or completion.**
- b. Support the service area's mission, goals, and Service Area Outcomes (SAOs).**
- c. Enhance the quality of services and programs provided.**
- d. Create greater operational efficiencies for the service area.**
- e. Identify how your partnerships can or have mitigated equity gaps.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments: The report discusses the many ways the program works with other areas on campus. Having dedicated liaisons to different areas and programs (for example LCPs) shows how the Nest works around campus.				Score: 5

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss: a. Reporting relationships. b. Distribution of responsibilities/authority. c. Use of management or work teams. d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments: One of the major strengths in the organization of the Nest is the MSW interns. Creating a learning space for these MSW students serves a double function. Give them experience as well as better able to address the need on Cerritos College campus.				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions? a. If applicable, what strategies has the area adopted to address staffing-related impediments?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments: The report does illustrate the complicated staffing and training needs. One of the opportunity structurally is that the title/position of the Program Manager should reflect all the work that that position does. It is also clear that the Falcon's Nest needs more institutional support via full-time employees.				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments: The report's clarity of the need of more support for recruitment and retention of staff is well done. The Nest has been able to manage but more full-time support/staff is clear.				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities. b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments: Clearly shows how staff are trained, mentored and learn skills that will help them in their professional life. Even if that means leaving the Nest for full-time positions on and off campus				Score: 5

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments: Clearly describes the layers of staffing to ensure no break in services for students. The summer planning/improvement cycles are clearly illustrated.				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments: Regular and consistent meetings with all levels of staff ensure multiple points of input and planning.				Score: 5

7. <i>What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in?</i>				
a. <i>How does this participation reflect on your service area's plans and integration with the college.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments: It is clear that the staff of the Falcon's Nest are engaged in work on-campus as well as off-campus that directly strengthens the services and knowledge that is brought to the program. These involvements and outreach then allow campus and community to learn about the services of the Falcon's Nest.				Score: 5

Section 2: Service Area Trends

A. Service Area User Demographics

1. <i>Whom do you serve?</i>				
a. <i>Describe your primary and secondary user groups that the service area attracts and serves</i>				
b. <i>Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments: The Nest supports campus populations who are most at risk.				Score: 4

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments: Implications of the data are well done. Maybe provide IERP data.				Score: 5

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments: Equity issues are clearly explained specifically the data for housing insecurity over 3 years. Good discussion about why the usage numbers have gone up - both outside structural forces as well as the results of increased outreach on a campus level.				Score: 5

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments:				Score: 5

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments: The Falcon's Nest has expanded how they deliver their services. By utilizing the Pantry Soft app an equity lens has been applied to who and how students "shop" for food in the pantry.				Score: 5

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. <i>What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments: Using data to understand how FN interventions help in student success, KPIs is a great move.				Score: 5

2. <i>How are user needs assessed and considered in the development and delivery of programs and services?</i>				
<i>a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?</i> <i>b. What are the sources of information your service area uses to understand current needs?</i> <i>c. How have the needs changed over time?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments: The unique services that the Falcon's Nest provides also come with unique ways to assess user needs. The holistic nature of how these services are delivered makes for a time consuming assessment, but necessary.				Score: 5

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments: Good identification of gaps in institutional data and where the data may come from in the future and how it will be used in the program.				Score: 5

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments: Clearly details all the organizations and other colleges and how they are all working together to innovate, support and implement changes to the basic needs centers.				Score: 5

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 5

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments: Good use of multiple data points and sources. And good improvement from fall to fall.				Score: 5

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments: Report details 5 opportunities to continue improvement of the SAOs.				Score: 5

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score: 5

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments: Good analysis to point out opportunities for connections across programs and academics.				Score: 5

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments: Outreach and sharing of information is clearly stated.				Score: 5

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments: Points of access to the Falcon's Nest by students was clearly discussed and greatly expanded.				Score: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments: Goal shows a strong growth.				Score: 5

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments: Finances in the Nest are maximized by utilizing outside sources as well as internal ones to optimize student access and needs.				Score: 5

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments:				Score: 5

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments: Clearly indicates the limits of the space and why the new space will be much better.				Score: 5

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments: Clear that the program has used innovation to increase equitable access and shows the continuing need for resources.				Score: 5

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score: 5

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments: So many opportunities to come				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Clear that the program has thought through goals, and made clear objectives to achieve these goals.				Score: 5

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments:				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments:				Score: 5

Provide your overall program review comments and total score.

