

# FULLERTON COLLEGE

ELEVATING EXCELLENCE.

## Administrative & Operational Services

### 2012-2013 Self-Study

#### Two-Year Program Review Template

#### Division Office

#### Social Sciences

#### 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

- Pam Ingles
- Dina Aguirre
- Daniel Salcedo
- Dan Tesar

#### 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.


Dan Tesar  
 \_\_\_\_\_  
 Printed name of Principal Author

  
 \_\_\_\_\_  
 Signature

Dean  
 \_\_\_\_\_  
 Title

1/8/13  
 \_\_\_\_\_  
 Date

\_\_\_\_\_  
 Printed name of Department Manager

  
 \_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Title

Dean  
 \_\_\_\_\_  
 Title

1/8/13  
 \_\_\_\_\_  
 Date

Dan Tesar  
 \_\_\_\_\_  
 Printed name of Dean or  
 Immediate Management Supervisor (IMS)

## 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.

**Mission:** We prepare students to be successful learners by creating a Division schedule of courses consisting of wide-ranging curriculum from Social Sciences instructional departments. Each academic term the Division Office manages the process of working with ten separate department coordinators to put together a schedule of courses which serves the needs of students, not only in term of content, but by offering courses at convenient times as well. We also contribute to the process of successful learning by providing students with campus support services information, contacts for faculty and staff, and answers to a myriad of student questions and concerns. In addition, we provide thorough and accurate facts to students, faculty, staff and the general public concerning college and District regulations, policies, requirements and activities. Lastly, the Division Office contributes to the preparation of successful learners by providing oversight, budget monitoring, tracking of activities, and record keeping for several federal, state and local grants including the major campus funding provided by the Carl Perkins CTE Act (VTEA).

**Vision:** The Division Office supports faculty as they create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning by facilitating faculty cross-departmental conversations at Division and Coordinator meetings, assuring that classrooms are appropriate for courses and have working instructional technology, and by disseminating flyers and promotional materials for Division-sponsored activities, seminars and special events.

**Core Values:** The Division Office staff model the values of respecting diversity, maintaining personal integrity and high ethical standards by the professional ways in which we interact with students, faculty and campus personnel. We also provide an avenue for student complaints and faculty concerns to be addressed, discussed and resolved in a respectful and fair manner. We expect everyone to continue growing and learning as we take on new tasks, new responsibilities and new work-related processes. We value tradition through the support every year for the long-standing Division Scholarship reception each spring which is the highlight of the year for many faculty and students. At the same time, we value innovation and are quick to adopt new technologies or better more efficient ways to get work done. Finally, a key premise of being a social scientist is accepting responsibility for the betterment of the world around us. In addition to supporting the Division curriculum which places strong emphasis on this topic, the Division Office models the value by providing support for food drives, toy drives and other similar projects designed to make our world a better place.

**College Goals:** The Division Office supports the promotion of student success (Goal 1) by assisting faculty in the formation of new degrees – especially the AA-T degrees – which provide clear pathways to transfer. The Social Sciences Division is a campus leader in the creation of these new degrees with 9 of them either completed or in process. The Division Office helps address the reduction of the achievement gap (Goal 2) by supporting and facilitating the campus Umoja Program aimed at increasing the retention and success rates of African-American students. Finally, the Division Office helps strengthen connections with the community (Goal 3) through supporting VTEA grant functions which bring together industry leaders in the community with their faculty counterparts in a wide variety of Career Technical Education fields and by facilitating and supporting campus events such as Day of the Dead which bring large numbers of community members onto our campus to experience aspects of culture and history.

## 2.0 Department/office Description/Data & Trends Analysis

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

The broad purpose of the Social Science Division Office is to provide effective support and assistance to students, faculty & staff, and college administrators. Our Service Area Outcomes are organized around each of these constituent groups (customers) that we serve. The components of that support and assistance include budgeting, document preparation and routing, reporting and recording, facilities oversight, referrals, information distribution and general problem solving. An additional component of the office is the grant support function which it provides for the campus.

### 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	1 Dean	100%	12	General	1.0
Classified	1 Admin. Assistant III	100%	12	General	1.0
	1 Admin. Assistant I	50%	12	General	0.5
	1 Admin. Assistant I	50%	12	VTEA	0.5
	1 Admin. Assistant I	100%	11	General	1.0
Hourly - Adult					
Hourly - Student					
Professional Experts					
<b>Total FTE</b>					<b>4.0</b>

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				
			<b>Total FTE</b>	<b>0</b>

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 for the Social Sciences Division Office is adequate for our duties and responsibilities.

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

We recognize three distinct populations we serve: students, faculty & staff, and college administrators. We occasionally serve members of the general public as well. In every case, we serve those populations by providing effective support and assistance. This support and assistance takes many forms as outlined in earlier sections of the self-study. (See 1.0 and 2.1).

