



Fullerton College
Institutional Self-Evaluation

REPORT

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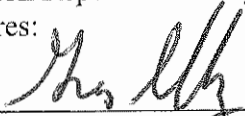
To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Greg Schulz, President
Fullerton College
321 Chapman Ave.
Fullerton CA 92831

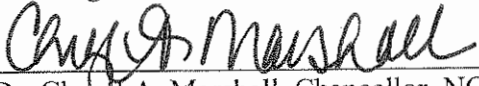
This Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

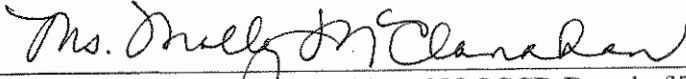
Signatures:




Dr. Greg Schulz, President/Chief Executive Officer (Date) 7/10/17



Dr. Cheryl A. Marshall, Chancellor, NOCCCD (Date) 6/27/2017



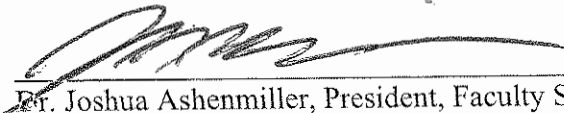
Ms. Molly McClanahan, President, NOCCCD Board of Trustees (Date) 6/27/2017



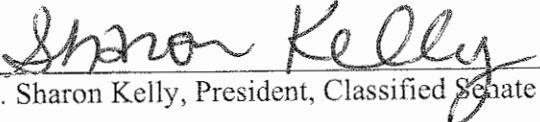
Dr. José Ramón Núñez, Vice President of Instruction/Accreditation Liaison Officer (Date) 7/10/17



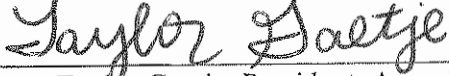
Ms. Danielle Fouquette, Co-Chair, Accreditation Steering Committee (Date) July 12, 2017



Dr. Joshua Ashenmiller, President, Faculty Senate, (Date) 10-Jul 17



Ms. Sharon Kelly, President, Classified Senate (Date) 7/10/17



Ms. Taylor Gaetje, President, Associated Students Senate (Date) 6/26/2017

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Section A: Introduction



First graduating class at Fullerton College, 1915



Commencement 2016

Introduction

Fullerton College is one of the oldest community colleges in the western United States. The College began operating in 1913 on the campus of Fullerton Union High School, across the street from its current location, and two years later, an inaugural class of 14 students received diplomas. When commencement ceremonies were held in May 2017, the graduating class joined thousands of students who have received associates degrees from the College in the ensuing 102 years.

Throughout its history, Fullerton College has strived to serve the needs of students. Its reputation is built on quality academic programs, a consistently high transfer rate, a wide variety of student support services, and the training and preparation students receive. The College maintains a strong local and international reputation, prides itself on the quality of its academic, vocational, and technical programs, and remains committed to the success of every student.

History

The College's roots can be traced to a time when the city of Fullerton had grown into an agricultural powerhouse. Delbert Brunton, principal of Fullerton Union High School, proposed in April 1913 the creation of Fullerton Junior College (FJC). The board of trustees approved the idea, and classes at Fullerton Junior College officially began in the fall of that year. The College grew rapidly from a freshman class of 28 in its first year to sixty students in 1916 prior to the United States' entry into World War I. Within its first few years, FJC quickly established notoriety in athletics and gained a positive reputation for its student clubs, literary activities, and vocal groups. The College's first newspaper, The Weekly Torch (later renamed The Weekly Hornet), was introduced in 1922. The first club at Fullerton Junior College, the Literary Club, was formed, followed by the Collegians and the College Woman's Club.

By the 1920s, FJC had established a number of vocational programs, including courses in oil production, typing, stenography, and bookkeeping. In 1935, the school's board of directors purchased a 14-acre parcel of land located adjacent to the high school on the east side of Lemon Street for the use of Fullerton Junior College. At the time, the College was already utilizing about 60 percent of the high school's resources. A master plan for the property was developed in 1935. It was approved and partially funded with the help of the US government and the Works Progress Administration. The first building to be completed on campus was the Commerce Building, now known as the Business and Computer Information Building (Building 300), followed by the Administration Building (Building 100) and the Industrial Building (Building 600), now known as North Science. The Student Union, or Student Center (formerly Building 800), was built in 1938, and all plans included in the original 1935 College History master plan were finally realized in 1956 with the completion of the Language Building (formerly Building 200, the William T. Boyce Library).



Once a Hornet...