Overall comments:

This report shows how the Falcon's Nest has grown over the past 5 years. The growth has been managed with care so that funding is maximized. I am constantly impressed with the creativity and thoughtfulness the staff uses in designing programs and services. The equity lens is clear in each element of the Falcon's Nest and is a great resource for the college and the students.

Total Score:

189

Reviewer Signature: Amy Holzgang Digitally signed by Amy Holzgang
Date: 2026.01.15 15:17:27 -08'00'

Date: 1/15/25

OFFICE OF INSTITUTIONAL EFFECTIVENESS, RESEARCH, PLANNING, AND GRANTS

Student Service Program Review

Program Review: _____

Reviewer Name: _____

Section 1: Service Area Overview

A. Service Area Mission and Alignment

1. Briefly describe how your mission and purpose aligns with the Cerritos College mission and Students First Framework.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a concise, well-articulated explanation of how the mission aligns with the College mission and Students First Framework. Clearly identifies connections to four levers. Demonstrates strong understanding of institutional purpose and goal.	Provides a clear explanation of alignment with the College mission and Students First Framework. Mentions specific levers or strategies but may lack full integration or depth.	Provides a generally accurate description but alignment is broad or superficial. Mentions the College mission or Students First Framework but not both.	Provides minimal mission alignment. Response is vague, unclear, or missing explicit connections to Students First Framework.	Mission alignment is missing, inaccurate, off-topic, or unrelated to institutional goals.
Comments:				Score: 4

B. Service Area Description

1. Provide a list and a brief description of the services you provide.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a comprehensive, clear, and well-organized list of services with specific descriptions and functions. Demonstrates strong understanding of service scope.	Provides clear services and descriptions with minor omissions or room for elaboration.	Lists services but descriptions lack depth or clarity.	Provides incomplete list or unclear descriptions.	Fails to identify services or provides irrelevant/inaccurate information.
Comments:				Score: 5

2. Describe efforts to promote the availability of your services to current and prospective users.

a. Describe the key methods used to assist users in getting information about your service areas' programs and service offerings (e.g., publicity, outreach, recruitment, etc.).

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes a strategic, coordinated outreach and communication approach using multiple methods (publicity, outreach, recruitment, digital tools, partnerships). Demonstrates effectiveness using data and explains how efforts advance Student First Framework, particularly for targeted populations.	Describes multiple outreach methods clearly and connects them to user awareness and access; limited data or equity analysis.	Lists outreach and communication methods with minimal explanation of effectiveness or alignment to Student First Framework.	Outreach description is vague, incomplete, or lacks clarity.	Minimal or no description of outreach or information-sharing efforts.
Comments:				Score: 5

3. Does your service area overlap or duplicate any programs or service function with other Student Services or college units?

a. How and why do these services/programs duplicate one another?

b. How do they complement each other?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a thoughtful analysis of overlapping services, explains why duplication exists, how coordination is intentional, and how complementarity improves student experience, efficiency, and Institutional Health.	Identifies overlap and complementarity clearly but lacks depth or evaluation of impact.	Acknowledges overlap with general explanations.	Discussion of overlap is unclear or incomplete.	Does not meaningfully address duplication or coordination.
Comments:				Score: 5

4. Discuss key, collaborative relationships with academic programs and other student service areas. How do these partnerships:

- a. ***Advance achievement, learning, or completion.***
- b. ***Support the service area's mission, goals, and Service Area Outcomes (SAOs).***
- c. ***Enhance the quality of services and programs provided.***
- d. ***Create greater operational efficiencies for the service area.***
- e. ***Identify how your partnerships can or have mitigated equity gaps.***

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes key partnerships and demonstrates how they advance completion, learning, and achievement, support SAOs, enhance service quality, improve efficiency, and mitigate equity gaps using evidence, aligned with Student First Framework.	Describes collaborations and benefits clearly with limited outcome or equity analysis.	Identifies partnerships but provides minimal explanation of impact.	Partnerships are vague or loosely connected to outcomes.	No meaningful discussion of partnerships.
Comments:				Score: 5

