FULLERTON COLLEGE
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Administrative & Operational Services
2012-2013 Self-Study
Two-Year Program Review Template
Office of the Vice President, Instruction
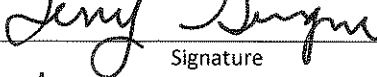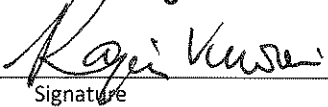
Statement of Collaboration

The department/office staff listed below collaborated in an open and forthright dialogue to prepare this Self Study. Statements included herein accurately reflect the conclusions and opinions of the department/office staff.

Participants in the review

Terry Giugni
Melinda Taylor

Authorization

After the document is complete, it must be signed by the Principal Author, the Department Manager, and (when appropriate) the Dean or appropriate Immediate Management Supervisor (IMS) prior to submission to the Program Review Committee.

Terry Giugni	_Signature_	VPI	1/2/13
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Printed name of Department Manager	Signature	Title	Date
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Printed name of Dean or Immediate Management Supervisor (IMS)	Signature	Title	Date

1.0 Mission and Goals

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

The Office of the Vice President of Instruction supports Fullerton College's mission statement of preparing students to be successful learners through planning, organizing, and directing the operations and activities of the Instructional Divisions of the College. The Instructional Divisions include Business and Computer Information Systems, Fine Arts, Humanities, Library Technology, Academic Support Centers, Study Abroad, Mathematics and Computer Science, Natural Science, Physical Education, Athletics, Social Sciences, Technology and Engineering, Distance Education, and Curriculum.

The Office of the Vice President of Instruction supports Fullerton College's Vision by utilizing and promoting inquiry based decision-making, personal growth, professional development of faculty and staff, and student learning.

The Office of the Vice President of Instruction supports Fullerton College's Core Values and College Goals by involving input from all constituencies in the development of the schedule of classes, working with Instructional Deans and Faculty Senate in addressing the achievement gap and in the improvement of student success, continually putting student learning as the primary driver behind decision making, and working to develop partnerships between educational and community groups in support of student learning, success, and completion.

2.0 Department/Office Description/Data & Trends Analysis

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

The purpose of the Office of the Vice President of Instruction is to plan, organize, direct, and oversee the operations of the college in the area of Instruction. The VPI is the Chief Instructional Officer (CIO) of the College. The VPI acts as the director of Academic Computing Technologies. At the end of the fall 2011 and beginning spring 2012 semesters the VPI also took on the role of Accreditation Liaison Officer (ALO). The staffing of this office consists of the Vice President of Instruction, the Executive Assistant, and the Administrative Assistant for Curriculum.

2.2 Staffing – complete the table below:

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

Professional Experts				
Technical Expert I, SLO (2/21/12-6/30/12)	13%	4	General	0.13
Technical Expert II, Curriculum (7/2/12-8/17/12)	6.25%	1	General	0.0625
Technical Expert II, SLO (7/2/12-8/17/12)	7.11%	1.5	General	0.0711
			Total FTE	3.2636

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns				
Totals Hours & Costs				
			Total FTE	0

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

The staffing levels of the VPI Office were taxed at various times during the past year due to movement of Curriculum, SLOs, ACT, and Distance Education directly under the VPI. In addition, as indicated above, the VPI took on the role as the Accreditation Liaison Officer. This occurred at the time that Fullerton College's Follow-Up Report to ACCJC was to be completed for submission by March 15, 2012. The three Professional Experts utilized as indicated above preformed work on SLO and curriculum projects during the summer that helped in the increased load taken on by the VPI office. The VPI continues to evaluate the ability of the current staff to accomplish the workload.

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

The VPI is the Chief Instructional Officer of the College and in this role is responsible for the leadership, direction, general supervision, and evaluation of the college's educational programs and services in accordance with the college mission, District and College policies and procedures, and in compliance with applicable federal and state laws, codes, and regulations. The primary function of the Office of the VPI is the support of student learning, success and completion. The VPI advocates for student learning and supports the faculty in their role as the providers of an open, safe, effective learning environment.

