



FULLERTON COLLEGE

ELEVATING.
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Administrative & Operational Services

2022 - 2023 Self-Study

Four-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 by consensus of the department/office staff involved in the self-study.

Participants in the self-study

José Ramón Núñez
Jayme Padilla

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.

José Ramón Núñez

Printed name of Principal Author

Signature

VPI

Title

Jan 6, 2023

Date

José Ramón Núñez

Printed name of Department Manager

Signature

Title

Jan 6, 2023

Date

Dr. Monte Perez

Printed name of Dean or
Immediate Management Supervisor (IMS)

[Monte Perez \(Jan 6, 2023 12:17 PST\)](#)

Signature

President

Title

Jan 6, 2023

Date

1.0 Mission and Goals

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 advancing student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational growth, certificates, associate degrees, and transfer. The Office of the Vice President of Instruction fosters a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members 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 Distance Education Office, Curriculum Office, and Educational Partnerships/Dual Enrollment and Class Schedule Office.

Vision:

The Office of the Vice President of Instruction supports Fullerton College's Vision of transforming lives and inspiring positive change in the world 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.

2.0 Department/Office /Data & Trends Analysis

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

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 is also the Accreditation Liaison Officer (ALO). The staffing of this office consists of the Vice President of Instruction, the Executive Assistant II, and the Curriculum Specialist.

2.2 Staffing – complete the table below. Please list the total number of personnel in each type of position in the department/office. Within each classification in the first column, please list the position titles. For confidentiality, **do not** include the names of any people in the position.

CURRENT STAFF

- 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 are adequate.

- 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 recommendations 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 issues. The Council also serves as an advisory body for the President's Advisory Council (PAC) and President's Staff. The Deans' Council makes recommendations 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 several committees on campus including the President's Advisory Council, Program Review Committee, Planning and Budget Steering Committee, Curriculum Committee, SLOA Committee, and Institutional Research Committee. The VPI is a member of or regularly attends several District committees and/or workgroups including the District Curriculum Coordinating Committee, District Academic Council, District Equivalency Committee and District Institutional Effectiveness Coordinating Council. 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, 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. For the past four years this has included involvement in the expansion of the Strong Workforce Initiative and Perkins funded activities, the institutionalization of the Title V Grant by creating the Dual Enrollment Office, and the support of multiple outreach initiatives in close collaboration with the VPSS office.

Each semester the Office of the VPI collaborates 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 of 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 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 most important changed that this office has experienced is the enormous drop in enrollment from fall 2019 due to the pandemic. The college lost around 29% of FTES by fall 2021.

In addition, since 2019, this office has been able to institutionalize the goals of the Title V Grant by the creation of the Dual Enrollment Office, which also supports several partnerships with outside organizations.

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

The VPI Office has followed closely the impact of AB 705 and the upcoming AB 1705 in collaboration with the Math Department. In addition, the development of new approaches by ACCJC has affected the work of the AOL, which currently falls in this office. Currently, this office oversees the Internship Program. A future challenge will be the development of an Apprenticeship Program.

- 2.8 Provide any other data that is relevant to your self-study, for example, if you collected data to assess an outcome.

N/A

3.0 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

- 3.1 Based on your analysis in 2.1 through 2.8, what are the strengths of your department/office?

The most important strength of the VPI Office is the ability to respond quickly, efficiently, and effectively to requests and challenges provided by the Chancellor's Office, the State Department of Education, and the social trends, like the pandemic, that affect the population we serve.

- 3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your department/office?

This office provides guidance and feedback to all academic programs, to the Curriculum Committee, and the Distance Education office. This guidance is provided by the VPI. The deans and

directors are experts in their areas. Distance Education and Curriculum report directly to the VPI. Fullerton College should start thinking of assigning these two areas to a dean level manager that could provide guidance, so the VPI will not be the only manager with the expertise to provide support for them.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your department/office?

We are increasing the collaboration with both outside educational and entrepreneurial entities. We are confident that these agreements will help Fullerton College to increase enrollment in the future.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your department/office?

In order to increase enrollment, scheduling is a critical tool. This office needs to guide department and divisions to be flexible by observing enrollment trends and modifying schedules to meet student demand.

4.0 Outcomes Assessment

Note: Sections 4.8 and 4.9 are new. Please review before filling out your outcomes tables below.