C. Service Area Organizational Resources

1. Please describe your service area's organizational and personnel structure. Discuss:

- a. Reporting relationships.**
- b. Distribution of responsibilities/authority.**
- c. Use of management or work teams.**
- d. Lines of communication (e.g., area meetings structure/frequency, staff-to-staff and staff-to-manager communication, etc.).**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough description of staffing structure, roles, communication practices, collaboration, and workflow. Includes clarity on full-time/part-time positions, internal coordination, and optional organizational chart.	Clear description with moderate detail; collaboration or staffing information may be less complete.	Basic description provided but lacks detail or structure.	Limited information, unclear staffing roles, or missing key structural elements.	No meaningful description of personnel or structure.
Comments:				Score: 5

2. How does your current staff profile facilitate or impede the service area's ability to fulfill its primary mission and functions?

- a. If applicable, what strategies has the area adopted to address staffing-related impediments?**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides a clear analysis of staffing strengths and gaps and how they affect mission fulfillment, and includes strategies used to address impediments.	Describes staffing impacts clearly; limited analysis or strategy evaluation.	General staffing description with minimal analysis.	Staffing discussion is unclear or incomplete.	Staffing impact not meaningfully addressed.
Comments:				Score: 5

3. Describe any challenges the service area has encountered with respect to the recruitment and retention of qualified staff. What are the implications of these challenges?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes staff recruitment and retention challenges, explains implications for service delivery and aligns discussion to program effectiveness and sustainability.	Describes challenges clearly with limited impact analysis.	General description of challenges.	Challenges are unclear or minimally explained.	Question not adequately addressed.
Comments:				Score: 5

4. How does the service area facilitate appropriate career development and progression for staff?				
a. Describe the service area's professional development resources, activities, and/or opportunities.				
b. How does this engagement directly reflect on the direction of your service area.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes professional development resources and opportunities and explains how staff growth supports innovation and service quality.	Describes professional development clearly; limited connection to service direction.	Mentions professional development generally.	Limited or unclear discussion of staff development.	Professional development not addressed.
Comments:				Score: 5

5. Please describe the succession planning for your service area. a. What steps are in place? b. How does the service area plan to make changes to services (realignment, reorganization, or other strategies) to ensure continuous improvement in the face of staff turnover, retirement, and attrition?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates proactive succession planning and service realignment strategies that ensure continuous improvement and service area stability.	Succession planning is described but lacks depth or future focus.	General discussion of succession planning.	Minimal planning evident.	Succession planning not addressed.
Comments:				Score: 5

6. What assessment methods and measures (either formal or informal) does the service area use to determine staff well-being, satisfaction, and motivation? a. How does the department use the findings from these assessment efforts to improve the work environment?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses formal and/or informal assessment methods and clearly explains how findings inform improvements to the work environment.	Describes assessment methods and some use of findings.	Mentions assessment efforts with limited follow-through.	Assessment practices are unclear or minimal.	No meaningful discussion of staff well-being assessment.
Comments:				Score: 5

7. What significant projects, tasks, workgroups, and committee work are the staff of your service area engaged in? a. How does this participation reflect on your service area's plans and integration with the college.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents staff involvement in key projects, committees, and workgroups and explains how participation aligns with college planning and Student First Framework priorities.	Describes engagement clearly with limited strategic analysis.	Lists involvement with minimal explanation.	Engagement is unclear or limited.	No meaningful discussion of participation.
Comments:				Score: 5

Section 2: Service Area Trends

A. Service Area User Demographics

1. Whom do you serve? a. Describe your primary and secondary user groups that the service area attracts and serves b. Describe the demographics and representativeness of the populations served (e.g., race/ethnicity, gender, age range, foster youth, and first-generation status)				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies primary and secondary users, provides disaggregated demographic data, and explains representativeness.	Describes users and demographics clearly.	General description of users.	User populations are unclear.	Users not adequately described.
Comments:				Score: 4

2. <i>How do the demographics of your users compare with the college as a whole?</i>				
a. <i>Are the trends within your program in alignment with the broader, collegewide trends?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses data to compare service users to collegewide demographics and identifies trends.	Provides comparison with limited analysis.	Basic comparison provided.	Comparison is unclear or incomplete.	No comparison provided.
Comments:				Score: 4

