



Administrative & Operational Services

2022 - 2023 Self-Study

Four-Year Program Review Template

Career & Technical Education

Business, CIS, & Economic Workforce Development

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, Dean

Kelley Jones-Horwood, Interim Director, CTE

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.

Kelley Jones-Horwood

Printed name of Principal Author

Kelley Jones-Horwood

Signature

Interim Director, CE

Title

1/27/23

Date

Kelley Jones-Horwood

Printed name of Department Manager

Kelley Jones-Horwood

Signature

Interim, Director, CE

Title

1/27/23

Date

Carlos Ayon

Printed name of Dean or
Immediate Management Supervisor (IMS)

Carlos Ayon

Signature

Dean

Title

1/27/23

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 Fullerton College Career & Technical Education Office provides support to campus CTE programs by developing and executing recruitment, marketing, and outreach strategies promoting CTE programs with internal and external stakeholders.

Vision: The Fullerton College Career & Technical Education Office supports the college's vision to transform lives and inspire positive change in the world by providing education and employment opportunities for students to improve their lives and those around them.

Core Values: The Fullerton College Career & Technical Education Office supports the college's core values through our inclusive and community-based marketing and recruitment of students for our CTE programs.

College Goals: The Fullerton College Career & Technical Education Office supports our College Goals by providing clear paths to employment through our courses and strengthening partnerships with our business community to place students in internships and jobs.

2.0 Department/Office /Data & Trends Analysis

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

The CTE department consists of one, full-time Director, several Professional Experts, one Technical Expert, and one adult/student hourly. All employees support the CTE marketing, recruitment, high school articulation, internships, and service learning functions of the College.

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					
CTE Director	1	100%	12	General	1
Classified	0	n/a	n/a	n/a	n/a
Hourly - Adult	1				
Alexander Abutin, Clerical TEA, Short-Term Hourly		14 hours wk	5	Categorical	.2

Hourly - Student	0				
Professional Experts					
Felicia Stinson, Special Project Coordinator, Career Development	1	20 hours wk	5	Categorical	.4
Amy O'Daniel, CTE Internships Project Coordinator	1	13 hours wk	5	Categorical	.3
Evangelina Chicas Gallardo, CTE/Career Center-FCCareerConnect & Employer Recruitment		20 hours wk	5	Categorical	.4
Hochin Moon, Articulation			5	Categorical	
Paola Plascencia, Outreach & Marketing		26 hours wk	5	Categorical	.5
Peter Surowski, Tech Expert, Web Development & Design		24 hours wk	3	Categorical	.4
	Total FTE				3.2

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	n/a	n/a	n/a	n/a
Volunteers	n/a	n/a	n/a	n/a
Interns	n/a	n/a	n/a	n/a
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.

The current reliance on temporary, part-time staffing is inadequate, inconsistent, and inefficient use of budget for the on-going and growing CTE program demand.

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

- Outreach and marketing efforts for nearly 150 Career & Technical Education options for 200+ certificates and degrees
- Internship administration for 12 CTE internship courses and our newly established, state approved drone apprenticeship program
- Engage with regional workforce groups and consortiums to identify trends in employment and labor demand.

- Work with CTE faculty to align curriculum and course offerings with demand.
- Offer recruiting events to match local/regional employers with CTE students and alums.

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

No previous Self-Study available

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 CTE office adheres to all campus policies and procedures, union contracts, and other college protocols. Additionally, the division follows additional pertinent Ed. Codes, particularly Title V, and accessibility requirements under ADA.

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

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 CTE office has the ability to offer targeted support to all Career & Technical Education programs on campus including marketing, outreach, employer recruitment, and curriculum development assistance with an efficient, fully staffed team.

3.2. Based on your analysis in 2.1 through 2.8, what are the weaknesses of your department/office? The staff, not including the full-time Director, consists solely of part-time, hourly staff, with availability severely limited by district policy. Most temporary staff are shared with other departments and campuses further limiting the hours available to complete work for FC CTE programs.

3.3 Based on your analysis in 2.1 through 2.8, what opportunities exist for your department/office? The efforts of the CTE office will increase enrollment and educational opportunities for prospective and returning students. Employment demand will also continue to increase so we have the opportunity to develop new programs to meet that demand.

3.4 Based on your analysis in 2.1 through 2.8, what challenges exist for your department/office? Grant-only funding and a lack of staffing are on-going challenges faced by the new, full-time CTE Director. Further assessment and data collection is necessary, but the office does not currently have the staff to complete.

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.	Increase enrollment across CTE programs giving particular attention to recruiting underserved potential student populations	In progress	In progress	N/A	0
2.	Develop CTE specific internship, apprenticeship, and employment opportunities to increase successful graduate employment rates	In progress	In progress	N/A	0

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.	Increased enrollment of underserved students in CTE Programs	An increase in students from diverse backgrounds	Institutional data	Yes	Where we are increasing enrollments.
2.	Development of a CTE apprenticeship program	The establishment of the program	Through institutional data	Yes	The demand for apprenticeships and students enrolled.
3.					
4.					

- 4.3 How has assessment of outcomes led to improvements in services provided to students by this program?
These assessments have not been completed.
- 4.4 How has assessment of outcomes led to improvements in student learning and achievement?
The assessments have not been completed, but it is anticipated we will be able to identify areas of improvement for our outreach and marketing efforts to our students from diverse backgrounds.
- 4.5 What challenges remain to make your department/office outcomes more effective?
The non-management staff is comprised completely of hourly employees. This creates operational inefficiencies and concerns during transitions of leadership.
- 4.6 Describe how the department's/office's outcomes are linked to college goals.
The department outcomes support the college goals to promote success for students, cultivate a culture of equity, and strengthen connections with our community.

