



# FULLERTON COLLEGE

ELEVATING. EXCELLENCE.

## Administrative & Operational Services

### 2022 - 2023 Self-Study

#### Four-Year Program Review Template

#### Office of Institutional Effectiveness

#### President's Office

#### 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

Daniel Javier Berumen, Director of the Office of Institutional Effectiveness

#### 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.

Daniel Javier Berumen

Director, OIE

1/7/2023

Printed name of Principal Author

Signature

Title

Date

NA

NA

NA

NA

Printed name of Department Manager

Signature

Title

Date

Cynthia Olivo

President

01/20/2023

Printed name of Dean or  
Immediate Management Supervisor  
(IMS)

Signature

Title

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.

### Vision

The Office of Institutional Effectiveness (OIE) supports the formulation of performance indicators and the collection and dissemination of data and analysis which promotes inquiry, institutional improvement, and student success. Its work is focused on creating a student-ready institution.

### Mission:

OIE supports the College mission through the development, evaluation, and dissemination of qualitative and quantitative research to internal and external clients. The primary use of this research for internal clients is to assess practices related to program completion, and to identify effective uses of resources. The primary use of this information by external clients is for general information and accountability.

The College's new mission, which has been recently approved by campus governing bodies, identifies the need to "dismantle oppressive institutional structures to achieve educational justice." OIE is a critical resource in identifying policies and practices that create barriers to student success. OIE has helped administrators and faculty create a student-centered institution by providing research and data to support the implementation of AB705, as well as the development and implementation of the Guided Pathways framework and the Student Equity Plan.

### Core Values:

The College's Core Values provide a framework for how OIE communicates and works with the campus community. The updates to the College's core values that were completed along with the updated mission, include a cluster on "Access". This is exemplified in the work OIE does to support Student Equity and Achievement (SEA) through the alignment of this data in institutional planning, the work it does supporting faculty in identifying and addressing disproportionate impact through the Data Coach program, and the regular support it provides Student Services programs that support marginalized groups on campus. OIE exemplifies "Community" values by collecting data on students' sense of belonging and mattering and supporting the inclusion of this data into various planning efforts. Finally, the third cluster "Learning", includes new language that best exemplifies our work: "*we encourage each other to ask questions that drive further inquiry, research, and experimentation.*"

### College Goals:

OIE's work to support faculty aligns with Goal #1 (Promote Success for Every Student), and its SEA, Guided Pathways, and Data Coach work aligns it with Goal #2 (Cultivate a Culture of Equity). OIE helps develop the College's goals and regularly evaluates its progress in meeting them, a key component of Goal #4 (Commit to Accountability and Continuous Quality Improvement). OIE does support the Dual Enrollment program at the College, by providing evaluation and data support to Fullerton College and K-12 partners, which align, to a certain extent, with Goal #3 (Strengthen Connections with Our Community).

## 2.0 Department/Office /Data & Trends Analysis

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

The mission of OIE is: *To promote a culture of inquiry through the exchange of timely, relevant, and accurate information with the college community to ensure continuous improvement in student success and institutional effectiveness.*

OIE is currently comprised of a director, three senior research and planning analysts, and one professional expert. The director sets the vision of the office, manages the day-to-day research and planning activities, and attends committee and ad hoc meetings as a resource on topics of research and planning. The analysts handle the day-to-day requests, as well as develop new tools and techniques for the office and the College as a whole. While the analysts have general areas of focus (which may be tied to funding) they are encouraged to participate on projects that span the different areas of the College.

The professional expert was hired to help the office complete projects related to enrollment and re-engagement. The position is being funded with monies that became available after the office's Administrative Assistant left in August 2022.

### 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                                 |  |                          |                                     |  |              |
|---|--|--------------------------|-------------------------------------|--|--------------|
| Classification<br>(Include position titles)   | # Of staff<br>in each<br>position<br>title | Percent of<br>employment | Months per<br>year of<br>employment | Source of<br>funding<br>(General /<br>Categorical) | FTE          |
| <b>Managers</b>                               |  |                          |                                     |  |              |
| Director, Institutional Research and Planning | 1  | 100%                     | 12                                  | General  | 1            |
| <b>Classified</b>                             |  |                          |                                     |  |              |
| Senior Research and Planning Analyst          | 2  | 100%                     | 12                                  | General  | 2            |
| Senior Research and Planning Analyst          | 1  | 100%                     | 12                                  | Categorical  | 1            |
| <b>Professional Experts</b>                   |  |                          |                                     |  |              |
| Professional Expert                           | 1  | 37.5%                    | 10                                  | General  | .375         |
| <b>Total FTE</b>                              |  |                          |                                     |  | <b>4.375</b> |

### 2.3 Other Resources

Not applicable.