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

This is our first Program Review Self-Study but the most significant recent change is the addition of the grant support functions. This has added a significant new set of responsibilities and a new Admin. Assistant I.

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

We intend to create customer satisfaction surveys for each of the three populations we serve and begin administering the surveys in Spring 2013.

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

Satisfaction surveys are in development and have not yet been administered but we have this listed under the Short Term Goals section of this self-study.

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

Satisfaction surveys are in development and have not yet been administered but we have this listed under the Short Term Goals section of this self-study.

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

One trend that has had an impact is the budget-influenced decision to not replace faculty and staff vacancies. Five full-time faculty have retired in the last few years and, by and large, their teaching loads have been taken over by adjunct faculty. More adjunct faculty means more processing and paperwork and more time spent informing new employees about the division, college and district policies and procedures. Also, the decision not to replace the campus Institutional Researcher resulted in the Social Sciences Division being responsible for VTEA and all other campus grants.

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

No other data is relevant to the 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?

Based on the above data, we can conclude that the Social Sciences Division Office is extremely efficient. With a total of only 4.0 FTE staff members, we support, manage and maintain one of the largest academic divisions on campus both in term of the number of sections offered and the amount of FTES generated. In order to accomplish this, our staff members have well-developed time management skills, are able to prioritize, work independently with minimal supervision and operate together as a team. The above also indicates that the knowledge and information base which our staff members possess is extremely high. Given the three distinct customer groups to whom we provide support and assistance, the staff must be knowledgeable and current on hundreds of pieces of division, campus and district policies, procedures and general information.

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

Based on the above, a weakness is our lack of an ongoing and systematic evaluation of the satisfaction of our customers.

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

Based on the above, we have the opportunity to address the identified weakness by developing and administering a satisfaction survey for students, faculty & staff, and campus administrators.

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

Based on the above, a challenge for our office is the additional workload created by not filling full-time faculty and staff vacancies.

### 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.

Every semester, the development of the schedule of courses provides an opportunity for an evaluation of the many processes involved. Office staff together with Instructional Office staff (Laurie Triefenbach) work to identify any flaws in the process and brainstorm effective solutions. However, relatively few analogous systems are in place to examine internal Division Office processes and, therefore, we will address this in our Long-Term Goals for this self-study.

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

One example of a change in the scheduling process which has resulted in quality improvement is the decision to make PDF files of the mock schedule available to both Division Office staff and Department Coordinators prior to going to print. This change in process which allows multiple sets of eyes to scan the details of the schedule has resulted in the discovery of many errors and omissions which, under different circumstances, would have appeared in the final printed schedule.

### 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.	Provide effective support and assistance to students.	TBD	TBD	TBD	0

2.	Provide effective support and assistance to faculty & staff.	TBD	TBD	TBD	0
3.	Provide effective support and assistance to campus administrators.	TBD	TBD	TBD	0

4.2 Assessment: Complete the expandable table below.

<b>Service Area Outcomes Assessment for the Administrative/Operations Division of Fullerton College</b>				
<b>SAO Number</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.	Among students, improve by 2% or more the level of satisfaction they report regarding the effectiveness of support and assistance provided.	Survey instruments administered Spring 2013 will provide the baseline. 2% above the baseline in subsequent semesters would indicate success.	TBD	TBD
2.	Among faculty & staff, improve by 2% or more the level of satisfaction they report regarding the effectiveness of support and assistance provided.	Survey instruments administered Spring 2013 will provide the baseline. 2% above the baseline in subsequent semesters would indicate success.	TBD	TBD
3.	Among campus administrators, improve by 2% or more the level of satisfaction they report regarding the effectiveness of support and assistance provided.	Survey instruments administered Spring 2013 will provide the baseline. 2% above the baseline in subsequent semesters would indicate success.	TBD	TBD

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

The first assessment of SAOs will take place in Spring 2013.

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

We anticipate the challenges will be clearer after getting the first assessment feedback.

4.5 Describe how the department/office's SAOs are linked to the college's goals.

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

There is an indirect link to all three of the college goals. Our SAO's are to provide effective support and assistance to students, faculty & staff, and college administrators. "Support and assistance" means creating the foundation for all types of projects, programs and collaborative efforts which are designed to make progress toward college goals. Examples would include the following: student success (Goal 1) is supported every time the Division Office creates a schedule of classes with the educational and career goals of students in mind; reducing the achievement gap (Goal 2) is supported each time the Division Office assists faculty in the processing of tutors for supplemental instruction; and creating connections with the community (Goal 3) is supported annually when the Division Office processes the forms and paperwork necessary for faculty and staff to participate in the Faces of Fullerton event downtown.