Since its inception in 1913, Fullerton College has served the community by offering classes and programs that reflect the educational, vocational, and personal enrichment needs of the people it serves. As those needs have shifted and changed, the College has periodically revised its mission statement to better reflect its role in the community, but the institution's commitment to serving that community has never wavered. This dedication to honoring the past while searching for



ways to make its work meaningful today and in the future is represented in the College's catchphrase printed on the popular sweatshirts and tee-shirts seen all around campus. *Once a Hornet, Always A Hornet* captures the College's belief that whatever changes and advancements the future brings to Fullerton College and its people, being a Hornet has always been a source of pride.

A full account of what Hornets have to be proud of would fill volumes, but some recent and past examples are featured throughout the pages of this report. Whether the focus is on educational achievement by individuals and teams of students, success in fields as varied as the performing arts and athletics, or exceptional dedication to improving the community and the world, these examples showcase the century-old tradition of excellence and commitment that has made Fullerton College an anchor in the community.

...Always a Hornet

Significant Changes Since the Last Accreditation Visit

Campus

From its original 14 acres, Fullerton College has grown to 83 acres encompassing 47 buildings, and over the next 20 years, the College will roll out comprehensive construction and renovation projects thanks to Measure J, a voter-approved bond from the November 2014 election. The initial priority projects include a parking structure, a Lab School (childcare center) and a horticulture building. Additional plans include a Welcome Center, which will house student/veteran services, a classroom building, a performing arts center and final renovations to the classroom buildings that were not included in the previous bond, Measure X.

Student Population:

Enrollment

The reduction of course offerings due to statewide budget constraints in 2010-2012 temporarily affected enrollments at the College. In 2008, the last year before budget constraints kicked in, total enrollment was 33,719, and the five-year average for the period ending in 2009 was 33,245. Enrollment declined significantly in the next two years, down to 26,169 in 2011-2012, a drop of more than 20%. Enrollments increased slightly in 2012-13, and in 2013-2014, course enrollments grew by nearly 24% to 35,335, the largest single-year growth in enrollment of any community college in the United States. Since then, enrollments have held steady at just over 35,000 each year.

Student Demographics

The largest ethnic representation is students of Hispanic/Latino origin, with a 55% share of the student population in Fall 2015. This reflects an increase of 5,000 students of Hispanic/Latino origin from Fall 2011 as well as an 11% increase in total share of student population. The College has also seen growth in both the number and percentage of Asian students in the last five years, while enrollment of Native American/Alaskan, Pacific Islander, and African American students has experienced slight shifts upward and downward yearly since 2011. The number of White students has declined in both total enrollments and as a percentage of the student population since 2011. In recognition of the shifts in student demographics, the College continues to focus on recruiting diverse faculty and staff and to expand the variety of support services it offers to students.

Programs

In addition to maintaining and expanding existing programs supporting student learning, such as the Transfer Achievement Program, Puente Project, Umoja, INCITE, Entering Scholars Program, and the Honors Program, since 2011 the College has launched several new programs and initiatives designed to increase student success. The Student Diversity Success Initiative (SDSI) was started to increase the success, retention, graduation, and transfer rates among African-American and Latino males and other at-risk students. The Growth Mindset Initiative

was started in 2014, and a campus-wide Supplemental Instruction program, expanded to include transfer-level courses as well as basic skills course, was rolled in 2013.

In spring 2016, Fullerton College received a \$1.5 million grant from the State Chancellor's Basic Skills and Student Outcomes Transformation Program, one of only 43 community colleges statewide chosen for the program. The Pathway Transformation Initiative (PTI) is a three-year project that features four target areas. They include a course-placement process, which integrates multiple measures of assessment to increase persistence and completion rates; direct placement, which will provide support to students who determine for themselves that they can be successful in college-level courses; content-alignment, which supports students enrolled in automotive and social science courses; and a proactive student services process, which integrates FC's thriving Growth Mindset instructional initiative with counseling.

Police Academy

In 2015, the California Commission on Peace Officers Standards and Training (POST) certified the Fullerton College Police Academy (FCPA) cohort that graduated in May of that year. During a subsequent onsite review, POST made a decision to suspend certification of the FCPA. Although the College does not agree with POST's decision, it is working to achieve resolution on this matter. Fullerton College continues to offer Administration of Justice courses leading to degrees and certificates, but it is not offering any FCPA classes at this time.

Staffing

Administration

Since the last ACCJC site team visit in 2011, the College has experienced a complete transformation in its leadership team:

- Dr. Greg Schulz was named President of the College in April 2016 after serving one year as acting President upon the departure of then-President Rajen Vurdien.
- Dr. José Ramón Nuñez was named Vice President of Instruction in July 2014, replacing Terrence Guigni
- Dr. Gilbert Contreras was named Vice President of Student Services in July 2016, replacing Toni Dubois
- Mr. Rodrigo Garcia was named Vice President of Administrative Services in March 2017 after serving as acting VPAS following the departure of Richard Storti

In addition, the North Orange County Community College District appointed Dr. Cheryl A. Marshall as Chancellor to replace Dr. Ned Doffney, who retired in the February 2016.