B. Service Area Service Trends

1. <i>Describe the usage trend for your service area in the last three years.</i>				
a. <i>Has it remained steady, increased, or decreased?</i>				
b. <i>Are there different patterns of usage for different demographic groups (e.g., race/ethnicity, gender, age range, foster youth, formally incarcerated, and first-generation status)?</i>				
c. <i>Draw clear connections between your data trends and attempts to identify and mitigate equity gaps.</i>				
d. <i>Describe any factors that contributed to any change.</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes multi-year trends, disaggregates by demographics, explains contributing factors, and clearly links findings to equity gap mitigation.	Describes trends clearly with limited equity analysis.	General trend description.	Limited or unclear trend data.	Usage trends not addressed.
Comments:				Score: 4

2. Describe your pattern of service. Include:

- a. Standard hours of operations.**
- b. Alternative modes (e.g., online, hybrid, etc.).**
- c. Schedules of delivery (e.g., early morning, evening services, etc.).**
- d. How your services meet the needs of the users.**

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes service patterns and explains how hours, modalities, and scheduling support student needs.	Describes service patterns clearly.	Basic description provided.	Service pattern discussion is unclear.	Not addressed.
Comments:				Score: 4

3. What are the differences in service usage based on modality? If you do not offer varying modalities, explain why not.

a. How does this help inform future practices?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes modality-based usage differences and explains how findings inform future access and innovation.	Describes differences with limited future planning.	General modality discussion.	Limited or unclear explanation.	Not addressed.
Comments:				Score: 4

Section 3: Service Area Performance and Effectiveness

A. Service Area Outcomes Assessment Process

1. <i>What methods are used to assess your service area outcomes (SAOs)? If these are not in place, what do you plan to do in the future to collect this evidence?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies multiple, appropriate assessment tools (surveys, usage data, service logs, focus groups, KPIs). Provides clear rationale and future plans.	Describes assessment methods with some detail; future plans mentioned.	Basic methods identified but limited explanation.	Minimal mention of assessment methods.	No assessment process described.
Comments:				Score: 4

2. <i>How are user needs assessed and considered in the development and delivery of programs and services?</i> <i>a. What methods does the service area use to remain current with respect to understanding user needs, interests, and experiences?</i> <i>b. What are the sources of information your service area uses to understand current needs?</i> <i>c. How have the needs changed over time?</i>				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly identifies data sources (surveys, IR data, feedback, campus partners). Tracks changes over time and shows deep understanding of evolving needs.	Good description of needs and data sources with moderate depth.	Some sources listed but limited reflection.	Minimal detail on methods or data sources.	Missing or off-topic.
Comments:				Score: 4

3. How does the service area track program/service usage patterns and determine users' satisfaction and dissatisfaction with the service area's performance? If these are not in place, what do you plan to do in the future to collect this data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Strong description of data collection tools (EAB/PS queries/reports, surveys, analytics, service counts). Clear future plans if gaps exist.	Good description but lacking depth.	Some tools identified but incomplete.	Limited or unclear.	Missing.
Comments:				Score: 4

4. To what extent does the service area obtain and use comparative/benchmark data to stay current with peers and/or competitors that deliver similar programs and services (both those that are on and off campus)?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses comparative data intentionally to support continuous improvement, competitiveness, and innovation.	Mentions benchmarking with limited application.	General reference to comparative data.	Minimal benchmarking evident.	Not addressed.
Comments:				Score: 4

5. How does the service area monitor compliance with the laws/other regulatory requirements that apply to the service areas program and service responsibilities?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates systematic compliance monitoring aligned with institutional and CCC systemwide requirements and regulations.	Clear compliance practices described.	General compliance mention.	Compliance processes unclear.	Not addressed.
Comments:				Score: 4

B. Service Area Outcomes Assessment

1. What does the data say about the success of service area with respect to the achievement of your service area's outcomes? Identify and describe the data sources.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Uses multiple data sources and provides specific, meaningful interpretation of SAO success results.	Interprets data with reasonable clarity but less depth.	General interpretations without detail.	Minimal interpretation.	No meaningful data discussion.
Comments:				Score: 4

2. What areas for improvement are suggested by the data?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Identifies strategic, data-informed opportunities for improvement tied to SAOs.	Lists areas for improvement with some analysis.	Basic identification but limited justification.	Minimal detail.	Missing or superficial.
Comments:				Score: 4