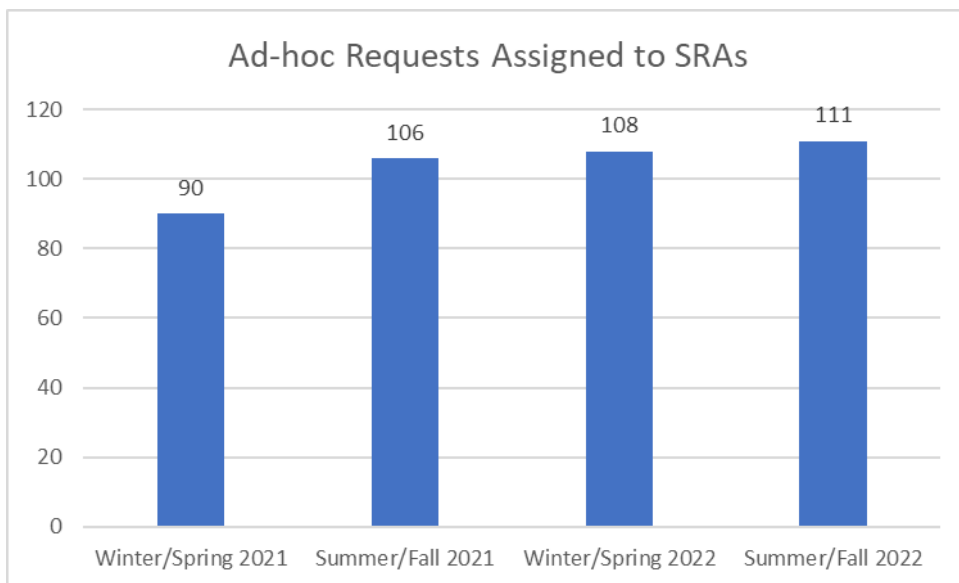
### 2.4 Utilize the data provided in the tables above in a discussion of the appropriateness of the staffing levels of this department/office.

In 2019, the office had one director, four Senior Research and Planning Analysts, and one administrative assistant, for a total FTE of 6. That size/structure compared favorably to other similarly sized colleges in the area, including Cerritos College (one manager, four permanent researchers, one administrative assistant, and 6 hourlies), Chaffey College (two managers, five researchers, one administrative assistant), El Camino College (one manager, six researchers), and Orange Coast College (one manager, six researchers).

Currently, the office only has 4.4 FTE, as it lost one Senior Research and Planning Analyst (who left the College after serving as interim director for two years), and one Administrative Assistant II who left prior to the start of the Fall 2022 term.

OIE’s 2018 self-study indicated that the office managed about 80 ad-hoc requests per term. Data from OIE’s Research Request Database, which is used to track all incoming requests, indicates that projects assigned to the Senior Research Analysts (SRAs) have climbed steadily during the last four terms. These numbers do not include any committee work and internal office commitments.

Table 1. Ad-Hoc Request by Term



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

The Office of Institutional Effectiveness:

- Assists the president, senior administrators, management, educational committees and faculty and staff in their planning and assessment activities.
- Serves as a primary contact with state and federal agencies with respect to information reporting.
- Responds to internal and external information requests.
- Produces educational and organizational studies and reports.
- Develops and maintains a cycle of regular Fullerton College studies, reports and databases to support recurring decision needs of the college.
- Serves as a reliable source for comprehensive and authoritative information about Fullerton College.

- Oversees Fullerton College responses to national, state and local statistical surveys, questionnaires and other requests for data or information.
- Serves as a resource for techniques of institutional research, research methodologies and the design and execution of information systems.