4.1 List your outcomes and complete the expandable table below.

	What are your program outcomes?	When was the Assessment completed?	When did you analyze the data?	When were the changes made?	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.	After the end of every Spring semester.	2016-17, 2017-18, 2018-19, 2019-20, 2020-21, 2021-22	2016-17, 2017-18 Institutionalization in 2019-2020	Two cycles. Outcome fully achieved in fall 2019.
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.	Fall 2020	2015-16, 2016-17, 2017-18, 2018-19, 2019-20, 2020-21	2015-16, 2016-17, 2017-18 New implementation of budget allocation in Fall 2020	Two cycles. Outcome fully achieved in 2020-21.
3.	The VPI will collaborate with department and divisions to create schedules that will increase enrollments and FTES generation.	New	New	New	New

4.2 Assessment: Complete the expandable table below.

	Intended Outcomes	How will you determine if the outcome is met?	How will you collect the data?	Can this data be disaggregated at the student level?	What will the results show?
1.	Expansion of partnerships with FC's feeder high school districts.	The expansion has generated the creation of the Educational Partnership Office/Dual Enrollment	The Dual Enrollment Office has collected the data and presented it in its PR Report	It is disaggregated at the student level by the Dual Enrollment Office.	The expansion was so successful that FC created an office to handle its activities.
2.	Creation of an allocation/planning mechanism in order to generate intended FTES while serving the needs of the student population	We would have compared FTES generation and "extended day" budget allocated by the district. NOCCCD change the model of budget allocation for each college.	The new budget allocation by college has changed the "extended day" funding model.	No.	There is a new budget allocation model by college. This outcome has become obsolete.
3.	The VPI will collaborate with department and divisions to create schedules that will increase enrollments and FTES generation.	We will record enrollments and FTES generation every term: summer, fall, and spring.	The data is collected with the help of the Institutional Effectiveness Office	Yes.	We expect to grow our FTES at least 2% every academic year for the next four to six years
4.					

4.3 How has assessment of outcomes led to improvements in services provided to students by this program?

The creation of a Dual Enrollment Office has permitted control more effectively the offerings of classes to our high school student population. It is now a more comprehensive and successful program.

When the District changed the budget allocation, SAO #2 became obsolete because the college controls the funding of class offerings.

4.4 How has assessment of outcomes led to improvements in student learning and achievement?

A more comprehensive Dual Enrollment program at our feeding high schools provides the opportunity of experiencing college instruction for a large segment of the population that otherwise would not been considering attending college. This experience might encourage them to continue with their academic journey in higher learning education.

4.5 What challenges remain to make your department/office outcomes more effective?

The mayor challenge that faces this office and the college in general is the drop in enrollment. We are confident that we will be able to turn this trend.

- 4.6 Describe how the department's/office's outcomes are linked to [college goals](#).

The new outcome "The VPI will collaborate with department and divisions to create schedules that will increase enrollments and FTES generation" is linked to Goal 1: Promote success for every student (and all its four objectives) and Goal 2: Cultivate a culture of equity by creating a schedule of classes that welcomes all students and meets all their academic and personal needs.

- 4.7 Describe how the department's/office's outcomes support the achievement of the [institution level SLOs](#).

Students will be able to complete their educational goals by enrolling in the classes necessary to achieve them. After their academic journey, they will have "learned competency" in most of the ISLO areas.

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

N/A

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

N/A

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

N/A

- 4.9 At least one outcome listed in 4.1 should address the following:

- A. List the outcome that focuses on individual student learning or actions.

SAO #3 The creation of schedules that will increase **enrollments** and FTES generation.

- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.

SAO #3 The creation of schedules that will increase **enrollments** and FTES generation.

- C. Identify a process for using outcome assessment data to improve your department's/office's services.

SAO #3 The creation of schedules that will increase enrollments and FTES generation.

D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).

SAO #3 The creation of schedules that will increase **enrollments and FTES generation**.

4.10 Outcomes Equity Analysis

A. Looking at the one outcome from 4.9, do you find significant differences by race, ethnicity, gender, and other categories? Describe here what the data shows. What strategies will you use to close the attainment gaps among groups of students? What kinds of professional learning would help?

When we assess the new SAO #3, we will examine enrollments by race, ethnicity, gender, and other categories.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

5.1 List the strategic action plans from your last self-study/program review.

SAO #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.

SAO #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.

5.2 Describe the level of success and/or progress achieved in the strategic action plans listed above.

SAO #1 was so successful that the college created the Dual Enrollment Office to take care of this area.

SAO #2 became obsolete when the district changed the budget allocation for each college. Since then, we are in complete control of the budgets and the "extended day" funds are not overspent every year because they are properly allocated.

5.3 How did you measure the level of success and/or progress achieved in the strategic action plans listed above?

Please see 5.2.

5.4 Provide examples of how the strategic action plans in the last cycle contributed to the continuous quality improvement of your department/office.

Please see 5.2.

5.5 In cases where resources were allocated toward strategic action plans in the last cycle, how did the resources contribute to the improvement of the department/office?

