



Non-Instructional Program Review 2015-2016

Vice President's Office, Instruction:

Date: 05/13/2016

• Program Review Non-instructional Cycle F 2015_Vice President of Instruction

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

Vice President's Office, Instruction

PR Section 1.0

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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:

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 areas of the College. The instructional areas include the divisions of Business, Computer Information Systems and Economic Workforce Development, Fine Arts, Humanities, Library/Learning Resources and Instructional Support Programs and Services, Mathematics and Computer Science, Natural Science, Physical Education and Athletics, Social Sciences, and Technology and Engineering. In addition, the Office of the VPI directs the Academic Computing Technology Services, Distance Education Office, Curriculum Office, and Catalog/Class Schedule Office.

Vision:

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.

Core Values and College Goals:

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.

PR Section 4.1 - 4.2

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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 VPI will collaborate with the College community and the external community in the further development of partnerships with FC's feeder high school districts.	At the end of every Spring semester.	Summer 2015	Summer 2015 and Fall 2015	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	In progress	In progress	Every semester	In progress

	changing program needs/demands.				
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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 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 of the programs developed between FC and our feeder high schools	Please see Addendum #1	Several High School Districts want to expand or implement the existing programs because of their success.
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.	Evaluate the correlation and efficiency between FTES generation and Extended Day Budget	In progress	In progress

PR Section 4.3 - 4.6

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4.3 - 4.6

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

After measuring the success of SAO #1, Fullerton College has been able to share their results with other high school districts, leading those who are currently in the program to request for an increase in offerings, and those who are not to request becoming a part of future SAO #1

activities.

Because SAO #2 has not been finalized yet (discussions continue at the District level), its effectiveness has not yet been analyzed.

4.4 What challenges remain to make your SAOs more effective?

The most important challenge regarding SAO #1 is the need to plan its activities at least nine months before they take place. When high school districts request an increase of participation or inclusion in SAO #1, the requests should be done in the Spring semester prior to the school year in which they wish to be included.

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

The VPI Office's SAO #1 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.

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

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

This office maintains an open door policy. Everybody is welcome to make an appointment with the VPI. Everybody feels that her/his opinions have been heard despite of the outcome.

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

We are going to maintain that policy because it creates a sense of respect, professionalism, and collegiality always necessary at an educational institution.

PR Section 6.0 SAP w/o Resource Requests

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Action Plans

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1	
Describe Strategic Action Plan: (formerly called short-term goal)	Institutionalization of the STEM Cohort program
List College goal/objective the plan meets:	<p>College Goal #1: Fullerton College will 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 degrees and certificates awarded Objective #4: Increase the number of transfers Objective #5: Increase the persistence rate of students</p> <p>College Goal #2: Fullerton College will reduce the achievement gap Objective #2: Increase retention rate of Hispanic and African-American students by at least 2% Objective #3: Increase success rate of Hispanic and African-American students by at least 2% Objective #4: Increase persistence rate of Hispanic and African-American students by at least 2%</p> <p>College Goal #3: Fullerton College will strengthen connections with the community Objective #2: Strengthen partnerships with local feeder high schools and universities</p>
Describe the SAP: (Include persons responsible and timeframe.)	<ul style="list-style-type: none"> • Create a map of the sequence of courses that the students may follow in order to successfully transfer to a variety of programs in 4-year colleges. (Spring 2016. Deans and faculty) • Work closely with the Outreach Office to recruit interested students from the feeder high school districts. (Every Spring and Summer, starting in 2016. Outreach Office) • Create boot camps to prepare the students before their first Fall semester starts. (Every Spring and Summer, starting in 2016. Outreach Office and faculty) • Create a series of supporting academic activities (tutoring, SI, study groups, etc.). (Every semester, starting in Fall 2016. Faculty) • Plan extra curricular activities to broaden their academic experience. (Every semester, starting in Fall 2016. Faculty)

What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • Number of students enrolled in the Cohort(s) • Percentage of successful completion of each course • Percentage of student persistence • Percentage of students who successfully transfer with STEM certification
What specific aspects of this SAP can be accomplished without additional financial resources?	