OIE staff serve as a general resource for assistance with survey design, database design, data analysis, student learning outcomes assessment and special studies on the implementation and outcomes of programs and services. Since the start of the COVID-19 pandemic, OIE has leveraged the team's technical skills to support the campus with projects that are somewhat outside of its scope. For example, when campus services were moved to a remote environment, OIE developed and maintained sign up forms for the Drive-Thru Food Bank, the Laptop/Device Lending Program, and Hornets Tutoring.

In addition, OIE has significant responsibilities to committees on campus. For example, the director of OIE is co-chair of the Institutional Integrity Committee, the Planning and Budgeting Steering Committee, and chair of the Institutional Review Board. They are also a resource member on the Program Review and Planning Committee, Deans Council, Presidents Advisory Committee, and the Accreditation Steering Committee. OIE staff are resource members of the Campus Diversity Committee, the Guided Pathways Steering Committee, the Student Equity and Achievement Committee, and the Sustainability Committee. In 2022, OIE was also involved in various short-term committees, including the DEIA Taskforce, the Enrollment and Re-Engagement Workgroup, and the Strategic Enrollment Management Workgroup.

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

The primary planning document for the California Community College Chancellor's Office's (CCCCO), the [Vision for Success](#), has necessitated major changes at the College that directly impact the work of OIE. Primarily, the plan sets ambitious targets for various student success metrics and has tied those to both general funding (Student Centered Funding Formula), and grant funding (Guided Pathways and Student Equity and Achievement). Implementation of practices to meet those targets has required significant OIE resources. OIE has had to modify its assessment and evaluation practices to align practices with the Vision for Success. To address racial equity gaps, it has had to support difficult conversations around classroom practices, while being respectful of academic freedom and shared governance.

As programs work to engage with students more directly and effectively, the office has seen a significant increase in requests for student contact information. For example, it now regularly provides contact lists to Umoja, the Transfer Center, Educational Partnerships for its Disney/Guild Program, the FC Food Bank, the Promise Program, FYE, and STEM SLC among many others.

Finally, the College, as with institutions across the nation, has seen significant drops in its enrollments since the start of the pandemic. Duplicated enrollments in Fall 2022 were down 26% compared to Fall 2019. While strategic financial decisions by Administrative Services at Fullerton College and the District have placed the College in a stable financial position, the "hold harmless" provisions that maintain funding levels from 2019 are set to expire in the next few years. The enrollment drop in conjunction with expectations from the [Legislative Analyst Office](#) of a state budget shortfall create a need to improve the College's strategic enrollment management. OIE has been asked to provide data and planning support for enrollment and re-engagement, including participating in committees and taskforces, as well as drafting the collegewide 2023-2027 Enrollment and Re-Engagement Plan.

Beginning in the 2022-2023 year, the OIE director was also tasked by district leadership to be the point-person for the review and submission of the College's 320 Apportionment Attendance Report. This task

had lived with the Dean of Enrollment Services. The submission of this report requires OIE to be directly involved in the technical aspects of how courses are scheduled, including regularly reviewing the way data is inputted into Banner. In addition, this task requires providing regular updates to the Vice President of Instruction and Division Deans. These are highly technical reports which are due three to four times a year. The majority of the College's funding is based on this reporting, and any errors may trigger auditing by the state. OIE was given this responsibility without any additional personnel or resource support.

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

Much of what the office produces for external entities is regulated by legislation or policy. The Accrediting Commission for Community and Junior Colleges requires colleges to analyze and make accessible data under certain specifications that necessitate OIE to review and modify its analysis of student achievement data to meet updated standards. Institutions are required by federal regulations to submit data to the National Center for Educational Statistics three times during the year for the Integrated Post-Secondary Education Data System (IPEDS). This data includes enrollments, completions, and graduation rates. OIE reviews data for all three submissions, addresses errors, and provides context for changing trends. Similarly, colleges are required to submit data to the California Community College Chancellor's Office Management Information System. This data is not only used to populate public facing dashboards but is used for funding purposes. As such, OIE must review any policy changes, and work with District IS and departments on campus to collect and report that data accurately. OIE also manages the College's Institutional Review Board (IRB), which is regulated by the Office of Health and Human Services and necessitates regular updates on its processes and procedures. Finally, changes in FERPA and laws related to how institutions handle personally identifiable information influence how OIE accesses data from the district.