The VPI serves on the College's Executive Staff (President's Staff) that meets weekly with the College President and the other Vice Presidents to discuss issues affecting the College as a whole. The VPI and the VPSS co-chair

the Deans' Council. The purpose of the Council is to create, implement, and assess Academic and Student Services procedures and plans and to approve new programs. This team makes decisions regarding the operations (plans and procedures) of the academic and student services, and decides on the operational implementation of policies as they affect the academic and student issue. The Council also serves as an advisory body for the President's Advisory Council (PAC), and President's Staff. The Deans' Council makes decisions informed by the College goals and objectives and is the principal body responsible for the compilation of the strategic action plans. The make-up of this body helps establish critical communication between the Instruction and Student Services Divisions. The VPI is also a resource member on a number of committees on campus including, the President's Advisory Council, the Program Review Committee, the Planning and Budget Steering Committee, the Basic Skills Committee, the Student Success Committee, the Curriculum Committee, the SLOA Committee, the Institutional Research Committee, and the Technology Committee. The VPI is a member of or regularly attends a number of District committees and/or workgroups including the District Curriculum Coordinating Committee, the District Agenda Committee, District Equivalency and the District Institutional Effectiveness Coordinating Council. Over this past year the VPI has also served on a number of District workgroups including the Council of Budget and Facilities FTES Workgroup, the District Coordinating Council workgroup on Priority Registration, and the District Planning Council Workgroup on Program Discontinuance. In addition the VPI attends the NOCCCD Governing Board meetings twice per month. He also regularly attends Fullerton College Faculty Senate meetings to help promote transparency between the Office of the VPI and the faculty.

The Office of the VPI interacts with college-wide managers and staff from all areas on a daily basis by providing leadership, support, and guidance. The VPI meets with each of the Instructional deans, the ACT managers, and the DE manager on a regular basis. The Office collaborates and interacts regularly with the VPSS and VPAS Offices in matters affecting faculty, students, and employees.

The Office of the VPI is involved in facilitating activities and initiatives that support improvements in the areas of student learning, success, and completion. This past year this has included involvement in the expansion of the Transfer Achievement Program (TAP), the expansion of efforts directed at Supplemental Instruction (SI) across the campus, the development of the Student Diversity Success Initiative (SDSI), and the development of fourteen Transfer Degrees through the curriculum process. This year the Office of the VPI has been working with discipline faculty, the Curriculum Committee, and Division Deans in the process of ushering over 187 new courses to prepare Fullerton College to be in compliance to the recent changes to Title 5 in regard to course repeatability that will begin being enforced fall 2013.

Each semester the Office of the VPI works with the Professional Development Committee (Staff Development) and the Public Information Officer (PIO) in the development of Convocation with an eye toward including professional development activities for faculty and staff that addresses improvement in student learning and closing of the achievement gap. The Office of the VPI works with the Director of Financial Aid, the Director of Research and Planning, and the PIO to assure that the College is in compliance with the Gainful Employment regulations of the Federal Government. The VPI also works with the Director of Research and Planning and the Dean, Admissions and Records in the compiling of the 320 Report (Full Time Equivalent Student State Report Summary), cleaning up of the Colleges MIS data and the entry of the Colleges schedules into Banner. All of these activities are important to assure that the College's data on the State Data Mart and that is submitted for the purpose of apportionment is accurate.

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

The Office of the VPI has not previously completed a Program Review Self-Study.

There are a number of changes that have impacted the services of the Office of the VPI. At the end of the 2010-2011 academic year the Academic Services Division was discontinued and the responsibility for Curriculum and Distance Education were moved directly under the VPI. This move helped improve efficiency and transparency by direct interactions between the VPI, curriculum chair, curriculum AAII, and the Director of Distance Education. Some adjustments in how these interactions occur will be made to help improve the processes.