STRATEGIC ACTION PLAN # 2	
Describe Strategic Action Plan: (formerly called short-term goal)	Institutionalization of KinderCaminata
List College goal/objective the plan meets:	<p>College Goal #3: Fullerton College will strengthen connections with the community</p> <p>Objective #5: Increase engagement of the college with the community through college events, community service, and other partnerships.</p>
Describe the SAP: (Include persons responsible and timeframe.)	<ul style="list-style-type: none"> • Create a handbook with a detailed description of the previous organization of KinderCaminata (Fall 2015. Former KC coordinator) • Hire a temporary facilitator to help with the bulk of the organization. (Fall 2015-Spring 2016. Professional Expert) • Contact/recruit faculty leaders to advise and work in the KC committee. (Fall 2015-Spring 2016. Faculty and one Dean) • Contact elementary school districts and invite them to participate. (Fall 2015. Professional Expert) • Recruit departments/programs to offer workshops. (Fall 2015-Spring 2016. Faculty and Professional Expert) • Finalize the organization of the event. (Spring 2016. Faculty and Professional Expert) • After the event takes place, analyze the outcomes and decide about the future of the event. (Faculty, Dean, and Professional Expert)
What <i>Measurable Outcome</i> is anticipated for this SAP?	<ul style="list-style-type: none"> • 1800 kindergarten students and their families will learn about college and Fullerton College.

<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<ul style="list-style-type: none"> • Volunteers participation • Some of the workshops don't require funding

<p>STRATEGIC ACTION PLAN # 3</p>	
<p>Describe Strategic Action Plan: (formerly called short-term goal)</p>	<p>Increase the number of cohorts (2) in the Puente Program</p>
<p>List College goal/objective the plan meets:</p>	<p>College Goal #1: Fullerton College will 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 degrees and certificates awarded Objective #4: Increase the number of transfers Objective #5: Increase the persistence rate of students College Goal #2: Fullerton College will reduce the achievement gap Objective #2: Increase retention rate of Hispanic and African-American students by at least 2% Objective #3: Increase success rate of Hispanic and African-American students by at least 2% Objective #4: Increase persistence rate of Hispanic and African-American students by at least 2% College Goal #3: Fullerton College will strengthen connections with the community Objective #2: Strengthen partnerships with local feeder high schools and universities</p>
<p>Describe the SAP: (Include persons responsible and timeframe.)</p>	<ul style="list-style-type: none"> • Meet with the State Puente leadership. (Fall 2015. Faculty, deans, Director of Institutional Research and Planning, college President, and VPI) • Create the Fall 2016 schedule to include a second cohort. (Spring 2016. Faculty and deans) • Contact feeder high schools to identify high school Puente students in order to place them appropriately. (Spring 2016. Faculty, Outreach Office, Director of Institutional Research and Planning, and VPI)

	<ul style="list-style-type: none"> • Accommodate high school Puente students who place higher than ENGL 100. (Spring 2016 and Fall 2016. Faculty, deans, and VPI) • Schedule a “critical thinking” course for a third semester. (Spring 2016, Fall 2016. Faculty, deans, and VPI) • Collaborate with State Puente leadership to explore a STEM Puente Program following the model implemented in Texas. (Spring 2016, Fall 2016. Faculty, deans, Director of Institutional Research, and VPI)
<p>What <i>Measurable Outcome</i> is anticipated for this SAP?</p>	<ul style="list-style-type: none"> • Participant students will have at least 2% higher rate of retention, success, and persistence. They will graduate and transfer in larger number than the average. The achievement gap for this group will disappear.
<p>What specific aspects of this SAP can be accomplished without additional financial resources?</p>	<ul style="list-style-type: none"> • English and counseling sections. • Training of faculty.