3. How is assessment data used to inform organizational decisions, management practices, and program/service delivery strategies?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Provides detailed examples connecting assessment data to operational changes, resource allocation, workflows, and service improvements.	Clear examples but fewer connections.	General statements without clear examples.	Minimal connection between data and decisions.	No evidence of data-informed decisions.
Comments:				Score: 4

4. How has the assessment of the service area outcomes contributed to your service area's improvements?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly demonstrates how SAO assessment results directly informed service improvements.	Assessment use described with limited examples.	Assessment acknowledged.	Limited use of assessment evident.	Not addressed.
Comments:				Score: 4

5. How does the service area make needed data and information available to area stakeholders?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly describes how data is shared (reports, dashboards, meetings) and how stakeholders use it.	Describes data sharing practices.	Basic description of communication.	Vague or incomplete.	No description.
Comments:				Score: 4

Section 4: Previous Three-Year Service Area Program Plan Reflection

A. Service Area Three-Year Reflection

1. What are the primary strengths of the non-instructional area?

a. How have these changed over time?

b. What innovative programs/services/practices has the department instituted that puts it out in front with respect to "best practices" in the field?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, evidence-based strengths tied to outcomes, innovations, staffing, and service excellence. Shows evolution over time.	Describes strengths with some reflection.	General strengths with minimal depth.	Limited or generic strengths.	Missing.
Comments:				Score: 5

2. Please comment on the progress toward achieving your previous service area goals and SAOs. Discuss what has/is/will happen and the status of each goal and SAO.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Detailed status updates for each goal/SAO with evidence of progress, partial completion, or obstacles.	Good progress updates but limited detail.	General updates without evidence.	Limited or incomplete updates.	Missing.
Comments:				Score: 4

3. Please provide a financial overview of the service area.

a. How are resources allocated to support the mission, goals, and outcomes of the service area?

b. How are budget allocation/reallocation decisions made in your service area?

c. What factors influence the use of service area resources?

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly aligns financial resources with mission, outcomes, and describes financial decision making process.	Provides clear overview with limited analysis.	Basic financial description.	Financial discussion unclear.	Not addressed.
Comments:				Score: 4

4. Describe resource changes the service area has encountered over the past three years and future anticipated changes.

a. Explain what circumstances prompted these changes.

b. How these changes have/will affect the service area operations and services.

c. How the service area plans to address these changes.

5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Analyzes past and anticipated changes and explains strategies to sustain services and continuous improvement.	Describes changes clearly.	General description provided.	Limited explanation.	Not addressed.
Comments:				Score: 5

5. How effectively do the service area's current facilities, space, and equipment support area operations? a. To what extent must these organizational resources change to keep pace with the future needs and expectations of the service area users? b. What strategies have been adopted or will be adopted to institute these changes?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Evaluates current resources and identifies future needs aligned with student expectations and needs.	Describes adequacy and some future planning.	General description of facilities.	Facilities discussion unclear.	Not addressed.
Comments:				Score: 4

6. How has technology been integrated into the programs, services, and operating functions of the service area? a. In what ways have technological applications been used to promote innovation, responsiveness, and continuous improvement in the service area? b. How has the service area kept pace with the development of hardware, software, maintenance, and training support? c. What are the service area's projected technology needs for the future? d. What strategies have been adopted or will be adopted to address these needs?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates intentional technology use to support innovation, responsiveness, and continuous improvement, with clear future planning.	Describes technology use clearly.	General technology discussion.	Limited or unclear integration.	Not addressed.
Comments:				Score: 5

7. What major challenges face the service area?				
a. What needs to occur, primarily within existing resources, to successfully make improvements in these areas?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Thorough, realistic challenges aligned with resources, staffing, facilities, or technology. Provides actionable strategies within existing resources.	Lists challenges with some solutions.	Basic challenges listed but limited solutions.	Minimal challenges listed.	None provided.
Comments:				Score: 4

8. Where would you like your service area to be three years from now? Dream big while considering any upcoming changes (e.g., new buildings, growth, changes in the services, etc.). Consider the following in your response:				
a. Describe the colleagues and partners inside and outside the institution with whom you would like to work in the ideal future.				
b. What long-term impact would you like your service area to have on the College and the community?				
c. What strengths, opportunities, or new directions now exist on which you can capitalize in three years' time?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clear, ambitious, and strategic vision with alignment to future institutional priorities, partnerships, and community impact.	Strong vision with some alignment.	General aspirations but lacks detail.	Minimal or vague.	Missing.
Comments:				Score: 5

