



# Non-Instructional Program Review 2015-2016

**Humanities Division Office:**

**Date: 05/12/2016**

• Program Review Non-instructional Cycle F 2015  
Humanities 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

## Humanities Division Office

### PR Section 1.0

#### Program Review Non-instructional Cycle F 2015 Humanities Division Office

#### 1.0

The Humanities Division helps prepare students to be successful learners by facilitating the instructional process. We manage our mix of allotted credit units, plan the course offerings, and assign and support faculty as they teach discipline-specific courses through which students acquire the skills and knowledge to achieve their degree objectives.

We are continually growing and learning, and we believe in the power of the individual and the strength of the group, as evidenced by our strong support of Student Success initiatives such as the Transfer Achievement Program, Supplemental Instruction initiatives, and the Puente Program – all programs which we have worked with as they have expanded.

Our commitment to tradition is demonstrated by our strong support of the liberal arts and the resulting programs developed by our departments of English, English as a Second Language, Foreign Languages, Reading and Speech.

We honor innovation as evidenced by our support and assistance as faculty have developed curriculum, resulting in new courses in Accelerated English, ESL, and Reading designed to move more students faster to graduation and transfer.

We continue to strengthen our connections with the community by meeting with area high schools and hosting in Spring 2016 for the first time on our campus the National Educational Debate Association’s annual national speech and debate tournament made possible in part by our assistance to the Speech Department.

We staff and support community outreach efforts through our participation in the Fullerton Art Walk.

We maintain a very strong connection to our adjunct community, offering a full day of activities during fall convocation and spring trainings in topics such as Growth Mindset training. We engage in special events such as the French Film Festival sponsored by the Foreign Language Department. Such enrichment activities demonstrate our efforts to improve the climate for campus diversity, and our many staff and monthly division faculty-administration meetings demonstrate a commitment to engage all our stake-holders in the decision-making processes.

### PR Section 4.1 - 4.2

#### Program Review Non-instructional Cycle F 2015 Humanities Division Office

**4.1 - 4.2**

4.1 List your SAOs and complete the expandable table below.

	<b>Service Area Outcomes (SAO)</b>	<b>Date Assessment Completed</b>	<b>Date(s) Data Analyzed</b>	<b>Date(s) Data Used For Improvement</b>	<b>Number of Cycles Completed</b>
1.	Deliver timely information and assistance to students.	Fall 2014	Spring 2015	Fall 2015	1
2.	Deliver time information and assistance to faculty, staff, and the public.	Fall 2014	Spring 2015	Fall 2015	1

4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College</b>			
<b>Intended Outcomes</b>	<b>Means of Assessment &amp; Criteria for Success</b>	<b>Summary of Data Collected</b>	<b>Use of Results</b>
1. Deliver timely information and assistance to students.	Surveys of division students and feedback during regular staff, coordinator, and division meetings.	Students felt the division was able to address their request for information or assistance in a timely manner, or that they had been accurately redirected to another office that assisted them, alternatively if their issue could not be addressed by Humanities staff immediately, the division office did respond in an appropriate amount of time. About 14% of students felt that they	Increased Saturday office hours to serve students. 1. New Admin II position was added to provide better coverage for office hours, phone calls, and email inquiries—as well as to inaugurate regular coverage of the division’s 500 building office and its second location in the 1300 building. 2. Staff completely rebuilt the division website with useful

		<p>did not get help in an appropriate amount of time, and 13% of students felt that when the office was not able to address their concern, that it redirected them to another office that did address their concern.</p>	<p>links to its departments and campus level operations.</p>
<p>2. Deliver timely information and assistance to faculty, staff, and the public</p>	<p>Surveys and feedback during regular staff, coordinator, and division meetings.</p>	<p>Overall faculty report being a well-informed and well served. Faculty stated the division office kept them informed in a timely manner. Faculty also indicated they received assistance when they asked. Several faculty, full time and adjunct, noted how helpful it was to have the division office being staffed for Saturday and evening hours. It was observed that the division is still understaffed given the workload and size of the division. A few faculty members were interested in using email and memos rather than formal meetings to receive information.</p>	<p>1. Division is inaugurating a Professional Learning Committee to provide focused teaching agenda items for division meetings. 2. Division will revise the agenda of the all-adjunct division meeting held every fall to allow for a professional learning experience to provide immediately useful teaching tools.</p>

**PR Section 4.3 - 4.6**

**Program Review Non-instructional Cycle F 2015 Humanities 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?

- New Admin II position was added to provide better coverage during regular office hours, to answer phone calls and email inquiries—and to inaugurate regular coverage of the division's 500 building office, and there were fewer diversions of staff away from its second location in the 1300 building to support the office hours in the 500 building main office.
- Staff completely rebuilt the division website with useful links to its departments and campus level operations.
- The division is inaugurating a Professional Learning Committee to provide focused teaching agenda items for division meetings.
- The agenda of the all-adjunct division meeting to be held in spring 2016 is being revised to allow for a professional learning experience to provide immediately useful teaching tools.