In addition at the beginning of the 2011-2012 academic year the responsibility of oversight of the Academic Computing Technologies (ACT) Division was given to the VPI. One of the outcomes of this move was to improve the interactions between the departments that make up ACT and Distance Education. In fall 2011, and before, there existed three college committees whose work involved some aspect of technology. These committees were Distance Education Advisory Committee (DEAC), Instructional Technology Committee (ITC), and Technology Implementation Planning Committee (TIPC). Working with Faculty Senate and the President's Office we have combined these committees into a single Technology Committee. This committee will have the responsibilities of the three committees that it replaces and it is a policy recommending committee of the President's Advisory Council. The membership of this committee will be assigned and the activities commence starting spring 2013.

At the beginning of the fall 2012 semester the NOCCCD switched to a 16-week semester calendar. This transition required the development of new scheduling modules to allow the class schedule to best meet the needs of students. The process of developing the 16-week scheduling module was a very collaborative process involving work and input from deans, the VPI, faculty, Faculty Senate, Cypress College Executive Vice President, and students. The newly developed modules have been used for scheduling of the fall 2012 and spring 2013 semesters. The VPI plans to conduct surveys of faculty, students, and managers to determine the effectiveness and issues that may need to be addressed.

At the end of the fall 2011 semester and continuing into the spring 2012 semester the VPI took over the responsibilities of the Accreditation Liaison Officer. This included finalizing the Fullerton College Follow-Up report that was submitted to ACCJC in March 2012, and preparing for the follow-up site visit that occurred during the fourth week of April 2012. These efforts allowed for completion of the work that had been undertaken by the College in response to the June 30, 2011 letter from ACCJC in which the College was informed that the commission had placed us on warning. The outcome of the College's efforts resulted in Fullerton College being removed from Warning and reaffirmed accreditation.

In 2002 the ACCJC developed Accreditation Standards that deal with student learning outcomes. In addition ACCJC developed a Rubric on Institutional Effectiveness that could be used to determine at what level an institution was in regard to implementing the SLO standards. The expectation of the commission was that institutions would be at the Proficiency Level on the Rubric by fall 2012. Fullerton College has received a recommendation that targets the College's progress on meeting ACCJC's requirements in regard to SLO's following the past three accreditation visits. Each of these recommendations asked the College to accelerate

its efforts. Over the past year-and-a-half the VPI has worked with Faculty Senate, the SLOA Committee, the Curriculum Committee, the College's SLOA Coordinator, and the deans to accelerate the College's efforts in regard to SLO's. Currently 97.9% of Fullerton College's 1018 active courses have SLOs and SLOAs in place. Of these active courses, 81.6% have undergone or are undergoing assessment, and 69.4% have gone through at least one complete cycle of assessment and reflective dialogue followed by changes to curriculum and/or instruction. Fullerton College offers 176 programs leading to a certificate or degree. Currently, 85.2% of the programs have SLOs and SLO assessments identified, 79.5% have undergone or are undergoing assessment, and 77.8% have completed at least one full cycle of assessment and reflective dialogue leading to changes to improve student learning and success. Although the college has made great progress on SLO's we still have work in our efforts to reach 100% and in incorporating the use of SLO assessment data in our planning and budget processes.

During the fall 2011 semester the VPI worked with the Faculty Senate President, the Faculty Co-Chair of the Basic Skills Committee and the Dean, Humanities to finalize the development of the Student Success Committee. The vision for this committee is that it will serve as the central campus-wide committee that deals with student success. It has representation from all constituency groups, all divisions, and all of the campus committees that have a stake in some aspect of student success. This committee will investigate issues, gather and share information and data, consult with constituencies, and serve as a repository of knowledge and the catalyst for student success and completion activities on campus. Engaging in this process, the SSC will prioritize and offer solutions, recommend resources, and evaluate effectiveness using appropriate indicators of student success. The SSC started actually functioning spring 2012 and is making progress on various initiatives; most notably, a supplemental instruction pilot has been developed and funded so as to occur during the spring 2013 semester. The VPI is a resource for this committee and works directly with the Executive Committee in helping to plan and determine future initiatives.

