



Administrative & Operational Services

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

Business and Computer Information Systems Division 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

Carlos Ayon, Division Dean

Adriana Goncalves, Administrative Assistant III – Instructional Support Services

Kelley Jones Horwood, Administrative Assistant II

Carolina Santillan, Administrative Assistant II

Adrienne Williams, Administrative Assistant I

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

Handwritten signature of Carlos Ayon in cursive script.

Signature

Dean

Title

01/27/23

Date

Carlos Ayon

Printed name of Department Manager

Handwritten signature of Carlos Ayon in cursive script.

Signature

Dean

Title

01/27/23

Date

Carlos Ayon

Printed name of Dean or
Immediate Management Supervisor (IMS)

Handwritten signature of Carlos Ayon in cursive script.

Signature

Dean

Title

01/27/23

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 division office serves in a facilitative and supportive capacity for all instructional activities and personnel within the division. In supporting instructional activities, the division office advances the instruction and achievements of students, and fosters a welcoming and inclusive environment for all that enter the division office.

Vision:

The division office provides support for instructional activities to transform lives and empower students to create positive change in the world.

Core Values:

The division office upholds the college core values by our commitment to equity, supporting inclusivity in the decision-making process, and through our advances in teaching and learning.

College Goals:

The division office provides timely and effective services and support to faculty members, division and campus staff, students, and community members. Services and support from division staff creates a supportive environment that improve student inclusivity, welcomeness, and sense of belonging. Additionally, the division staff support faculty in the design and implementation of programs that address the needs of underprepared students and our students from diverse backgrounds to meet their educational goals. The office holds advisory meetings and supports initiatives to create connections with our business community and K-12 leaders. Additionally, we maintain strong connections with our alumni. We connect with our community by providing typing tests which are mandatory for certain job applications.

2.0 Department/Office /Data & Trends Analysis

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

The division office houses four classified professionals and the division Dean. Two professionals, the AAI and AAI, are fully dedicated to the day to day office operations. The third classified professional, an AAI, is responsible for all of the classified support for Fullerton College's American Bar Association Accredited Paralegal Program. The fourth classified professional, an AAI, is responsible for supporting the Strong Workforce Programs and Perkins program funding process.

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	1	100	12	General	1.0
Classified					
Administrative Assistant III	1	100	12	General	1.0
Administrative Assistant II Paralegal/SWP	1	100	12	Both	1.0
Administrative Assistant II Grants	1	100	12	Categorical	1.0
Administrative Assistant I	1	100	12	General	1.0
Hourly - Adult					
Hourly - Student					
Professional Experts					
	Total FTE				

2.3 Other Resources

OTHER RESOURCES				
Please list each position by classification in the department/program	Services Provided	Number of Hours	Overall Cost	Source of funding (General / Categorical)
Independent Contractors				
Volunteers				
Interns				
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.

Day and nighttime staffing levels are adequate for the office. The AAI has scheduled hours from 10am-7pm that makes the office available for nighttime faculty and students. The necessary functions of the office to meet the ABA Accreditation needs and for support of oversight of the Perkins and SWP processes are sufficiently covered with the current staffing.

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 division courses
- works with the public and potential students to provide information on division courses
- handles student complaints and issues of discipline.
- implements all college policies and procedures, contractual requirements, administrative requests etc.
- assists with the ABA Accreditation of the paralegal program
- assists with the convening of advisory groups for the divisions
- works with faculty and staff in the administration of Perkins and SWP grants (including planning, reporting, requisitions, and budget preparation)

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 office has undertaken the oversight of the Perkins and SWP funding processes. Additionally, the office has undertaken oversight of the CTE Director.

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

Regulations impacting Paralegal ABA Accreditation and a possible nonlawyer license for Paralegals in California may change the landscape of paralegal instruction in California. This is a development our program is keeping a close eye on. Additionally, annual funding of Perkins and SWP are the mechanisms that maintain the need for the AAI position and provide over three million dollars of career technical education funding to our campus every year.

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

Beginning February 15, the office will temporarily lose the AAI committed to the ABA Accreditation of the Paralegal Program. The office will seek temporary replacements to fill the absence.

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 provides a full complement of services to the college community and public at large. The staff strives to offer efficient and effective services with respect, courtesy, and positivity. Our office is diverse in many ways, and provides a warm and inclusive space for all when they arrive. Additionally, our classified professionals dedicate time to service on campus committees and with Classified Senate.

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

Due to the closure of the 300 building for a future renovation, the division office is housed in the 1000 building. Faculty offices are currently in the 500 building along with the bulk of our division courses. This distance has created some difficulties as the division adjusts to working fully on-campus after remote work during covid. The division looks forward to reunifying once the 300 building renovation is completed.

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

The opportunity of the relocation back to the 300 building after its renovation is an exciting opportunity to have the large home again for the Business and CIS division. Additionally, with the varied services offered within the division office, the opportunity to cross train staff on different services can enhance the development of our classified professionals.

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

There is the potential still for the 300 building to not be renovated. This would create space and moving issues as we'll have to transition back to the 300 building. Additionally, as the office moves to shore up the AAll ABA vacancy we'll need train the hourly assistance with office procedures and campus policies.