N/A

5.6. If funds were not allocated in the last review cycle, how did it impact your department/office?

N/A

6.0 Strategic Action Plans (SAP)

Using the tables below, list the strategic action plans (SAPs) for your program. These plans should follow logically from the information provided in the self-study. Use a separate table for each SAP.

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Increment FTES generation by 2% every year by creating a flexible schedule that meets the needs of the students	
List College goal/objective the plan meets:	College Goal #1: Promote success for every student Objective #1: Create a clear pathway for every student Objective #2: Enhance workforce training opportunities Objective #3: Improve student critical thinking skills Objective #4: Increase completion of courses, certificate and degree programs, and transfer-readiness Objective #5: Encourage completion of degrees for students enrolled in Career Technical programs	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	A schedule of classes that responds to student trends will permit increasing enrollment because will meet student needs. Faculty, department coordinators, deans, and VPI are responsible for creating such schedule. Every academic year FTES will grow by at least 2% starting in 2023-2024.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	2% FTES growth from 2022-23 to 2023-24, and consecutive years.	
What specific aspects of this SAP can be accomplished without additional financial resources?	This increase in enrollment does not require additional financial resources because fill rates are at 87% and there is room to grow.	
If additional financial resources would be required to accomplish this SAP, please complete the section below. Keep in mind that requests for resources must follow logically from the information provided in this self-study.		
Type of Resource	Requested Dollar Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount		

7.0 Long Term Plans

Describe the long-term plans (four-six years) for your program. Please consider future trends in your narrative. Identifying financial resources needed for these plans is optional.

The above-described SAP will also be considered a long term plan since we expect enrollment growth to be a goal for the next four to six years.

7.1 Describe in detail your need for additional resources as listed above (if applicable)

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 the Dual Enrollment Office.

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.

SAO #1 was very successful and led to the creation of the Dual Enrollment Office. SAO #2 became obsolete when the district changed the budget allocation model for the colleges. SAO #3 is new and will be reviewed in the new cycle. The SAP #1 "Increment FTES generation by 2% every year by creating a flexible schedule that meets the needs of the students" is also a long-term plan for the VPI Office.

9.0 Publication Review

Fullerton College is committed to assuring integrity in all representations of its mission, programs, and services. As such, during the program review self-study process departments/offices are required to document their publications (websites, brochures, magazines, pamphlets, etc.) that are used to promote programs and services to the campus community and community at-large. This review should specify when the publication was last reviewed, if the information in the publication is accurate, and if the information correctly represents the college's mission, programs, and services.

Information on the college's graphic standards is available here: <http://news.fullcoll.edu/campus-communications/web-help/graphics/>.

In the far right column please provide the URL where the publication can be accessed. If it cannot be accessed via the Internet, please provide a sample of the publication with your program review self-study. If you have any questions about what type of publication should be included, please contact Lisa McPherson, Director of Campus Communications at lmcpheron@fullcoll.edu.

For publications that you have identified as inaccurate, please provide the action plan for implementing corrections below.

Publication	Date last reviewed	Is the information accurate?	URL of publication

Routing & Response Page

Originator → IMS → Program Review Chair → Appropriate President's Staff Member

Originator: *Electronically submit completed Program Review to Division Dean/IMS for review.*

Appropriate Immediate Management Supervisor (IMS): *Select one and provide response if necessary. Forward electronically to appropriate Vice President's Office.*

RESPONSE

Monte E. Perez

Interim President

01/05/2023

Printed name of IMS

Title

Date

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 explanation):

Appropriate President's Staff Member: *Print Program Review, sign, and route both hard copy and electronic version to Program Review Chair.*

ACKNOWLEDGING RECEIPT

Monte E. Perez


Monte Perez (Jan 6, 2023 12:17 PST)

Interim President

01/06/23

Printed Name

Signature

Title

Date



Fullerton College Mission Statement

MISSION

Fullerton College advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

VISION

Fullerton College will transform lives and inspire positive change in the world.

*Approved by Fullerton College
President's Advisory Council and
accepted by President Schulz
May 2017.*

VALUES

Community

We promote a sense of community that enhances the well-being of our campus and surrounding areas.

Diversity

We embrace and value the diversity of our entire community.

Equity

We commit to equity for all we serve.

Excellence

We honor and build upon our tradition of excellence.

Growth

We expect everyone to continue growing and learning.

Inclusivity

We support the involvement of all in the decision-making process.

Innovation

We support innovation in teaching and learning.

Integrity

We act in accordance with personal integrity and high ethical standards.

Partnership

We work together with our educational and community partners.

Respect

We support an environment of mutual respect and trust that embraces the individuality of all.

Responsibility

We accept our responsibility for the betterment of the world around us.