Outside of federal and state regulations, OIE and the College as a whole, have to contend with technological changes. In its last self-study, OIE discussed the heavy investment it made in data visualization software and hinted that a new job description for a Data Scientist position could be a possible solution to advance the work of the office as the need for personnel with expertise in the area has grown. This is still true today, as the software has grown more advanced, and requests from programs for individualized dashboards have increased significantly. OIE staff have to continually stay up to date on these changes in order to meet demand.

Similarly, with the advent of cloud technology, the data and analytics industry has begun to develop new standards for the process of data acquisition, analysis, and dissemination. Increasingly, tools for data analysis, visualization and machine learning are being imbedded together with data sources on cloud providers such as Amazon Web Services (AWS), Azure and Google. Tools such as SQL, R, and Python are now standard in most organizations. Recently, District IS moved Banner databases to AWS. There are also plans to configure a research database/ Data warehouse on AWS as well, which would allow researchers more flexibility for building data products and automated data pipelines. OIE will need to invest in trainings and software to stay up to date with these changes.

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

No other internal data is currently collected by the office.

### **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?**

In the previous self-study, OIE listed as a weakness that there were “pockets of the campus that continue to maintain skepticism of the validity of the data or intentions of personnel”. OIE has since turned its relationship with the campus into a strength. It has developed multiple projects in collaboration with faculty and staff that empower and engage practitioners and create spaces to have thoughtful discussions about student success data. Specifically, in 2021 it developed a local Data Coach program, in which faculty were provided training on accessing, using, and discussing data with their peers. In the summer of 2021, it coordinated the Survey Inquiry Group, which consisted of over 40 employees engaging with student survey data to provide collegewide recommendations for improvement. In the spring/summer of 2022, it worked with Academic Senate and Guided Pathways leadership to establish a faculty-led focus group project aimed at identifying ways to improve the sense of belonging and mattering of students at the College. These projects helped to better connect the work of OIE with the campus community and provided faculty an opportunity to leverage their skills in improving institutional effectiveness.

Finally, the office has gone through multiple changes in leadership since the last self-study, both within the office and the college. But a key strength is that it has maintained the services of multiple talented, respected, and hardworking analysts. These analysts have a wealth of information about the College, its employees, and our students and are a major resource for the campus and district.

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

OIE has been very responsive to ad hoc requests from the College community, and continually meets reporting deadlines mandated by federal or state government agencies. But these requests tend to focus on immediate issues or questions, generally have a very short turnaround time, and tend to come at regular intervals. This workload creates an “assembly line” approach wherein analysts are tasked with completing projects as fast as possible, without the opportunity to invest time developing and implementing long-term projects. In addition, when projects require short-turnaround times, or when analyst have to work on too many projects at once, the way in which the data is delivered suffers. Rather than visually striking and/or in-depth analysis, many times output is done with simple tables and graphs in excel or word. As such, the office needs to identify a way to meet these immediate reporting needs, while still allowing time for the analysts to test out or “incubate” new ideas, products, and solutions that may have more beneficial long-term effects on the College.

Additionally, the CCCCCO has suggested that colleges take a more race-centric approach to planning in order to address persistent equity gaps amongst our Black and Latina/o/x students. While OIE has been involved heavily in the development of our local plan, racial equity work requires a very specific skillset. The team does not currently have enough knowledge or experience to do this work comprehensively, and as such needs to identify ways to improve the skillset of the current team, and/or onboard folks who have this skillset.

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

OIE plans to build on the work it has done collaborating effectively with the College community to continue to meet its mission. The initial successes of the Survey Inquiry Group and Focus Group projects provide an opportunity to institutionalize this work moving forward. OIE has also been behind other offices in providing more digestible products/outputs. There is an opportunity to spend some time learning and using graphical design products to create attractive 1–2-page visualizations. The use of “infographics” can help improve engagement with data amongst employees.

Similar to the success of the Tableau software implementation, the advances in the Banner system noted in 2.7, and the implementation of the Starfish Software, create opportunities to develop new practices and programs to automate a lot of its work.

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

In general, good inquiry work begets more inquiry, as new questions are developed and as more people become empowered to ask them. OIE has had to manage increases in ad-hoc requests, the addition of critical reporting requirements (e.g., 320), while losing critical staff. The office will need to continue to identify ways to manage workflows and meet the demands of a changing College landscape.

