



Business/CIS Division Office:

Date: 05/12/2016

• Program Review Non-instructional Cycle F 2015
Business and CIS Office

Sorted by: Program

SI Section Templates: PR Section 1.0, PR Section 4.1 - 4.2,
PR Section 4.3 - 4.6, PR Section 6.0 SAP w/o Resource
Requests

Business/CIS Division Office

PR Section 1.0

Program Review Non-instructional Cycle F 2015 Business and CIS Office

1.0

Mission, Vision, Core Values and College Goals drive all college activities. The Program Review committee would like to understand the connection of your program to the Mission, Vision, Core Values and College Goals. Summarize how your program supports each area.

Mission: We prepare students to be successful learners.

The Office of Special Programs works diligently to advance the college's mission of diversity and inclusion. OSP strives to offer programs and services that support students in the varying stages and phases of their educational goals. By partnering with on campus departments and the community, the Office of Special Programs seeks to provide opportunities and resources that support lifelong learning. The Office of Special Programs works in unison with academic programs as well as other student service programs to increase student success and access to resources. The programs offered through The Office of Special Programs help to encourage student learning and growth through programs such as Service Learning and Early Fieldwork Experience. Each of these encourage student growth and exploration of careers and life beyond the classroom. Students work in diverse environments with diverse populations and the experience can be quite rewarding.

Vision: Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and life-long appreciation for the power of learning.

The Office of Special Programs partners with campus departments in an effort to create a sense of community that shares the same goals and vision. The Office of Special Programs has created welcoming, helpful, connections on and off campus by participating in community and campus events. This in turn allows for better knowledge of resources available and opportunities for students. Students are encouraged to seek out growth and memorable life experiences.

Core Values: We respect and value the diversity of our entire community.

The Office of Special Programs appreciates the diversity of the college and takes an active role in supporting diverse populations. The Office of Special Programs has partnerships with Cal State Fullerton, Santa Ana College and Rancho Santiago Community College. The relationships between these programs is intentional in the sense that each is committed to providing resources, opportunities and employment information to underserved and underprepared populations. As a result of these partnerships, tutoring, supplemental instruction and other means of support are made available to students. When students have a supportive environment and committed programs geared towards seeing them be successful it can be beneficial to their long term goals. The Office of Special Programs is also staffed by more

students than full time staff. The students range in background, experiences and cultures. Students visiting the Office of Special Programs see students who look like them and can quite possibly increase the likelihood of their own successful outcomes.

We value tradition and innovation

The Office of Special Programs stays aware of emerging trends and the latest technology so that it can be shared with students, staff and the college campus. As part of the STEM and Teacher Pathway program efforts the Office of Special Programs supports a Teacher Club (SCTA), Robotics team and has recently began support for an Engineering and Technology club. The Robotics team conducts presentations at various education events and at local schools for k-12 students with an interest in technology. The Engage in STEM program seeks to enhance educational opportunities and improve academic attainment of Hispanic students. Exposure to STEM careers and fields of study as well as learning opportunities that include science and math seminars, tours of Jet Propulsion Laboratory(JPL) and STEM specific academic programs. Through the Teacher Pathway Program students create lesson plans and can tutor or mentor grade school children at local schools. In the Teacher Pathway Program students gain experience and also explore careers in teaching. Each program connected to the Office of Special Programs is geared towards the college's mission, goals and objectives to increase student success, reduce the achievement gap and strengthen the connections with the community. The Office of Special Programs supports different traditions on campus by participating in Smart Start Saturday, Transfer Week, Veterans Services events (care package, food donations), KinderCaminata and Bienvenidos.

We support the involvement of all in the decision making- process.

The Office of Special Programs respects and appreciates all who help keep the programs moving along. Student workers, office support staff, counselors and faculty all provide necessary support and input to assist with delivering the best to Fullerton College and the community. The Office of Special Programs values feedback from students and visitors and will often request an evaluation or survey for suggestions to improve programs.

We expect everyone to keep growing and learning.

All staff including student workers are encouraged to participate in learning opportunities and professional development. Staff have attended "Doing What Matters" conference, HACU, STEM seminars, Educator week events, College Educators Fair, Diversity workshops and speaker events. Continuing to grow and learn is an essential piece of staying relevant in a constantly changing world.