Section 5: Service Area Three-Year Action Plan

A. Service Area Goals, SAOs, Objectives, Action Plans, and Resource Requests

Please review the goals and resources request worksheet. Comment on area goals, SAOs, objectives, action plans, and resource requests.				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Goals are strategic, overarching, aligned with the Students First Framework, includes measurable SAOs, objectives, steps, responsible parties, timelines, and assessments. Resource requests tied to goals and SFF.	Clear goals and SAOs with moderate specificity and alignment.	Goals and SAOs listed but lack measurable objectives or alignment.	Minimal goals or unclear action plans.	Missing or incomplete.
Comments: Only listed one goal. What about short term goals? Only 1 SAO for 3 year cycle?				Score: 2

Section 6: Service Area Program Review Process Reflection

A. Service Area Program Review Process Reflection

1. What capacity were your service area staff, and/or users involved in the program review process?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Clearly documents broad and collaborative participation by staff and/or users.	Participation described clearly.	General participation noted.	Limited involvement evident.	Not addressed.
Comments:				Score: 5

2. How did you ensure all members of your service area were involved in the outcome assessment discussions, evaluation of area data, and contributed to the area goals, SAO, objectives, and action plan discussions and development?				
5	4	3	2	1
Exemplary	Strong	Adequate	Developing	Insufficient
Demonstrates inclusive, data-informed engagement in SAOs, goals, and action planning aligned with continuous improvement.	Inclusive process described with limited detail.	General involvement described.	Limited inclusion evident.	Not addressed.
Comments:				Score: 5

Provide your overall program review comments and total score.

Overall comments:

Total Score:

167

Reviewer Signature:

Estela Pavlyukova

Date: 7/10/2026

Program Review Planning Form

Program/Department Name: Basic Needs (Falcon's Nest) **Program Review Cycle:** 2025-2026
Division Name: Student Affairs **Review Period:** 2022-2023, 2023-2024

This form serves as formal acknowledgment that the above-named program/department/division is undergoing a Program Review in accordance with institutional policies and timelines. Program Review is a collaborative process aimed at continuous improvement, accountability, and strategic development.

Program Review Team Members

Please list the names and titles of all individuals actively participating in the Program Review process (e.g., staff, coordinators, or other contributors):

Division Dean Information

Name: Elizabeth Miller Email: emiller@cerritos.edu

Department/Program Manager Information

Name: Pamela Sepulveda Email: psepulveda@cerritos.edu

Program Review Collaborators:

<u>Name</u>	<u>Title/Role</u>	<u>Email Address</u>
<u>Amber Dofner</u>	<u>Program Facilitator</u>	<u>adofner@cerritos.edu</u>
<u>Angelica Profumo</u>	<u>Program Assistant</u>	<u>aprofumo@cerritos.edu</u>
<u>Jamie Quiroz</u>	<u>Assistant Dir of Financial Aid</u>	<u>jquiroz@cerritos.edu</u>
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<u> </u>	<u> </u>	<u> </u>

Important Due Dates

Planning Form: 09/12/2025
 Review Committee Form: 10/01/2025
 Program Review Draft: 11/21/2025
 Reviewer Feedback: 12/12/2025
 Final Plan: 01/09/2026



Acknowledgement

By signing below, I acknowledge the following:

- I am aware that the program/department/division is currently undergoing Program Review as scheduled for the 2025-2026 cycle.
- I understand the expectations and responsibilities of the program/department/division throughout the review process, including submission of the self-study and timely communication with the review committee and IERPG.
- I have received and reviewed the guidelines, timelines, and required documentation for the Program Review process as provided by Office of Institutional Effectiveness, Research, Planning, and Grants.
- I agree to work collaboratively with faculty, staff, and administrators to ensure a thorough and reflective review process.

Program/Department Manager:

Name: Pamela Sepulveda Signature:  Date: 9/16/25
Pamela Sepulveda (Sep 17, 2025 08:27:36 PDT)

Division Dean/VP:

Name: Elizabeth Miller Signature:  Date: 9/17/25

Dean, Institutional Effectiveness, Research, Planning, and Grants:

Name: _____ Signature: _____ Date: _____

Signature: 

Email: emiller@cerritos.edu

Signature: 
Amber Hiroch (Sep 24, 2025 13:20:17 PDT)

Email: ahroch@cerritos.edu