One of the primary responsibilities of the VPI is the College's curriculum. The VPI's role in curriculum includes providing ideas in regard to new or modification of curriculum, review the need for proposed curriculum, ensure compliance of curriculum with the needs of the community, the college mission, and various state and federal laws and regulations, and consider the fiscal impact of the College's curriculum. The past two years the state has seen some changes to State law, Title 5, and the State funding model that have had significant impact on Fullerton College's curriculum. The changes that have had the most significant impact on the College and the VPI's Office include changes to Title 5 on course repeatability, changes to the State's methods of funding arranged hour and noncredit classes, and changes to the methods that CSU's look at transfer students from community colleges (i.e., Transfer Degrees, and C-ID numbering project). The work that the College has done in regard to each of these changes and the impact on the Office of the VPI will be briefly outlined.

The state-wide Board of Governors (BOG) has recently made changes to Title 5 in regard to how often a course may be repeated successfully by a student. Generally Title 5 is not allowing courses to be repeatable unless they meet three fairly narrow criteria. This change must be implemented by fall 2013 and because of the length of time that the curriculum process normally takes and the number of courses that this impacted at the College there has been a herculean effort carried out by the Curriculum Committee and the faculty of programs impacted by this change. This change has resulted in the development of over 190 new courses, deletion of 120 courses, modification of 140 courses, and modification of numerous programs that will occur during spring 2013. Much of this work was completed during the fall 2012 semester with the remainder to be

completed during spring 2013. The end result is that Fullerton College will be in compliance with this change in Title 5 by the beginning of the fall 2013 semester.

Over the past few years the state has put in place a number of requirements that must be met in order for a college to collect apportionment for students enrolled in courses that contain arranged hours, and noncredit hours that are generated by time spent in a learning lab. Changes to how the College complied with these requirements had started to be put in place across the campus but had not yet been completely implemented. Working with the deans, the VPI has been working to put in place all of the required behaviors to assure that we are in compliance with these regulations. The College was audited during the past two summers in regard to these requirements and the outcomes of those audits further identified modifications to the College's behaviors and documentations that still needed work. It is our hope that all of the appropriate changes are now in place.

In September of 2010 SB 1440 was signed into legislation. This piece of legislation allowed the California Community College (CCC) system to partner with the California State University (CSU) system in the development of Associate Degrees transfer programs. These degrees, often referred to as transfer degrees (AA/AS-T degrees), are developed through a partnership between CCC and CSU faculty. The degrees allow for a student to complete an Associate degree at the community college that includes no more than 60 units and then transfer to a CSU with the opportunity to complete a Bachelor's degree by completing no more than 60 additional units. To date Transfer Model Curriculum (TMCs) have been developed and approved for 24 majors and currently Fullerton College leads the State with 18 of these degrees developed and approved by the State. The efforts by the Curriculum Committee and departmental faculty to develop this number of degrees so quickly indicates why Fullerton College leads the state in the transfer of students from community college to the CSU and UC systems. Another portion of this process was the passage of SB 1415 that initiated the *Course Identification Numbering System* (C-ID) as a way to establish course to course articulation among community colleges and between the California State Universities. The SB 1415 legislation requires that all of the courses that make up a transfer degree from a CCC must also align with a C-ID descriptor. The original submission of Transfer degrees did not have this requirement linked to it but as of November 2012 all future submitted Transfer degrees must have C-ID numbers for all of the courses. In addition any degree that has already been approved (this includes the 18 transfer degrees from Fullerton College) must have all of the courses that make up that degree submitted for C-ID approval by June of 2013 and by June 2014 all courses that make up a transfer degree must have a C-ID number if a course descriptor exists for that course. Currently Fullerton College has 37 courses with approved C-ID numbers. This means over the next year and a half the faculty, Curriculum Committee, and VPI have considerable work to accomplish.