4.4 What challenges remain to make your SAOs more effective?

The division office still has operations ongoing in three locations in two separate buildings, and its classrooms are dispersed throughout the campus. For example, division staff maintain coverage for established office hours in two locations. Our staff spend many hours every semester posting Student Sign-In sheets for absent faculty in over 40 class rooms, some located at considerable distance compared to other operations. Division courses are assigned classrooms at locations as distant as the 3000 building across Berkeley to the 2000 building south of Chapman Avenue.

We need to redesign the surveys used to assess SAOs to find a way to reduce or eliminate the "Does Not Apply" answer option on a number of survey questions, thus providing more useful information.

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

We support the campus goal of promoting student success and reducing the Achievement Gap by delivering "timely information and assistance to students." For example, staff take extra care and time to help, and are sensitive to the needs of, our growing population of first generation college students who often come to campus with a limited prior understanding of college institutional processes and procedures.

We also support the campus goal of strengthening connections with the community by delivering "timely information and assistance to faculty, and staff, and the public."

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

- Through the regular spring and fall convocation and monthly meetings, the division leadership provides an arena for information about emerging trends, environmental influences, and new administrative requirements, ensuring productive discussions among all stakeholders, which in turn leads to a better informed and committed community of educators, thus furthering the programmatic and other discipline responses to changes in the environment and to campus goals. For example, Division leadership pursues the goal of closing the achievement gap by promoting discussions on measures the five division disciplines might take to improve student success and retention for student groups cited in Achievement Gap data.
- Division staff and leadership have always used informal student/faculty feedback, and staff meetings to assess what is working well and to act on improvements, but has now completed the first complete cycle of Service Area Outcomes assessment using a number of questionnaires distributed to all Humanities faculty and students in Humanities courses. (See Appendices F and G.)

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

- Assessment results suggest a large majority of students, and virtually all Humanities faculty are satisfied with their requests for service with our office staff. And we received positive feedback for keeping the office open to serve even those students and faculty who were preparing to attend the earliest classes of the day as well as the evening classes.

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

- The division increased Saturday office hours to serve students, staff and the public
- A new Admin II position has been used to provide better coverage for office hours, and to share workload with existing staff, thus being able to provide more service to students, staff, and the public.
- Staff completely rebuilt the division website with useful links to its departments and campus-level operations.
- The division is inaugurating a Professional Learning Committee to provide focused teaching agenda items for division meetings.

## PR Section 6.0 SAP w/o Resource Requests

### Program Review Non-instructional Cycle F 2015 Humanities Division Office

#### Action Plans

<b>STRATEGIC ACTION PLAN # 1</b>	
Strategic Action Plan Name: (formerly called short-term goal)	To Promote Student Success by improving service and operations in support of instruction.
List College goal/objective the plan meets:	College Goal #1: Promote student success; Objective #1: Address the needs of under-prepared students; Objective #2: Increase course retention and success, Objective #3: increase the number of transfers, and Objective #4: Increase the persistence of students.
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	<p>The division would like to add a Clerical Assistant II to assume tasks that Administrative Assistants currently perform, preventing them, for example, from serving on campus committees and maintaining sufficient office coverage, and additionally, requiring them to devote overtime hours to complete tasks.</p> <ul style="list-style-type: none"> <li>• A Clerical Assistant II could monitor syllabi for Student Learning Outcomes, collect and log preference/assignment request forms, tutoring referral forms, and signed staff assignment sheets as well as other various incoming forms submitted by our 240 faculty each semester; a Clerical Assistant II could respond to service requests</li> </ul>

	<p>from staff for lighting, furniture, and a/c repairs, as well as computer issues such as area printer failures; a Clerical Assistant II could, among other tasks, log in assignment “declines” for adjuncts, distribute tutoring referral and other necessary forms and memos, arrive early enough in the morning to post faculty absent notices in the 40 plus classrooms across campus in a timely manner, and an assistant could prepare a fall inventory of classrooms and their equipment for issues and help maintain the many different division supply cabinets.</p> <ul style="list-style-type: none"> <li>• A Clerical Assistant II could manage a division office calendar—inputting new meetings and sending out meeting reminders to all parties involved and improve the flow of intra-office division mail for 239 mailboxes in the division’s three major mailbox locations, as well as improve mail flow to and from the campus mailroom. A Clerical Assistant II would assist in the amount of time current staff devote to orienting and training student hourly workers.</li> <li>• Current overtime records demonstrate this need. Additionally, the existing staff continues to struggle to meet important deadlines due to the increased faculty to admin ratio of 59:1.</li> </ul>
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<p>A reduction in the amount of overtime service hours currently used by staff on a recurring basis. Improved adherence to campus deadlines.</p>
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	