



Administrative & Operational Services

2022 - 2023 Self-Study Four-Year Program Review Template

Mathematics and Computer Science Division

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

Carlos Ayon, Acting Division Dean

Monica Hagmaier, Administrative Assistant III – Instructional Support Services

Angela Buechner, Administrative Assistant II

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.

Carlos Ayon

Printed name of Principal Author


Carlos Ayon (Jan 27, 2023 10:02 PST)

Signature

Dean

Title

01/27/2023

Date

Carlos Ayon

Printed name of Department Manager


Carlos Ayon (Jan 27, 2023 10:02 PST)

Signature

Dean

Title

01/27/2023

Date

Carlos Ayon

Printed name of Dean or
Immediate Management Supervisor (IMS)


Carlos Ayon (Jan 27, 2023 10:02 PST)

Signature

Dean

Title

01/27/2023

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 Fullerton College Math and Computer Science Division Office provides support to a division that advances student learning and achievement by offering courses and program for students from our diverse communities who seek educational and career growth, associate degrees, and transfer.

Vision:

The Fullerton College Math and Computer Science Division Office provides support to a division that will transform lives and inspire positive change in the world.

Core Values:

The Fullerton College Math and Computer Science Division Office supports the college's core values.

College Goals:

The division office supports faculty in the development and delivery of a wide range of course offerings and support programs designed to ADDRESS THE NEEDS OF UNDER-PREPARED STUDENTS, to increase persistence rates, retention and success and therefore increase the number of degrees and certificates awarded and the number of transfers. We help the college's STEM activities with administrative support for the first-year experience, the Math Colloquium and other programs.

We help math and computer science faculty in their endeavors to REDUCE THE ACHIEVEMENT GAP by supporting faculty involved in TAP, ESP, Honors, and other campus initiatives. In past semesters, we have provided administrative oversight for faculty inquiry groups, boot camps, and study sessions funded by the college's equity program. Serving traditionally under-represented groups is a major focus of many of our activities.

The office supports initiatives to STRENGTHEN OUR CONTACTS with Alumni and with local feeder high schools and universities, with such activities as the Math Club and the Math Seminar series. The office is ready to assist any faculty or staff member who comes to us with an idea for activities, programs, or services to support our students.

2.0 Department/Office /Data & Trends Analysis

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

The Mathematics and Computer Science Division Office is staffed by two classified professionals (one Administrative Assistant III and one Administrative Assistant II, both 100%, 12-month employees) and the Division Dean. The office provides clerical and administrative support each semester to 65+ full and part time faculty and three other classified professionals employed within the division who work in the Math Lab. We are responsible for allocation and monitoring of the division and related budgets, the scheduling of classes, evaluation of employees, oversight of expenditures, and coordination of special programs both within the division and campus-wide. We interact with students and the community on a daily basis providing information on course offerings, programs,

and services. In a given semester the division typically serves between 7,000 and 9,000 students in mathematics and computer science.

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 (Include position titles)		# of staff in each position title	Percent of employment	Months per year of employment	Source of funding (General / Categorical)	FTE
Managers						
Dean, Mathematics & Computer Science		1	100%	12	General	1.0
Classified						
Administrative Assistant III - ISS		1	100%	12	General	1.0
Administrative Assistant II		1	100%	12	General	1.0
Hourly - Adult						
None						
Hourly - Student						
None						
Professional Experts						
None						
	Total FTE					3.0

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
None				
Volunteers				

None				
Interns				
None				
Total Hours & Costs				
Total FTE				

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

Daytime staffing levels are adequate however, having staff on nights and weekends would enhance our ability to support students, faculty, and staff.

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

The division office:

- **assists students by providing information on admission policies and registration, course placement and sequencing, courses offerings, campus policies and procedures, support services, room locations, and faculty contact information.**
- **works with faculty members and other departments on scheduling and room utilization.**
- **works with faculty members and other departments on resource needs for math and computer science courses (e.g. books, classroom materials, equipment. etc.)**
- **works with the public and potential students to provide information on math and computer sciences courses (e.g. what class to take, prerequisites, the procedures of the campus, etc.)**
- **handles student complaints and issues of discipline.**
- **implements all college policies and procedures, contractual requirements, administrative requests etc.**
- **assist with data collection and analysis using tools such as eLumen, Courseleaf, Canvas, Tableau, for reporting, trends, and specials projects**
- **assist in the support of AB705 and AB1705 activities such as bootcamps, workshops, study sessions, etc.**

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

Since the previous program review the impact of AB705 and Covid have created a decline in enrollment that has significantly reduced the number of adjunct faculty by about 40 adjunct faculty. Additionally the recent passage of AB1705, an expansion of AB705, has increased the amount of support the office is providing to the division students and faculty.

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 division office adheres to all campus policies and procedures, union contracts, and other college protocols, but one other significant change in law that will have an impact on the office is the passage AB1705. It's implementation will require division office staff to become familiar with new assessment processes, curriculum, placement models and other strategies that will effect students and their interactions with the division.

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

The College is currently in the recruitment process for a permanent Dean. The new Dean would begin in the position July 1, 2023.