We believe in the power of the individual and the strength of the group.

Programs supported by the Office of Special Programs offer students and staff a chance to be part of something bigger than themselves. Service learning gives students a chance to earn hours working with non-profits or community service organizations. Students receive a letter of appreciation and a certificate. The best outcome of Service Learning is the personal growth gained from giving back and doing good. The Teacher Pathway and Early Fieldwork programs also put staff and students in a position to take a personal interest in the world around them. We expect everyone to display behavior in accordance with personal integrity and high ethical standards.

The Office of Special Programs staff, student workers and participants have a sense of community that is seen through interaction and collaborative events on and off campus. Each person involved with the Office of Special Programs is expected to have a healthy respect for one another and the highest level of ethical standards exhibited to those we come in contact when representing the college. Visitors to the Office of Special Programs receive a warm welcome from a team that will go above and beyond to help them.

We accept our responsibility for the betterment of the world around us.

The office of Special Programs participates in community service events that increase visibility for the college and shows a commitment to the community. Some of those activities the Founders Day Parade, parent night events, Social Justice Summit and community forums. Attending and participating in these types of events allows a deeper connection to the campus and the community as well build relationships.

We value and promote the well-being of our campus community.

The Office of Special Programs is grateful and appreciative of the support it receives from the campus as a whole. When called upon to participate, be part of campus events, activities or lend a helping hand the Office of Special Programs is more than happy to step up and be of service to the campus community. This could be serving on committees, walking a student to an office, giving directions on the map or just being visible on the campus. The Office of Special Programs also understands that with each program working together as a unit provides students the best college experience we can offer them.

College Goals: Goal 1, Objective 1, Goal 2, Objective 4, Goal 3, Objective 2 and 5

The Office of Special Programs is just that, the programs supported by the Office of Special Programs have a genuine interest in helping students be successful and achieve their goals in any phase of their educational path. The First Year Experience (FYE) in STEM works with students just beginning their college experience. This includes offering boot camps, dedicated counselors and committed staff to help them along the way. The Teacher Pathway program offers dedicated counseling, supplemental instruction and supportive resources in hopes of helping students see their best self in a classroom one day. Goal 1: Address the needs of underrepresented students. The Office of Special Programs is committed to offering programs that are accessible to students of all skill levels and address the needs of under-prepared students. Tutoring, supplemental instruction and other forms of support are made available to ensure that students who may be struggling with course receive the assistance they need. The Engage in STEM program who intent is to assist Hispanic students with educational attainment in STEM fields has seen an increase in activity and interest. Although there has not been a significantly large increase of persistence for the African American or Hispanic populations efforts are being made to do outreach at local high schools, and with campus programs such as School of Education and CalWorks and others in hopes of offering supportive services to all students who need the help. Currently, The Office of Special Programs has begun outreach to Fullerton High School, Troy High School and Anaheim Unified High School Districts which are feeder schools. The Teacher Pathway Program is allowing for tutoring to be offered, attendance at the Road to Teaching Conference, support for teacher clubs and student requested workshops for careers. The Teacher Pathway program and the Engage in STEM program combined are offering technology presentations, tutoring and student leaders for Science field trips. The Teacher Pathway program is also supporting tutors at Raymond Elementary and helping with attendance recovery by conducting STEM Saturdays at Nicholas Junior High School. More schools will be added as students, tutors and staffing become available. The Office of Special Programs staff are currently attending local community events, networking events, advisory boards, seminars and conferences in an effort to build and renew relationships and partnerships with the local area and beyond.