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

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

Qualitative measures include focused discussions with the Instructional Deans, the Deans' Council, the President's Executive Staff, Faculty Senate, and other Faculty Leadership.

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

The qualitative measures used to evaluate the effectiveness of the Office of the VPI indicate two overriding issues that will be addressed. One is that the office has a significantly large workload part of which is predictable but a large portion of which is not predictable thus making it difficult to plan. The other identified issue is the deficiency of tools needed to assist in completing many of the activities of the Office of the VPI (e.g., method of tracking SLOs and SLO assessments, and for adequately tracking a complete picture of the College's curriculum).

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

The Office of the VPI is currently developing new and analyzing existing timelines for the known deadlines and projects of the office. Some of these timelines involve other offices (e.g., Division Deans in the schedule timeline and submission of grades). The Office is also developing an all-encompassing timeline for all of the known deadlines of the Office.

Working with others we are also looking into various ways of tracking SLOs and SLO assessment (SLOA Committee), improving how we track curriculum (Curriculum Committee and Curriculum Administrative Assistant), evaluating and developing improved methods for planning and tracking FTES generation (Division Deans, A & R, Office of Research and Planning, and District IS).

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

The passage of SB 1440 *Student Transfer Achievement Reform Act* and SB 1415 *Common Course Numbering System* are driving a number of changes and expectations for community colleges. The end result of these two pieces of legislation is that they will result in the development of a much better pathway for students to transfer from the community college system to the CSU system as they pursue four-year degrees. SB 1440 is driving the production of transfer degrees that community college students can earn that then provides guaranteed transfer to the CSU system. Fullerton College is leading the State by developing 18 transfer degrees with four more under development. SB 1415 provides for the development of a course identification system that will result in simple comparison and articulation of community college courses to CSU courses. The combination of these two pieces of legislature is resulting in the requirement that all courses that make-up a transfer degree have C-ID numbers assigned. This is not yet true of the 18 soon to be 22 transfer degrees of Fullerton College. The Office of the VPI along with the Curriculum Committee will be increasing the priority of this project in the coming semesters.

In May, 2012 the State Chancellor issued a statewide memorandum indicating that the expectation of the State BOG is that by fall 2013 each college will have transfer degrees in 80 percent of the majors in which they offer degrees for which a template for a transfer (TMC) has been developed; furthermore, they expect these to be at 100 percent by fall 2014. In November, 2012 this expectation was modified by the new State Chancellor to also require that by June, 2013 any existing AA-T and AS-T degrees that included self-certification that a course or courses matched a C-ID descriptor, we are required to submit those courses for

C-ID approval if a descriptor exists. By June 2014 we must replace all course-to-course articulation used for all AA-T/AS-T degrees by showing that all courses have awarded pending or final C-ID status. Articulation will only be allowed for courses that no C-ID descriptor is available. If we do not meet this requirement by June 2014 our AA-T/AS-T degrees that do not have approved C-ID numbers for courses where descriptors exist will be deactivated. Fullerton College has much work to do in regard to C-ID numbers for our courses.

On September 25, 2012 the State Chancellor's Office switched over to a new Curriculum Inventory System (CIV2). The Curriculum Office was involved in considerable work submitting as much of our curriculum changes, new courses, and new programs during the months prior to the switch over utilizing the old inventory system and avoiding a period that the CCCCO went black in regard to curriculum changes. The new inventory system still has a few bugs that need to be worked out but the end result should be a more efficient easier to use system.