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 office is staffed by knowledgeable employees who are well versed in division, campus, and district policies and procedures, and who work well with division members, other campus divisions and departments, students, and the public. Division office staff meet all deadlines in a timely manner and work efficiently and effectively. Staff are able to multi-task, especially during busy times of the semester, and attempt to offer an immediate response on time-sensitive or crucial issues. The staff are willing to help at any time, are well organized, and offer a friendly atmosphere to all individuals with whom they interact. They are able to assess a situation and make decisions independently, or as a group, to resolve problems, issues, and challenges. The office uses budget resources efficiently and effectively to meet division needs. Staff maintain confidentiality when appropriate, and are able to troubleshoot various problems and situations effectively. Both staff members participate in campus activities, such as Classified Senate and hiring committees, and often provide assistance to newer staff across campus.

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

We feel that there is lack of staff development and other training opportunities for the classified professional. Otherwise, we feel as if the division operates efficiently that no additional resources are needed except for the usual technology upgrades. The division office is quite small, measuring only 460 square feet total, in which there are three separate work areas, storage cabinets, book cases, and chairs for guests, and it is difficult to assist more than one faculty member, staff or student at a time. The entrance becomes blocked preventing people from entering or exiting. This can have a detrimental effect on the operation of the office and can lead to stressful or confusing situations with division members and students unable to efficiently and confidentially accomplish what they came in to do. We realize however that until the proposed remodel of the 600 building, expansion of the division office is unlikely.

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

We would still support more and more automation on part of the district. While things like online time cards for hourly employees and People Admin have made some of our tasks more manageable and streamlined, many other campus and district processes, such as employees hiring, book orders, staff assignment sheets, and absence reporting are still done using paper forms. If the District were to automate more of these processes that would free up time for other activities. Potential new office furniture updates/purchases and reconfiguration of the current office furniture/space, including painting the office and cleaning the carpet could address the physical space issues that the division faces, in an effort to maximize the efficiency of the office and boost morale.

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

With reduced office space and storage and little opportunity to alter this space before the planned remodel of the 600 building, we feel that expanding to another office to offer a more comfortable environment is unlikely. One other challenge is our inability to provide comparable support to our evening and weekend faculty and students. While supplies are provided in an area that faculty can

access 24/7, night and weekend faculty and students are limited in their ability to access the personnel in the office. We do try to rearrange hours to provide night and some weekend coverage during the first few weeks of each semester, but a more comprehensive solution might be beneficial to serve the faculty who only arrive on campus after the office is closed. As district and campus processes change, timely notification, communication, and training isn't always provided. Differing levels of skills and knowledge by all involved (division office staff, other campus and district staff) with new processes, procedures, and technology affects the efficiency of the division office staff, due to lack of consistent training across the board.

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.	Upon utilizing services provided by the Mathematics and Computer Science Division Office, current and potential students will receive thorough and accurate information about all aspects of college operations, especially those related to the division.	In progress			
2.	Upon utilizing services provided by the Mathematics and Computer Science Division Office, faculty and staff will receive assistance in support of student success.	October 2023	November 2023	Ongoing	Three

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.	Current and potential students will receive thorough and accurate information about all aspects of college operations, specifically those related to the division.	A survey is still being proposed.	This survey was never administered. Attempting to administer a survey to students who interacted with staff	Currently no, collecting student IDs from students doesn't always lead to accurate information.	The results will show the level at which the office is providing accurate and timely information.

			was problematic. Moving forward we will work with the Research Office to develop an instrument that could provide more meaningful results.		
2.	Faculty and staff will receive assistance in support of student success.	A faculty and staff satisfaction survey was administered. We hope to register 80% satisfaction.	Surveys were collected via Qualtrics.	No	We are using the survey as the impetus to streamline some internal processes.
3.					
4.					

- 4.3 How has assessment of outcomes led to improvements in services provided to students by this program?
As noted above, the challenge in developing a meaningful student (consumer) survey is that the number of student interactions with office staff is relatively small and primarily consists of directing students to classrooms and faculty offices, assisting with locating open sections, and providing other basic information.
- 4.4 How has assessment of outcomes led to improvements in student learning and achievement?
We strive to provide students with accurate and timely information as they progress toward achieving their goals at the College. It includes information requests, course substitution and prerequisite challenge requests, and other forms of direct assistance we provide students.
- 4.5 What challenges remain to make your department/office outcomes more effective?
To develop a meaningful survey to measure student satisfaction of services provided by the division office. The vast majority of our interactions with students are short, providing the office hours of a faculty member, the location of a classroom, and the time a class might meet. They are not extensive enough to warrant any formal satisfaction survey.
- 4.6 Describe how the department's/office's outcomes are linked to [college goals](#).

SAO #1 supports College Goals 1 and 3 by assisting all students and community members as they navigate the processes to enroll, register, and be successful in classes we offer.

SAO #2 supports college goal 2 by supporting faculty as they develop courses and offer initiatives that will reduce the achievement gap.