Including the student voice in the planning process of the College means developing and administering surveys for the campus to review that contain significant sample sizes. During COVID-19 and the move to a remote learning environment, survey response rates were relatively high. For example, the National Assessment of Collegiate Campus Climate Survey administered in fall 2020 received over 2,400 responses (13% response rate). A survey administered in fall 2021 to identify student modality preferences received over 2,600 responses (15% response rate). Since then, survey response rates have dropped considerably. For example, the online version of the Survey of Entering Student Engagement (SENSE) which was sent to about 800 students in October 2022 had a response rate below 4%; a counseling survey administered collegewide in November of 2022 received less than 800 responses (<5% response rate).

The number of college-wide, division, and program surveys being created and emailed to students may be creating, or risks creating, “survey fatigue” amongst the student population. A lack of engagement with survey invitations may be compounded by the number of emails being sent by faculty and programs (as referenced in 2.6). Reversing this trend is critical to OIE’s work.



## 4.0 Outcomes Assessment

### 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 Office of Institutional Effectiveness will respond to internal and external research requests in a timely manner, with, if necessary, a scheduled time for consultation and discussion of the request, an estimated time of project completion, and documentation of the request | End of each academic year 2018-2022 | End of each academic year 2018-2022 | Summer 2022                 | 4 cycles                   |
| 2. | Personnel from OIE will be available as resource members, upon request, for consultation time in association with the original request and its formulation, and for consultation time after completion of the request for analysis and evaluation of the research results.           | End of each academic year 2018-2022 | End of each academic year 2018-2022 | Summer 2022                 | 4 cycles                   |

### 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. | The Office of Institutional Effectiveness will respond to internal and external research requests in a timely manner, with, if necessary, a scheduled time for consultation and discussion of the request, an estimated time of project completion, and documentation of the request. | Review of Request Database                          | Online request form + Manual updates to Request Database by Analyst | Not Applicable                                       | Count of projects completed and time to completion |
| 2. | Personnel from OIE will be available as resource members, upon request, for consultation time in association with the original request and its formulation, and for consultation time after completion of the request for analysis and evaluation of the research results.            | Review of Request Database/Discussion with Analysts | Online request form + Manual updates to Request Database by Analyst | Not Applicable                                       | Count of projects completed and time to completion |

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

OIE does not directly serve students.

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

Improvements in the delivery of OIE's work only have an indirect effect on student learning and achievement. As noted in this self-study, OIE supports programs that work directly with students. Meeting our outcomes does mean that faculty, staff, and administrators are receiving meaningful support in improving learning and achievement, but assessments of those outcomes, and the recognition of those successes, should live within those programs.

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

Administrative support is needed to help better maintain our internal research request database. During the Fall 2022 term, each analyst was tasked with updating and keeping track of projects in the database. Analyst's relationships on campus mean that many of their request do not go through the research request form but are done through direct communications (e.g., Email or text). This creates challenges in trying to document the work. Re-filling the vacant Administrative Position will help us better track projects, include meaningful data in the database, and initiate follow-up surveys of our users.

**4.6 Describe how the department's/office's outcomes are linked to college goals.**

OIE's outcomes, which have been consistent for two cycles, get at the core of what OIE does; meaningfully support the campus to improve institutional effectiveness. At the most basic level, the two outcomes are aligned with Goal #4 (Commit to Accountability and Continuous Quality Improvement), as they are measures of quality, and completion of these outcomes supports accountability on the campus as a whole. More indirectly, being able to provide effective support to faculty and staff aligns with Goal #1 (Promote Success for Every Student).

**4.7 Describe how the department's/office's outcomes support the achievement of the institution level SLOs.**

Similarly, OIE has an indirect effect on the achievement of institutional level SLOs (ISLOs), through its support of faculty and other employees in the improvement of services and instruction. For example, OIE was granted access to ILO and SLO data in Spring 2022 and identified a number of technical issues with the way the data was being entered into the eLumen system. Bringing to light these issues and gathering support of key committees (including Accreditation Steering Committee) has led to a push to increase the number of assessments the College is completing during this cycle. That practice will provide additional data to review, which will support faculty in improving practices to improve outcomes.

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

OIE reviews its requests in the database regularly and uses it to measure how effective it is in meeting its deadlines. The OIE Director meets regularly with staff to review and discuss requests, and this data is used in evaluations and plans for professional development.