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.	Faculty, staff, and students served by members of the division office will express satisfaction with the degree of timeliness, respect, and courtesy with which their needs are being met throughout the year.	Spring 2022	Summer 2022	In progress	2
2.	Members of the public served by the division will leave the division office feeling like their	Spring 2022	Summer 2022	In progress	2

	needs have been met to the best of the ability of the staff with timeliness, respect, and courtesy.				
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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.	Students will receive thorough and accurate information about all aspects of college operations, specifically those related to the division.	Qualitative survey with 80% benchmark	Survey	If students provide identifiers	The effectiveness of our office in providing services.
2.	Faculty and staff will receive assistance in support of student success.	Qualitative survey with 80% benchmark	Survey	N/A	The effectiveness of our office in providing services.
3.					
4.					

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

With the movement of classified professionals to new positions in the office the night duty coverage by the AAI was unavailable. With the hire of an AAI the office is able to once again provide the nighttime assistance and the students and staff are satisfied with the service they receive.

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?

Student responses to service questionnaires are sparse. Gaining more student responses is a goal of the office. Additionally, students are not always open to providing identifying information.

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

The division outcomes are linked to the college goals 1 and 3 by providing timely and relevant information to all students and community members as they navigate the processes to enroll, register, and be successful in classes we offer. Additionally, the division work supports goal 4 through our typing test services and advisory meetings to connect with our community.

- 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 a formal survey and informal feedback that is provided to the office to adjust services as necessary.

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

Our results show that generally the campus and public are satisfied with the service they receive from the office. Issues often arise when the division office needs to collaborate with other services on campus, and our faculty are unaware of the wait time for those services to be completed. We will improve our communication bridge between our faculty and other services on campus. Additionally, there was a need for nighttime services in the division that we met.

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

As discussed we recognized a need for nighttime services and started those again as soon as we had the personnel to do so. Additionally, we have streamlined our certificate application process that has made the process much easier for students to apply.

- 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 thorough and accurate information about all aspects of college operations, specifically those related to the division.

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

If students provide identifying information this data can be disaggregated. The challenge is the low response rates from students we have received in the past.

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

We can use this information to understand how well we are meeting the needs of students that our division office provides services to.

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

Qualtrics data can be placed in a dashboard for analysis.

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?

With the current data we do not see any significant differences by subpopulation.

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 staff in the areas of computer hardware and software.

Utilizing the results of surveys, to design and implement strategies to improve service provided to members of our college and surrounding community.

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

Classified professionals are proficient with the standard software and hardware of the college. Additionally, classified professionals are familiar with using data and information to assess the effectiveness of our services and hold regular dialog on how to improve our support.

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

The success is measure with the comfort and extent of success classified professionals experience in their completion of their duties and responsibilities within their roles. Additionally, receiving positive feedback from the college community.

- 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 division office has improved the hours of accessibility of the office staff in response to the needs of the community. Additionally, office staff have served to train other classified professionals on process such as scheduling and requisitions.

- 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?

No funds allocated.

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

No funds were necessary.

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:	Professional development for staff in the areas of leadership, management, interpersonal communications, and conflict resolution.	
List College goal/objective the plan meets:	College Goal #: 4 Objective #: 3	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	The Dean would be responsible for the implementation of this SAP and the timeframe would be academic year 2023-24. Staff will engage in training to better work together as a team.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	An enhanced understanding of how interpersonal relationships impact work and how to create positive relationships in a work environment.	
What specific aspects of this SAP can be accomplished without additional financial resources?	Some training, but funding would allow for a better training experience.	
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	\$10,000	One-time
Other		
Total Requested Amount		

STRATEGIC ACTION PLAN # 2

Strategic Action Plan Name:	Revise satisfaction surveys and assessment of responses	
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.	The Dean and classified professionals will be responsible for revision of satisfaction surveys administered to students, faculty, staff, and community members. And will revise the assessment of responses process.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	A revised survey and enhanced reporting.	
What specific aspects of this SAP can be accomplished without additional financial resources?	All of it	
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 long-term plan for the division office is to continue providing high quality service to the college community and our external partners. The office coverage is currently sufficient to meet the needs of the division, and should that change the office will adjust the coverage to ensure the needs of our students, faculty, staff, and outside community are met. The office will continue to analyze the distribution of duties and responsibilities among classified professionals to ensure efficient and effective delivery of services.

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.

While the Business and CIS Division office is currently housed in a temporary home, it has maintained the same high quality services to students, faculty, staff, and the surrounding community. The division offices services the instructional division and its students, maintains ABA accreditation of the paralegal program, provides typing tests, and has oversight of the Perkins and SWP planning processes. While the staffing is going through transitions, the current allocation of positions is adequate for coverage of the responsibilities it is tasked with. The distance between the division office and the faculty offices and classrooms has created issues to work around, and the division looks fondly toward the completion of the 300 building remodel.

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.

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	Fall 2022	It is being updated	Buscis.fullcoll.edu

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

Printed name of IMS

Dean

Title

1/25/23

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.