



Strategic Initiative Section Report

Technology and Engineering Division Office:

Date: 05/23/2016

• Program Review Non-instructional Cycle F
2015_Technology and Engineering Division 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

Technology and Engineering Division Office

PR Section 1.0

Program Review Non-instructional Cycle F 2015_Technology and Engineering Division 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 department/office to the Mission, Vision, Core Values and College Goals. Summarize how your department/office supports each area.

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

Mission: The Technology and Engineering Division mission align directly with the Fullerton College mission, which states, "We prepare students to be successful learners." Technology and Engineering prepares students to be successful learners through the vast career program offerings, State of California certifications, and the commitment of the faculty, staff, and management to support and prepare all students through their educational journey. Preparing students to be successful and supporting their educational endeavors is the foundation of this division. This is evident across all seventeen programs within this division, along with 21st Century skills to support the success of our student learners.

Vision: Fullerton College has a vision to create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning. The Technology and Engineering offices seek to support faculty and a student body that promotes inquiry, intellectual curiosity, and a life-long appreciation for the power of learning. It is our endeavor to create an atmosphere of continuous improvement strategies making use of methods and processes that are recognized and supported by all Technology and Engineering personnel.

Core Values:

Technology and Engineering Division aligns itself with the college core values:

- We respect and value the diversity of our entire community, which is demonstrated as to how we embrace all individuals with professionalism and reverence.
- We value tradition and innovation that represents our respect for our historical heritage and embracing the implementation of 21-century instructional skills.
- We support the involvement of all in the decision-making process, which is validated through encouraging the voice of our students, staff, and faculty members.
- We expect everyone to continue growing and learning that is encouraged through training, professional development, and peer support.

- We believe in the power of the individual and the strength of the group, which is exhibited through teamwork, collaboration, and respect for all.
- We expect everyone to display behavior in accordance with personal integrity and high ethical standards through promoting a positive and respectful working environment.
- We value and promote the well being of our campus community through creating a safe, secure and inviting environment.

College Goals:

The Technology and Engineering Division supports the college goals through “promoting student success”, “reducing the achievement gap”, and “strengthening connections with the community” by increasing student graduation and certification rates across all programs and promoting relationships with our business and community partners.

PR Section 4.1 - 4.2

Program Review Non-instructional Cycle F 2015_ Technology and Engineering Division Office

4.1 - 4.2

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 division will nurture relationships with the general public, institution partners, and business/industry professionals.	Ongoing	Relationships currently being analyzed by Dean Starkman	2016 to 2018	
2.	The division will provide timely, professional, and accurate support to Technology and Engineering faculty.	Ongoing	The current level of support based on office hours and staffing level is below expectation.	Improvement cycle 2016 to 2018	

4.2 Assessment: Complete the expandable table below.

Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College			
Intended Outcomes	Means of Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. The division will demonstrate regular collaborations with intuitional partners, the general public, and business/industry professionals.	Develop a matrix that measures contacts and collaborations with outside stakeholders.	None Collected	
2. The division will demonstrate the delivery of timely, professional, and accurate support to division faculty.	Develop a support survey and administer the survey at the start of each spring semester.	None collected	

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

When the division conducts activities there is customary follow-up to understand how the division office can improve or capture elements that need improvement or elements of an activity that worked well. For example, this fall with the temporary suspension of the police academy the office staff and district staff had to work together to serve student and faculty needs in a much different manner than a typical semester. The division is fully prepared to rise above great challenges and solve problems with sensitivity and with great dignity and respect.

4.4 What challenges remain to make your SAOs more effective?

Establish a formal assessment tool (s).

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

SAO #1 targets College Goal 3 in an effort to strengthen connections with our local community. The Division plays a lead role in work with advisory and community groups responsible for guiding instruction in our occupational programs. This relationship is also a key component in addressing College Goal 1 since excellence in learning is dependent on the advice of our industry partners. SAO #2 identifies the level of support faculty require in order

to deliver instruction needed to promote excellence in learning. Timely, professional, and accurate support from the Division frees faculty to concentrate on the delivery of instruction and the classroom experience.

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

The Dean and the classified staff members engage in planning, operations and assessment. We capture data in order to track effectiveness and customer feedback. An example is the use of a spreadsheet with several columns to track customer support and student needs on an individual basis not only within the division but across the district. We are able to know and understand at a moment's notice where a project is, what has been accomplished, and what remains to be complete. We also communicate the challenges that need improvement immediately by sitting down and discussing them to determine the facts and then modify plans to meet customer needs.

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

The assessment methods cause better and correct information to flow. The methods also bring the members of the office together for the purpose of building team plans and actions around complex projects. Everyone has a role and everyone must support all the roles in accomplishing the tasks within the division offices. The learning curve is manageable and more employees understand the protocols with this style of cooperation. The assessment methods also allow for individuals to bring their expertise to the decision making process without compromise. Assessment is a continuous improvement process that is becoming more and more part of the daily routine of the division office. If something is not working well, individuals with the knowledge and ability to make improvement or suggest improvement are encouraged to take action.

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

The results of our just-in-time and ongoing assessments within the division office impact direct services to faculty and students. For example how we communicate has seen improvement. Some examples include working with the district office on sensitive student issues. There is a significant amount of understanding that must take place to ensure the correct actions are taken. We have developed a system of walking documents over to the district office, following-up with a phone conversation and before processing any students information everyone must give the task the green light. There are protocols for using email, text messages, telephone calls and face-to-face discussion. When we discover there are errors in understanding an email we require a phone conversation or face-to face in conjunction with the email. This cuts out the potential to make significant error.