In the previous cycle, OIE committed to regularly collecting data to assess how its effectively interacting with the campus community. That goal was not accomplished. OIE commits to creating an instrument to assess user satisfaction moving forward.

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

The results indicate that OIE responds to requests effectively; completing all requests that are submitted and meeting mutually agreed upon deadlines. In some instances, projects deadlines were extended, but a review of these instances indicates that requesters were consulted on the changes.

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

OIE reviews the request database to identify repeat projects in order to brainstorm techniques to automate work. For example, OIE received regular requests from the Promise program to identify progress their cohorts are making within a term. OIE developed a Tableau dashboard that updates automatically and provides data to the Promise director on how many students, in that exact moment, are meeting key metrics (Enrollment in math or English, unit load, etc.)

OIE staff have leveraged professional development opportunities to advance their understanding of programming languages, particularly SQL. Learning how to write code that is easy to read and efficient means that OIE is able to re-run queries with minimal edits. These practices, which are generally found in Information Technology offices, has helped improve OIE's ability to address requests.

**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.**

This question is not directly applicable to OIE, as it supports other areas in creating and measuring, and disaggregating outcomes.

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

This question is not directly applicable to OIE, as it supports other areas in creating and measuring, and disaggregating outcomes.

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

This question is not directly applicable to OIE, as it supports other areas in creating and measuring, and disaggregating outcomes.

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

This question is not directly applicable to OIE, as it supports other areas in creating and measuring, and disaggregating outcomes and building dashboards to support this work.

**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?**

This question is not directly applicable to OIE, as it supports other areas in creating, measuring, and disaggregating outcomes.

## **5.0 Evaluation of Progress Toward Previous Strategic Action Plans**

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

OIE developed four strategic action plans (SAPs) for its previous self-study.

1. Creating a quick feedback loop to be responsive to campus needs
2. Fully implement Tableau functionalities
3. Create a Data Driven Campus
4. Raising the Volume of the Student Voice

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

The office is responsive to request from the campus community, and a review of the data collected in the research request database indicates that it continually meets its deadlines. That said, SAP #1 was not successfully completed as it indicated a need to create a “feedback” loop between the campus and OIE. An instrument has not been developed.

Since the last study, the office has been able to fully implement Tableau tools and currently has about 30 active Tableau dashboards available to the campus (along with a number of “archived” dashboards). OIE has been able to work successfully with District IS to connect Tableau dashboards with our Banner system to create dashboards that refresh automatically and securely. There are currently 183 active Fullerton College Tableau users.

Efforts to create a Data Driven Campus are still ongoing, although progress has been made. The office has leveraged Tableau dashboards to integrate data into planning processes at the College. For example, for the 2021 Instructional Program Review cycle, OIE created the “Appendix A” dashboard which provided meaningful enrollment and success data for each program. In an attempt to help programs complete questions around their Equity work, the dashboard contained a number of disaggregated data tables, and included indicators of disproportionate impact (DI). As the College was developing its 2022-20225 Student Equity and Achievement Plan, OIE created a dashboard that was used to identify groups to target for support. OIE’s Enrollment Management Dashboard, which provided day-over-day enrollment updates, was so popular amongst Fullerton College leadership, that the code and structure of the dashboard was used to develop a district-wide version.

Efforts to increase the Student Voice in planning efforts were slow to start but picked up significantly over the last two years with the implementation of the Survey Inquiry Group and the faculty focus groups mentioned previously. That said, both projects were funded as one-off events, and future activities are pending.

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

OIE reviews its research request database as part of regular operations. Tableau keeps a running tab of active users, which was used to identify how many Fullerton College employees regularly use the software. The other SAPs were evaluated through office discussions. In the future, an OIE user survey needs to be developed to include feedback from requesters.

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

The Data Coach program, an activity to meet our third SAP, helped OIE better engage the campus on key equity metrics through the program review process. This would have been much more challenging if it was an activity led by non-faculty. The recommendations from the Survey Inquiry Group have helped change planning documents across campus, as they were referenced in the 2022-2025 Student Equity Plan, the Guided Pathways annual report, the Enrollment and Re-Engagement Plan, and are currently referenced in the early versions of the College's 2023-2025 Strategic Plan. They have also helped encourage faculty to participate in the collection of student data, as exemplified by the number of faculty who allowed OIE and Guided Pathways staff into their classrooms to administer the Survey of Entering Student Engagement (SENSE) in fall 2022.