PR Section 4.1 - 4.2

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4.1 - 4.2

4.1 List your SAO/SLOs and complete the expandable table below.

	Service Area Outcomes (SAO) / Student Learning Outcomes	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed

	(SLO)				
1.	Boot Camps and supplemental instruction	continuing	continuing	1 st cycle	
2.	Tutoring	continuing	continuing	1 st cycle	

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Students will persist and complete class with better than passing grade	Grades at end of term	None yet	To determine what should be in place for future students
2. Student will pick up what is being taught and pass the class	Grades at end of term	None yet	To put in place fail safes to support students in other ways
Student Learning Outcomes Assessment for the Student Services Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Student will be aware of support in OSP and utilize services offered before it's too late to help	evaluations		
2. Build better relationships with academic staff and faculty to increase	Evaluations, meetings ,reviews and brainstorming sessions		

wrap around support for students			
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PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015 Business and CIS Office

4.3 - 4.6

4.3 How has assessment of program SAOs led to improvements in services provided to students by this program? Some have been implemented others are still in need of review and adjustment as well as evaluating the usefulness and value to students.

4.4 How has assessment of SLOs led to improvements in student learning and achievement? Evaluations for the events and for the presenter(s), sign in sheets, follow up and dialogue after programs and events to review what worked and what did not work. This will need to continue as programs are reviewed. Additionally, more student feedback on programs they would like to see will be forthcoming.

4.5 What challenges remain to make your program SAOs/SLOs more effective? Staffing, better oversight and better organization as well as good partnerships with other departments. More communication between departments, managers who supervise staff/faculty in other areas. Additional programs need to be implemented for outreach on campus to the diverse populations. Although certain diverse plans connected to the Office of Special Programs have been mentioned in other reports, there has not been significant outreach conducted to reach the goals and this must change to meet the expectations of the goals and objectives.

4.6 Describe how the program's SAOs/SLOs are linked to the college's goals.

(See <http://programreview.fullcoll.edu/>)

A better staffed office and full time staff who are committed to the programs will help maintain and increase the goals and objectives of the college

4.7 Describe how the program's SAOs/SLOs support the achievement of the institution level SLOs.

The office makes great efforts to support students at every level possible, increasing persistence rates, increasing the HIS educational outcomes and providing a supportive environment to students that

Goes beyond the typical classroom experience. The Office of Special Programs also is striving

to be more involved and visible to programs on campus and referring students to other areas when needed.

4.8 A. What methods are used to assess the program's success in serving the student population that interacts with your program? Evaluations of presenters, faculty, programs, events, and workshops and now the counselors (survey) is being implemented. Discussion and dialogue with students who come in to meet counselor as well as feedback form student workers.

B. What do the results of the above methods of assessment indicate about the effectiveness of the program? It indicates students are attending but that programs need to be re-evaluated for best practices and also to determine if they should be continued. It also shows that students are learning and engaging themselves differently but also that students are dealing with more personal concerns than most are aware of at this time.

C. How were the assessment results used to make improvements to services provided by this program? Please provide examples. The counselor survey is new, and it will be useful as the evaluations will be used to have meaningful conversations about how we serve students. The other evaluations for the programs are allowing for the conversation about which programs are valuable and which need to be discontinued. Ex: The evaluations have been revised to include more intentional questions instead of the questions being general, for instance (what high school did you attend?).

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015 Business and CIS Office

Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Action Plan 1-Increase
List College goal/objective the plan meets:	College Goal #: Fullerton College will increase student success Objective #: Address the needs of under-prepared students
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Interim Director (Special Projects) will implement projects with the assistance of staff (?) an emphasis on outreach to these populations and ensuring that services are offered. Be more visible as a department with services which will be useful to students.

<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Increase in student engagement, activity and success rates of the students being served. Noticeable difference in student traffic to office instead of same students from honors/STEM.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>Most of this can be accomplished but funding for staff and time will play a key role in the outcomes and if this can be accomplished.</p>

<p>STRATEGIC ACTION PLAN # 2</p>	
<p>Strategic Action Plan Name: (formerly called short-term goal)</p>	<p>Action Plan 2</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #: Fullerton College will reduce the achievement gap Objective #: Increase persistence rate of Hispanic and African American students by at least 2%</p>
<p>Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.</p>	<p>Interim Director along with counseling staff and student workers will identify and seek out students to offer services that will be beneficial to their successful outcomes. Additional outreach to programs on campus who serve students missed by current office interactions</p>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>Seeing students retention change, seeing the student complete and go on to a job or transfer if they wish, more visible diverse student traffic in the office</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<p>This can be accomplished without specific resources but needs staff/time, again could have financial implications</p>

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