- 4.7 Describe how the department's/office's outcomes support the achievement of the [institution level SLOs](#).
The department supports the achievement of College ISLOs by supporting student learning through services provided directly to CTE programs.
- 4.8 A. What methods are used to assess the department/office's effectiveness to the population that interacts with your department/office?
Institutional data and survey data will be used to evaluate effectiveness.
- B. What do the results of the above methods of assessment indicate about the effectiveness of the department/office?
Currently we do not have the data.
- C. How were the assessment results used to make improvements to services provided by this department/office? Please provide examples.
This will be determined.
- 4.9 At least one outcome listed in 4.1 should address the following: **N/A**
- A. List the outcome that focuses on individual student learning or actions.
Increased enrollment of underserved students in CTE Programs
- B. Identify methods to assess outcomes in such a way that the data can be disaggregated.
Institutional student enrollment data can be disaggregated.
- C. Identify a process for using outcome assessment data to improve your department's/office's services.
The department will regularly evaluate enrollments and the direct efforts of the office and how they impact enrollments.
- D. Identify a process for assessing outcomes and collecting data that can be used to build dashboards (where applicable).
Dashboards for enrollment already exist. We can use those dashboards and refine them for CTE evaluation.
- 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?
We have not yet evaluated the data.

5.0 Evaluation of Progress Toward Previous Strategic Action Plans

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

- 5.2 Describe the level of success and/or progress achieved in the strategic action plans listed above.
N/A
- 5.3 How did you measure the level of success and/or progress achieved in the strategic action plans listed above? **N/A**
- 5.4 Provide examples of how the strategic action plans in the last cycle contributed to the continuous quality improvement of your department/office. **N/A**
- 5.5 In cases where resources were allocated toward strategic action plans in the last cycle, how did the resources contribute to the improvement of the department/office? **N/A**
- 5.6 If funds were not allocated in the last review cycle, how did it impact your department/office?
N/A

6.0 Strategic Action Plans (SAP)

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

SAPs for this three-year cycle:

STRATEGIC ACTION PLAN # 1		
Strategic Action Plan Name:	Evaluate cost and work effectiveness for current contracted temps, hourlys, Professional and Technical Experts within the CTE office	
List College goal/objective the plan meets:	College Goal #: 1, 2, 3, 4 Objective #: All	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Evaluate work completed by temporary, contracted hourlys and P.E.s over the 2022/2023 academic year to develop comprehensive job descriptions with district guidelines to ascertain which should be converted to full-time staff and which we can continue to utilize temps to ensure work is being accomplished effectively, efficiently, and are fiscally sound.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Staff available to meet demands of prospective and current students as well as those graduating from CTE programs	
What specific aspects of this SAP can be accomplished without additional financial resources?	Director will evaluate work completed by current temporary, contracted personnel and develop long-term staffing plan	
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		

STRATEGIC ACTION PLAN # 2		
Strategic Action Plan Name:	Hire staff for the 2023-2024 academic year based on the results of SAP #1	
List College goal/objective the plan meets:	College Goal #: 1, 2, 3, 4 Objective #: All	
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Once on-going staffing needs are determined, proceed with appropriate hiring processes.	
What <i>Measurable Outcome</i> is anticipated for this SAP?	Projects/work completed in a timely manner with positive outcomes including increasing enrollment, internship opportunities, and employment across CTE programs.	
What specific aspects of this SAP can be accomplished without additional financial resources?	On-going data collection by Director and members of team	
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	\$150,000	General/Grant
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training	\$5,000	General/Grant
Other		
Total Requested Amount	\$155,000	

STRATEGIC ACTION PLAN # 3	
Strategic Action Plan Name:	Retain Web Development and Design Technical Expert II
List College goal/objective the plan meets:	College Goal #: 1, 2, 3, 4 Objective #: All
Briefly describe the SAP, including title of person(s) responsible and timeframe, in 150 words or less.	Continue to work with our Web Tech Expert to continually improve the CTE office and CTE programs website pages including full accessibility, maintaining continuity and currentness while minimizing link errors; this will also include digital marketing platforms used

What <i>Measurable Outcome</i> is anticipated for this SAP?	Meet or exceed 75% or higher compliance audit results annually	
What specific aspects of this SAP can be accomplished without additional financial resources?	none	
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	\$55,000	General/Grant
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software	\$5,000	General/Grant
Training	\$1500	General/Grant
Other		
Total Requested Amount	\$61,500	

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.

Optimize both state and federal grant funding for CTE program marketing, outreach, curriculum, and employment development. This should be accomplished by assembling a team to address the needs of each and deliver appropriate products to see continual growth in our CTE program enrollment, internship/apprenticeship placements, and successful employment for graduates. Our goal is a 2% increase annually overall.

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 Career & Technical Education office is poised to provide the necessary outreach, marketing, internship/apprenticeship course support, and employer development to grow enrollment and successful completion of Fullerton College's 150 Career & Technical Education options with 200+ certificates and degrees available. Through additional short-term evaluation, the Director will determine a staffing plan for implementation for the next academic year to see the long term goals for CTE fulfilled.

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 lmcpheron@fullcoll.edu.

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

The CTE office will continue to work with Tech Expert, Peter Surowski, to update/correct CTE website page content issues whether replacing outdated materials, fixing link errors, or correcting accessibility issues.

Publication	Date last reviewed	Is the information accurate?	URL of publication
Career Education (CTE) website pages	Fall 2022	No, we are in the process of updating this website.	https://cte.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

1/27/23

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.