PR Section 4.3 - 4.6

Program Review Non-instructional Cycle F 2015_ Technology and Engineering Division Office

4.3 - 4.6

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

When the division conducts activities there is customary follow-up to understand how the division office can improve or capture elements that need improvement or elements of an activity that worked well. For example, this fall with the temporary suspension of the police academy the office staff and district staff had to work together to serve student and faculty needs in a much different manner than a typical semester. The division is fully prepared to rise above great challenges and solve problems with sensitivity and with great dignity and respect.

4.4 What challenges remain to make your SAOs more effective?

Establish a formal assessment tool (s).

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

SAO #1 targets College Goal 3 in an effort to strengthen connections with our local community. The Division plays a lead role in work with advisory and community groups responsible for guiding instruction in our occupational programs. This relationship is also a key component in addressing College Goal 1 since excellence in learning is dependent on the advice of our industry partners. SAO #2 identifies the level of support faculty require in order to deliver instruction needed to promote excellence in learning. Timely, professional, and accurate support from the Division frees faculty to concentrate on the delivery of instruction and the classroom experience.

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

The Dean and the classified staff members engage in planning, operations and assessment. We capture data in order to track effectiveness and customer feedback. An example is the use of a spreadsheet with several columns to track customer support and student needs on an individual basis not only within the division but across the district. We are able to know and understand at a moment's notice where a project is, what has been accomplished, and what remains to be complete. We also communicate the challenges that need improvement immediately by sitting down and discussing them to determine the facts and then modify plans to meet customer needs.

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

The assessment methods cause better and correct information to flow. The methods also bring the members of the office together for the purpose of building team plans and actions around complex projects. Everyone has a role and everyone must support all the roles in accomplishing the tasks within the division offices. The learning curve is manageable and more employees understand the protocols with this style of cooperation. The assessment methods also allow for individuals to bring their expertise to the decision making process without compromise. Assessment is a continuous improvement process that is becoming more and more part of the daily routine of the division office. If something is not working well, individuals with the knowledge and ability to make improvement or suggest improvement are

encouraged to take action.

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

The results of our just-in-time and ongoing assessments within the division office impact direct services to faculty and students. For example how we communicate has seen improvement. Some examples include working with the district office on sensitive student issues. There is a significant amount of understanding that must take place to ensure the correct actions are taken. We have developed a system of walking documents over to the district office, following-up with a phone conversation and before processing any students information everyone must give the task the green light. There are protocols for using email, text messages, telephone calls and face-to-face discussion. When we discover there are errors in understanding an email we require a phone conversation or face-to face in conjunction with the email. This cuts out the potential to make significant error.

PR Section 6.0 SAP w/o Resource Requests

Program Review Non-instructional Cycle F 2015_ Technology and Engineering Division Office

Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Strategic Action Plan Name: (formerly called short-term goal)	Maintain staffing levels of the division office at the same level and increase direct support positions in areas that have positions under 100%. Specifically Cosmetology is under staffing ratio during the evening hours and the radio station 60% clerical position will move to 100% to cover increased technology demands.
List College goal/objective the plan meets:	College Goal #: 3 Objective #:3
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The division will maintain or grow the staffing level within the division office and allocate the operational tasks across administration and classified staff to improve faculty, staff, student and community connections.
What <i>Measurable Outcome</i> is anticipated for this	Increase the percent of support for cosmetology evening and radio station. The division office will develop a division web page using the college template with the additional staffing support.

SAP?	
What specific aspects of this SAP can be accomplished without additional financial resources?	The elements of the web page can be developed with no additional funding. The implementation of actual web pages will need a budget to support a professional expert. Ken Starkman and the classified staff members. Develop a template to gather key web site program information summer 2016. Implement three or more program web sites Fall 2016. Implement eight or more program web sites by summer 2017.

STRATEGIC ACTION PLAN # 2	
Strategic Action Plan Name: (formerly called short-term goal)	Outreach and student recruitment
List College goal/objective the plan meets:	College Goal #:1 Objective #:3
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The division office will develop a matrix of CTE contacts at the area high schools. The division office will work collectively with the faculty to ensure communication and face-to-face visits are conducted with key individuals at are high schools. Ken Starkman, Cynthia Sands, Shauna Weiner, Anita Coggi, David Diaz (work team) will develop the matrix and all critical elements of the tool. The work team will develop a recommend list of assigned sites each semester. Matrix developed summer 2016. All school contacts reached/visited by 2018.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Student enrollment will increase in all programs not yet at capacity.
What specific aspects of this SAP can be accomplished without additional financial	No additional funding is required.

resources?	
------------	--

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name: (formerly called short-term goal)	Develop a program guide for division programs that can be distributed to counselors, parents, students and other partners.
List College goal/objective the plan meets:	College Goal #:3 Objective #:5
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Print a guide that communicates information about all division programs to potential students. Ken Starkman, Cynthia Sands, Shauna Weiner, Anita Coggi, David Diaz, Tracy T. (work team) will develop the template for the document by February 1, 2016. Classified team members will be assigned to program areas to collect the information for each element of the template. All information collected by March 15, 2015. Information sent to an illustrator/pre-press for work up and draft from April 1-April 20. A printing timeline will be established with the printing department.
What <i>Measurable Outcome</i> is anticipated for this SAP?	Counselors, principals, teachers and students will receive clear information on Technology and Engineering programs and career pathways.
What specific aspects of this SAP can be accomplished without additional financial resources?	Development of template, collection of information (text) and possibly printing. Page illustration will likely be a cost.