**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?**

Money provided for Goal #3 have helped increase the number of Tableau dashboards and users significantly, and helped OIE meet the goal of creating automated dashboards. The monies allocated for Goal #4 are being used to fund the professional expert contracts of the faculty participating in the focus group project. By leveraging faculty expertise, the office has been able to conduct a major project despite increases in ad-hoc requests.

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

Not applicable.

## 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:  | Improve the   |                          |
| List College goal/objective the plan meets:  | College Goal #: 1, 2<br>Objective #: 1.1,1.4,1.5, 2.1   |                          |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.  | <p>OIE will build on the work it has been doing engaging the campus in data analysis by continuing to coordinate the Survey Inquiry Group and the Belonging Focus Group Project. The Inquiry group will meet every other summer, while the focus group project will continue annually through this planning cycle.</p> <p>To support this inquiry work, OIE staff must improve its ability to engage in discussions around diversity, equity, and inclusion. The new Student Equity Plan contains language around identifying ways to improve outcomes for Black and Latina/o/x students, using a race-conscious approach. OIE staff must leverage professional development opportunities to support this work.</p> |                          |
| What <i>Measurable Outcome</i> is anticipated for this SAP?  | <p>College planning documents will include recommendations identified from these projects.</p> <p>Faculty will have access to resources to improve the sense of mattering and belonging of students</p>   |                          |
| What specific aspects of this SAP can be accomplished without additional financial resources?  | <p>With current funds, OIE can complete these projects on its own. In particular, it can leverage district, college, and outside training sources around DEIA. But in order to include meaningful participation from <i>faculty</i>, funds are needed to pay for professional expert contracts, as chunks of these activities occur during winter/summer periods and/or time commitments outside of the classroom. The previous</p>   |                          |
| <p>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.</p> |   |                          |
| Type of Resource   | Requested Dollar Amount   | Potential Funding Source |
| Personnel  | \$25,000  |                          |
| Facilities   |   |                          |
| Equipment  |   |                          |
| Supplies   |   |                          |
| Computer Hardware  |   |                          |
| Computer Software  |   |                          |
| Training   |   |                          |
| Other  |   |                          |
| <b>Total Requested Amount</b>  | \$25,000  |                          |

## STRATEGIC ACTION PLAN # 2

| Strategic Action Plan Name:   | Create a Data Driven Campus   |                          |
|---|---|--------------------------|
| List College goal/objective the plan meets:   | College Goal #: 1, 2<br>Objective #: 1.1,1.4,1.5, 2.1   |                          |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.   | <p>In order to meet the increase demand for its services and expand the use of data in planning, evaluation, and decision making on campus, OIE will engage with the campus in a way that is more accessible to busy employees.</p> <p>Activities to achieve this include</p> <ul style="list-style-type: none"> <li>• developing digestible data infographics</li> <li>• an OIE newsletter</li> <li>• the development of OIE “office hours”</li> <li>• additional efforts to communicate about the work of OIE and key findings</li> <li>•</li> </ul> <p>A Venngage account (or similar visualization software) will allow OIE to create professional-level infographics with key outcomes it needs to campus community to learn about. Currently, NOCE uses the software to develop one page infographics (<a href="#">Example</a>). A subscription plus funding for trainings are being requested.</p> |                          |
| What <i>Measurable Outcome</i> is anticipated for this SAP?   | Faculty and staff will indicate higher levels of awareness of OIE’s reports on collegewide key performance indicators   |                          |
| What specific aspects of this SAP can be accomplished without additional financial resources?   | OIE can develop office hours without additional resources, but graphical tools are needed for infographics and newsletter.  |                          |
| 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   | \$2,000   | General                  |
| Training  | \$500   | General                  |
| Other   |   |                          |
| <b>Total Requested Amount</b>   | <b>\$2,500</b>  |                          |