- 4.7 Describe how the department's/office's outcomes support the achievement of the [institution level SLOs](#).
The division outcomes support the achievement of institutional level student learning outcomes by providing support and leadership to faculty and students in their assessment and attainment of said outcomes.
- 4.8 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?
We have developed, administered, and discussed the results of a survey provided to both full time and adjunct faculty. See Attachment 1. The results from this survey are being used to streamline some internal processes and develop some new initiatives for the operation of the office.
- B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office?
The results show that, of the 43 faculty who returned the survey, the vast majority strongly agree that the office is effective, the division office staff are knowledgeable, and the dean and staff are accessible.
- C. How were the assessment results used to make improvements to services provided by this department/office? Please provide examples.
We are going to continue our current process with regard to communication and responsiveness and will address concerns with the office appearance.
- 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.
Students will receive timely and accurate information to their questions.
- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
We need to collect student IDs or ask profile questions to disaggregate.
- C. Identify a process for using outcome assessment data to improve your department's/office's services.
We can use this information to gauge the accuracy of our responses based on follow ups and an potential adverse impacts by subgroups.
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).
The information from the surveys can be placed in dashboards.
- 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?

Currently we do not see significant differences. We will analyze data once the survey is launched to address any issues of inequity.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

Professional Development for Classified Staff

Technology upgrades

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

The division office received funding for professional development and staff are planning to attend NCORE. The office did not received funding to upgrade office technology. Most professional development attempts were cancelled/hindered by COVID and state legislation that limited access to professional development opportunities. Similar circumstances could potentially affect future attempts as well.

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

The staff will be trained on current issues of race and ethnicity in higher education and will bring back strategies to improve our services to our diverse student population.

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 office staff are planning to implement training from their professional development.

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?

Once staff attend the conference it is hoped that we will be able to even better serve our students from diverse backgrounds.

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

The office is seeking funds for technology upgrades.

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:	Increase the availability of professional development opportunities and other training for office staff.
List College goal/objective the plan meets:	College Goal #: 1 & 2 Objective #: All
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	We will support office staff in their professional development both on campus and off. Support will include funds for training and other opportunities. Trainings in Banner 9, Courseleaf, Canvas, eLumen etc. would all benefit staff.

What <i>Measurable Outcome</i> is anticipated for this SAP?	Increased knowledge of campus and district initiatives and procedures.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Some will just require dean permission to attend on-campus events, however some designated funds for classified professional development and conference attendance would be needed.	
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	\$15,000	One-time funds
Computer Software		
Training		
Other		
Total Requested Amount	\$15,000	One-time funds

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Continue to update policies and procedures as necessary and ensure appropriate technology is available to staff.	
List College goal/objective the plan meets:	College Goal #: 1 & 2 Objective #: All	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Staff will be trained on any new policies and procedures, especially those put in place in response to AB 1705. Any technology needs to ensure that staff have the necessary tools to do their job will be provided.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Continued satisfaction of staff and students with the services offered by the office.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Any new technology would require funding	
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	\$5,000	One-time funds
Computer Software		

Training		
Other		
Total Requested Amount	\$5,000	One-time funds

STRATEGIC ACTION PLAN # 3		
Strategic Action Plan Name:	Purchase new office furniture and reconfigure office space	
List College goal/objective the plan meets:	College Goal #: 4 Objective #:2	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Purchase of new office furniture and reconfiguration of the office space could open up the area to be able to serve more than one person at a time. Including painting office, cleaning carpets and utilizing available space.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Continued satisfaction of staff and student with the services offered by the office.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Painting and carpet cleaning could be done with existing campus staff and resources. A limited reconfiguration of office with existing furniture to create an efficient office space.	
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	\$15,000	One-time funds
Total Requested Amount	\$15,000	

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.

Long term the 600 building where the division office is housed needs to be remodeled. Also, we do feel that internal operations could be run a little more efficiently, but these are simple fixes that could be implemented in the near future. We have no long term plans to substantially change the operation of the division office.

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 Mathematics and Computer Science Division Office provides excellent and professional clerical and administrative support to faculty, classified staff, students, and the community at large. It is responsible for allocation of the division budget, scheduling of classes, evaluation of employees, oversight of expenditures, coordination of special programs both within the division and campus wide, and assisting students by answering questions, providing advice, and suggesting resources. The office is staffed by knowledgeable employees who are well versed in division, campus, and district policies and procedures, and who work well with division members, other campus divisions and departments, students, and the public. Deadlines are met in a timely manner, and all work is done efficiently and effectively. Staff surveys on the level and quality of services provided were overwhelmingly positive and a similar survey to measure student perceptions and satisfaction is being developed. We see no major changes needed in staffing levels, however better defined internal processes would increase the level of efficiency and support, and office staff need to become more cognizant of changes to the operation of the division brought on by the passage of AB 1705. Long term goals to remodel the office are included in the plans for the 600 building renovation as part of the College Master Plan.

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 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
Website (Division)	Fall 2022	Yes	Math.fullcoll.edu
Division brochure	Fall 2022	Yes	
Division info card	Fall 2022	Yes	

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

Carlos Ayon

Acting Dean, Math and Comp
Sci.

1/25/2023

Printed name of IMS

Title

Date

X

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

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.