## 5.0 Evaluation of Progress Toward Previous Goals

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

N/A

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

N/A

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

N/A



## 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:	Identify a baseline level of customer satisfaction generated by the staff of the Division Office as reported by each of the three groups indentified in our SAO's.
Describe the plan to achieve the Goal (Action-Plan):	Create and administer a survey designed to measure the level of customer satisfaction.
What <i>Measurable Outcome</i> is anticipated for this goal?	A numerical indication on a Likert scale as to the degree of customer satisfaction which will be used as the basis for improvement (Goal 2).
What specific aspects of this goal can be accomplished without additional financial resources?	All aspects of this goal can be achieved without additional funding.

SHORT TERM - GOAL #2	
Identify Goal:	Improve by 2% the level of customer satisfaction generated by the staff of the Division Office as reported by each of the three groups indentified in our SAO's.
Describe the plan to achieve the Goal (Action-Plan):	Engage in staff development activities designed to address shortcomings indentified in the customer satisfaction surveys.
What <i>Measurable Outcome</i> is anticipated for this goal?	A 2% higher numerical indication on a Likert scale as to the degree of customer satisfaction over the baseline indication.
What specific aspects of this goal can be accomplished without additional financial resources?	All aspects of this goal can be achieved without additional funding.

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

LONG TERM - GOAL #1	
Identify Goal:	A challenge identified in this self-study is the additional workload created by not filling full-time faculty and staff vacancies. A long-term goal, therefore, would be to improve by 2% the level of efficiency of Division Office operations for the completion and delivery of our workload.
Describe the plan to achieve the Goal (Action-Plan):	A work-flow and time-spent analyses of key elements of our annual work product will be conducted to determine an efficiency baseline. Staff development activities designed to address inefficiencies will be conducted. Follow-up work-flow and time-spent analyses will be conducted in subsequent years.
What Measurable Outcome is anticipated for this goal?	A 2% improvement in Division Office efficiency over the baseline level.
What specific aspects of this goal can be accomplished without additional financial resources?	All aspects of this goal can be achieved without additional funding.

LONG TERM - GOAL #2	
Identify Goal:	A challenge identified in this self-study is the lack of systematic efforts to evaluate Division Office processes. A long-term goal, therefore, would be to strive for continuous quality improvement by having a minimum of three Division Office processes undergo an annual evaluation.
Describe the plan to achieve the Goal (Action-Plan):	In year one, staff would identify three or more processes and determine the type of evaluation necessary. In subsequent years any shortcoming in the indentified processes would be addressed.
What Measurable Outcome is anticipated for this goal?	Continuous quality improvement of Division Office processes.
What specific aspects of this goal can be accomplished without additional financial resources?	All aspects of this goal can be achieved without additional funding.

## 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.

No goal listed in this self-study requires additional financial resources.

7.1

Short Term Goal <input type="checkbox"/> Long Term Goal <input type="checkbox"/>		
GOAL NUMBER _____		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	N/A	N/A
Facilities	N/A	N/A
Equipment	N/A	N/A
Supplies	N/A	N/A
Computer Hardware	N/A	N/A
Computer Software	N/A	N/A
Training	N/A	N/A
Other		
Total Requested Amount	0	0
Describe how this resource request supports your ability to achieve your stated goal:		
What measurable program outcome(s) does the resource request address?		

7.2

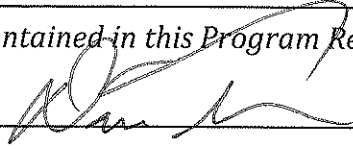
Short Term Goal <input type="checkbox"/> Long Term Goal <input type="checkbox"/>		
GOAL NUMBER _____		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel	N/A	N/A
Facilities	N/A	N/A
Equipment	N/A	N/A
Supplies	N/A	N/A
Computer Hardware	N/A	N/A
Computer Software	N/A	N/A
Training	N/A	N/A
Other		
Total Requested Amount	0	0
Describe how this resource request supports your ability to achieve your stated goal:		
What measurable program outcome(s) does the resource request address?		

## 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 Fullerton College Mission, Vision, Core Values and Goals are all fully supported by the Social Sciences Division Office. This self-study cites specific examples of the types and levels of support provided. The purposes, components, and staffing of the office are communicated in both a table and narrative. The Division Office strengths, weakness, opportunities and challenges are identified and one of the challenges serves as the foundation of a major goal of the office. An example of a meta-analysis of processes is provided along with an indication that more such evaluations of internal processes need to be conducted. Three Service Area Outcomes are indicated, each connected to one of the three primary customer groups we serve i.e. students, faculty & staff, and college administrators. Plans for the assessment of those Service Area Outcomes are established along with the criteria for determining our level of success at achieving them. Based on the analysis conducted in the first five sections of the self-study, two short-term and two long-term goals are established for the Division Office and action plans are provided which outline the process for attaining those goals. Since all four Division Office goals can be accomplished without new or additional funding, no requests for resources are made in this Program Review.

*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:*

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

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