This past year after much work starting in 2009, Title 5, Section 55000 was modified resulting in changes to course repeatability. Briefly this change to Title 5 results in no course being allowed to be repeatable unless it meets a very limited set of criteria. This change has been approved by the State BOG and a very aggressive timeline of these changes taking effect fall 2013 has been put in place by the State Chancellor's Office. In anticipation of these changes Fullerton College faculty (especially in PE and Fine Arts), the Fullerton College Curriculum Committee, the Curriculum Chair, Division Deans, and the Office of the VPI have worked hard developing new curriculum, modifying and deleting current curriculum so that Fullerton College will be in compliance fall 2013.

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

Strengths, Weaknesses, Opportunities, Challenges (SWOC)

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

Strengths of the Office of the VPI include effective leadership of the Instructional Divisions and the development of effective teams in the areas of scheduling, curriculum and SLOs. Strong staffs in the Office of the VPI and the Curriculum Office provided support to the office, faculty, staff, and students that have business with the office.

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

The workload of the office, including the number of committees that the VPI is a part of as either a member or as a resource, make it difficult to complete all activities and to provide leadership in the advancement of student learning and success.

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

The office has the opportunity to work with faulty, deans, and other members of the College community in the development and implementation of programs that will benefit student success.

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

A significant challenge is the implementation of the various laws and changes to Title 5.

Another challenge is that within the NOCCCD the role and ability for the CIO of Fullerton College to interact and communicate at the District level has changed with the recent move to District governance committees that eliminated the role of both the College VPI and VPSS in the main governance and policy group.

3.0 Evaluation of Processes used by Department/Office or Services

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

Feedback from Instructional Deans, Deans' Council, President's Executive Staff, Faculty Senate Exec, Faculty Senate, Classified Senate, Associated Students, and other College Leadership are all used to evaluate the efficacy of processes used by the VPI office.

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

During the fall 2011 semester the College needed to develop modules for scheduling classes as we transitioned to a 16 week semester. Feedback from faculty, Faculty Senate, Deans' Council, and Associated Students resulted in the development of a scheduling module that appeared to meet the needs of students and allowed for efficient use of our classrooms. We have used this set of scheduling modules for scheduling of fall 2012 and spring 2013 semesters. It is the plan of the Office of the VPI to survey deans, faculty, and students during the spring 2013 semester to get input on the effectiveness of the scheduling modules and determine if changes should be made to further improve scheduling effectiveness.

4.0 Service Area Outcomes (SAO) Assessment

4.1 List your SAOs and complete the expandable table below.

	Service Area Outcomes (SAO)	Date Assessment Completed	Date(s) Data Analyzed	Date(s) Data Used For Improvement	Number of Cycles Completed
1.	The VPI will collaborate with the College community and the external community in the further development of partnerships with FC's feeder high school districts.	In Progress	In Progress	In Progress	None
2.	The VPI will collaborate with the VPAS to develop an allocation/planning mechanism for generating FTES and determining sufficient Extended Day budget to appropriately serve the student population and/or changing program needs/demands.	In Progress	In Progress	In Progress	None

4.2 Assessment: Complete the expandable table below.

SAO Number	Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College				
1.	The VPI will collaborate with the College community and the external community in the further development of partnerships with FC's feeder high school districts.	Assessment will be based on the various programs developed between FC and our feeder high schools. Once programs have been implemented they will be assessed on their effectiveness in meeting the goals of the particular program (e.g., the effectiveness of counseling classes offered at the high schools supporting increased success of these students that transition into becoming FC students).	In Progress	In Progress
2.	The VPI will collaborate with the VPAS to develop an allocation/planning mechanism for generating FTES and determining sufficient Extended Day budget to appropriately serve the student population and/or changing program needs/demands.	The VPI and VPAS will coordinate a plan based on the College's instructional needs and aligned with the College budget. The plan will be assessed by its effectiveness of the College in meeting its FTES target and utilizing its Extended Day Budget.	In Progress	In Progress

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

This is the first self-study of the Office of the VPI so no evaluations have taken place to date.

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

The SAOs have not yet been assessed so it is not possible to determine the challenges.