### STRATEGIC ACTION PLAN # 3

| Strategic Action Plan Name:   | Modernize OIE's Tools and Skill Sets  |                          |
|---|---|--------------------------|
| List College goal/objective the plan meets:   | College Goal #:4<br>Objective #:4.2,4.3   |                          |
| Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.   | As the institutional research/data science field grows, so do the tools available. In the past, OIE has been able to leverage cutting edge data visualization tools (Tableau) to promote data driven decision making. Currently, organizations in both the private and public sector are moving from traditional data warehouse structures to more hybrid structures that integrate cloud systems which contain less structured data (e.g. "data lakes"). These structures allow researchers/data scientist to extract data using a variety of tools and languages that simplify the process and provide opportunities to do more advanced analytics work. To keep up with the field, OIE must invest time and resources to learn how to implement these techniques into the analysts' "toolboxes". In particular, the opportunity to leverage advances in machine learning software to help forecast outcomes presents a meaningful opportunity to inform institutional practices. Funds are requested to pay for certification courses (Python, R, Cloud technologies) and the purchase of high-end computers for the analysts, that are appropriate for these kinds of programs. |                          |
| What <i>Measurable Outcome</i> is anticipated for this SAP?   | The research analysts will create analytics tools to he   |                          |
| What specific aspects of this SAP can be accomplished without additional financial resources?   | The staff can leverage free resources to meet certification <i>requirements</i> , but not receive the actual certification.   |                          |
| 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   | \$10,000  |                          |
| Computer Software   |   |                          |
| Training  | \$600   |                          |
| Other   |   |                          |
| <b>Total Requested Amount</b>   | <b>\$10,600</b>   |                          |



## 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.

Over the last decade, OIE has built a strong relationship with the campus. Data is used consistently in planning, both at the collegewide and program levels. As such, requests for support have increased steadily over the years.

To continue to support the College and student success, OIE must continue to grow and adapt. Specifically, the office has two vacant positions it must fill, and it will need to adapt to two major trends in the industry:

Firstly, public and private organizations are increasing the demand for “data scientist” positions, which blend traditional statistical and research knowledge with advanced Information Technology and computer programming skills. OIE was successful during the last cycle in integrating Tableau into the planning processes of the College, an activity that required resources, and extensive collaboration with the College’s Academic Computing and Technology department, and the district’s Information Systems department. Building on that success will require spending additional resources on improving the technological infrastructure of the office and investing in the professional development of the staff.

Secondly, the CCCCO and various research and planning organizations have recommended that research, planning and institutional effectiveness offices take a more active approach in addressing persistent equity gaps for our students of color. Engaging in this work requires a deep understanding of the academic literature around DEIA, experience with qualitative research methodologies, as well as the “soft-skills” necessary to engage in difficult conversations with administrators, faculty and staff. While OIE has developed strong partnerships with employees and uses a collaborative approach in its work, it must still invest additional time and professional development resources to meet the College’s needs in this area.

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

Items discussed in SAPs.

## 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 Office of Institutional Effectiveness has gone through many changes since its first program review was completed in 2012-2013. OIE has established strong practices for research analysis and data collection. The office has advanced data visualizations and access to information in a manner that’s been previously unseen on campus. It has developed strong relationships with the campus community and leveraged the skills of its faculty and staff to focus efforts on increasing our students’ sense of belonging and mattering. It’s worked with Guided Pathways and Student Equity to create data-driven programs, practices, and planning documents.

But as the College enters a new phase, with new leadership and new challenges, OIE must continue to adapt and grow. Increased demands for data and analysis have subsequently put increased pressure on staff. While advances in technology offer hope to automate tasks, resources are needed to integrate those tools. As the institution sets a focus on dismantling “*oppressive institutional structures to achieve educational justice*”, OIE will need to engage more deeply in difficult discussions. The work it has accomplished over this last decade provides evidence that its up to the task.

## 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 McPheron, Director of Campus Communications at [lmcpheon@fullcoll.edu](mailto:lmcpheon@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                                   |
|------------------------------------|--------------------|------------------------------|--|
| OIE website                        | 12/22/2022         | Yes                          | ie.fullcoll.edu                                      |
| Institutional Effectiveness Report | 12/22/2022         | Yes                          | ie.fullcoll.edu/institutional-effectiveness-reports/ |
|                                    |                    |                              |  |
|                                    |                    |                              |  |
|                                    |                    |                              |  |
|                                    |                    |                              |  |
|                                    |                    |                              |  |

## 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

Cynthia Olivo

President

01/20/2023

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

Cynthia Olivo



President

01/20/2023

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.