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

The VPI Office's first SAO speaks directly to College Goal #3 which states," Fullerton College will strengthen connections with the community," and indirectly to both College Goal #1 which states "Fullerton College will promote excellence in learning," and Goal #2 which states "Fullerton College will reduce the existing achievement gap and address the needs of underprepared students. The development of partnerships between the College and its feeder high schools should improve student learning and help incoming high school students be better prepared to entry into Fullerton College.

The second SAO is linked to both College Goal #1 which states, "Fullerton College will promote student success" and College Goal #2 which states, "Fullerton College will reduce the achievement gap," by helping to improve the efficiency in determining the appropriate schedule each semester to meet student need and to meet the College's FTES goals.

5.0 Evaluation of Progress Toward Previous Goals

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

This is the first self-study/program review for the Office of Vice President of Instruction.

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

This is the first self-study/program review for the Office of Vice President of Instruction.

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

This is the first self-study/program review for the Office of Vice President of Instruction.

6.0 Goals

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

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

SHORT TERM - GOAL #1	
Identify Goal:	Collaborate with Instructional Deans in the development of a planning/tracking spreadsheet that will be used in the development and tracking of the schedule.
Describe the plan to achieve the Goal (Action-Plan):	Investigate current methods used by Instructional Deans and methods used by other CIOs. Determine the desired contents of the end product for both planning and tracking purposes.

	Test end product using data from the 2012-2013 academic year. Work with Instructional Deans on the process of using the end product in the development of the fall 2013 and spring 2014 class schedule. Train Division office staff on the use of the end product and process for using the end product in the development of the schedule.
What *Measurable Outcome* is anticipated for this goal?	A tool that can be used for planning and tracking of the schedule of classes including extended day budget cost, full-time faculty load, and FTES generation
What specific aspects of this goal can be accomplished without additional financial resources?	No additional financial resources are needed to accomplish this goal.

SHORT TERM - GOAL #2	
Identify Goal:	Acquisition or development of a tracking/reporting system for SLOs. This system will provide an efficient method for assessment of course, program, and institutional-level SLOs and the use of these assessments to be tracked. The system will also allow for the generation of appropriate reports so that the use of SLO assessment to improve student learning can be reported out to the College, District, Community, and ACCJC.
Describe the plan to achieve the Goal (Action-Plan):	Work with the SLOA committee to determine the needs for a tracking/reporting system. Investigate what software products are available and how other community colleges track/report their SLOs. Determine the best method/product for Fullerton College's SLO needs. Develop/obtain the method/product. Implement and train on use of the product.
What *Measurable Outcome* is anticipated for this goal?	SLO/SLOA tracking and reporting system that provides an efficient method for faculty to input assessment results and use these results for making appropriate changes to improve student learning, track this process, and provide the ability to generate

	appropriate reports.
What specific aspects of this goal can be accomplished without additional financial resources?	The first three portions of the action plan can be accomplished without additional financial resources. The last two steps will require resources to pay for the development or purchase the appropriate product and then to implement and train on the use of the product.

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

LONG TERM - GOAL #1	
Identify Goal:	Collaborate with the Fullerton College community and the external community to investigate and develop a plane for a seamless connection between the K-12 educational system and higher education.
Describe the plan to achieve the Goal (Action-Plan):	Identify what Fullerton College is already doing in regard to improving the transition between K-12 and Fullerton College. Identify and recruit the appropriate group of partners to work on developing such a seamless connection. Develop a plan for what the Fullerton College "path to higher education" will look like. Develop a timeline for the above plan. Begin the development of various components of the plan. Begin implementation of various components of the plan.
What *Measurable Outcome* is anticipated for this goal?	1. A comprehensive description of the various programs already in place that assist high school students transition into becoming Fullerton College students. 2. Building of the appropriate team of internal and external community members that are committed into developing a "path to higher education" for the members of the Fullerton College external community. 3. A plan with timeline of implementation for a "path to higher education" for the FC external community.
What specific aspects of this goal can be accomplished without additional financial resources?	The outcomes listed above can be accomplished without additional financial resources.

LONG TERM - GOAL #2	
Identify Goal:	The VPI will collaborate with the VPAS to develop an allocation/planning mechanism for generating FTES and determining sufficient Extended Day budget to appropriately serve the student population and/or changing program needs/demands.
Describe the plan to achieve the Goal (Action-Plan):	Investigate current method used by Fullerton College and Cypress College for allocation and planning purposes in regard to FTES targets and the Extended Day Budget. Investigate methods used by CIOs and Budget Officers from other colleges for allocation and planning purposes in regard to FTES targets and the Extended Day Budget. Determine the desired contents of the end product for both planning and allocation purposes. Determine method(s) for determining student needs. Develop model that utilizes appropriate criteria for allocation of FTES to meet student need and allocation of Extended Day Budget to generate FTES target. Test end product using data from the 2012-2013 academic year. Work with VPAS and Instructional Deans on the process of using the end product in the development of the fall 2013 and spring 2014 class schedule. Train Division Deans on the use of the end product and process for using the end product in planning and allocation of FTES and Extended Day Budget.
What Measurable Outcome is anticipated for this goal?	An allocation/planning mechanism for generating FTES and determining sufficient Extended Day budget to appropriately serve the student population and/or changing program needs/demands.
What specific aspects of this goal can be accomplished without additional financial resources?	The outcome listed above can be accomplished without additional financial resources.

7.0 Requests for Resources

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

7.1

Short Term Goal ☒	Long Term Goal ☐	
GOAL NUMBER - Short Term Goal #2		
Type of Resource	**Requested Dollar Amount**	**Potential Funding Source**
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	$50,000	General Fund
Training	$2,000	General Fund
Other		
Total Requested Amount	$52,000	General Fund

Describe how this resource request supports your ability to achieve your stated goal: There currently are a number of software packages for tracking and reporting on SLOs. The most efficient way of meeting this goal is to purchase a software package that meets the College's needs. Once we have the software package we will need to train faculty and staff on its use.

What measurable program outcome(s) does the resource request address? This resource acquisition supports the College's use of Student Learning Outcomes assessment to continually improve student learning. This supports College Goal 1: Fullerton College will promote student success and College; and Goal 2: Fullerton College will reduce the achievement Gap.

7.2   No other goals require additional financial resources.

8.0 Self-Study Summary

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

The primary function of the Office of the Vice President of Instruction is to support the College's Mission, Vision, Core Values, and Goals in all aspects of Instruction. The VPI does this by acting as the Chief Instructional Officer (CIO) of the College. The Office of the VPI oversees the Instructional Division Deans, the Curriculum Office, Distance Education and ACT.

As a member of the College's Executive Staff the VPI shares in the responsibility for overall College leadership. The VPI does this in part by serving on or acting as a resource for a number of College and District Committees and Workgroups.

The VPI as the CIO is responsible for interactions of the College with the State Chancellor's Office and the work of this office is very much impacted by responding to various laws and regulations and changes that occur.

Two Service Area Outcomes, two short term goals, and two long term goals are indicated in this self-study along with plans for implementing these goals.

Most of the work to accomplish the short and long term goals can be accomplished without new or additional funding so resources were not requested. The only exception to this is a software package that will be used to help the College better track and record its work in regard to student learning outcomes.

Division Deans' or appropriate Immediate Management Supervisor (IMS) Response Page

☐   *I concur with the findings contained in this Program Review.*

☐   *I concur with the findings contained in this Program Review with the following exceptions (include a narrative explaining the basis for each exception):*

     Area of exception:

     _____

     _____

     _____

     _____

☐   *I do not concur with the findings contained in this Program Review (include a narrative exception):*

     _____

     _____

     _____

     _____