Faculty

In the last two academic years alone (2015-2016 and 2016-2017), Fullerton College hired 97 new full-time faculty members. While the majority of those positions reflect replacement positions due to retirements, the overall size of the faculty has grown from 287 in 2013 to approximately 345 in 2016-2017. This recent influx of a large number of new instructors came close on the heels of the implementation by the Staff Development committee of a yearlong seminar for new faculty. While the College has always provided orientation activities for new faculty, the current approach, launched in Fall of 2013, represents a shift to a sustained professional learning program specifically designed for instructors at the beginning of their teaching career as well as for those new to the particular programs and needs of students at Fullerton College.

Substantive Change Report

In any given semester, only a small percentage of courses offered includes sections taught online. However, based on the courses that have been *approved* to be offered online, students can theoretically earn 50% or more of the requirements for a degree by taking distance education courses. Therefore, in Spring 2017, the College submitted a substantive change report seeking approval to offer programs that may lead to degrees and certificates that can be obtained 50% or more by taking distance education courses.

List of acronyms used throughout the ISER and supporting evidence

ACT	Academic Computing Technology
AD-T	Associate's Degree for Transfer
AP	Administrative Procedures
ARIS	Annual Review of Institution-set Standards
AS	Associated Students
ASC	Accreditation Steering Committee
ASCCC	Academic Senate for California Community Colleges
BOG	Board of Governors
BP	Board Policy
BS	Basic Skills
CCCCO	California Community Colleges Chancellor's Office
C-ID	Course Identification Numbering System
COR	Course Outline of Record
CSU	California State University
CTE	Career and Technical Education
DCCC	District Curriculum Coordinating Committee
DE	Distance Education
DEAC	Distance Education Advisory Committee
DSS	Disability Support Services
EOPS	Extended Opportunity Program and Services
ESL	English as a Second Language
ESP	Entering Scholars Program
FC	Fullerton College
FCMILES	Fullerton College Math Institute for Learning Enhancement Success
FCPA	Fullerton College Police Academy
GE	General Education
GSI	Graduate Student Internship (Now called Graduate Student Mentorship--GSM)
HSI	Hispanic Serving Institution
IGETC	Intersegmental General Education Transfer Curriculum
IIC	Institutional Integrity Committee
IREC	Institutional Research and Effectiveness Committee
ISLO	Institutional Student Learning Outcome
KPI	Key Performance Indicator
LLRISPS	Library and Learning Resources and Instructional Support Programs and Services
LMS	Learning Management System
MAS	Men Achieving Success
NOCCCD	North Orange County Community College District
OEI	Online Education Initiative
OIRP	Office of Institutional Research and Planning
PAC	President's Advisory Council
PBSC	Planning and Budget Steering Committee
POST	Peace Officers Standards and Training
PRC	Program Review Committee
PSLO	Program Student Learning Outcome

PTI	Pathways Transformation Initiative
SAO	Service Area Outcomes
SAP	Strategic Action Plan
SDSI	Student Diversity Success Initiative
SEC	Student Equity Committee
SER	Self-evaluation Report
SI	Supplemental Instruction
SLO	Student Learning Outcome
SLOA	Student Learning Outcome Assessment
SLOAC	Student Learning Outcome Assessment Committee
SSSP	Student Success and Support Program
TAP	Transfer Achievement Program
UC	University of California
VPAS	Vice President of Administrative Services
VPI	Vice President of Instruction
VPSS	Vice President of Student Services

PRESENTATION OF STUDENT ACHIEVEMENT DATA



A student presents at 2016 Honors Psychology Research Methods Mini Conference



100th Commencement, May 2015



Transfer Recognition Ceremony, May 2017

Presentation of Student Achievement Data

Campus Demographics

Fullerton College experienced a 24% increase in enrollments from Fall 2011 to Fall 2016. According to data released by the National Center for Education Statistics and published in Community College Week, the College experienced the largest community college enrollment growth in the United States in 2012-2013. As enrollments have increased Fullerton College has made a focused effort on increasing access to enrollment services and instructional support services to meet the increasing demands of the student population.

Student Demographics

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall Enrollment	20,087	20,924	24,816	25,554	25,305	24,984
Gender						
Female	10,027	10,485	12,513	12,912	12,768	12,571
Male	9,734	10,121	11,937	12,252	12,087	11,949
Unknown	326	318	366	390	450	464
Race/Ethnicity						
African-American/Black Non-Hispanic	785	818	1032	999	931	917
American Indian/Alaskan Native	180	166	199	201	179	163
Asian: East	1,672	1,695	1,903	1,979	2,022	1,986
Asian: Indian	234	230	295	251	287	301
Asian: Southeast	503	560	654	686	679	662
Asian: Other	325	3325	372	332	331	363
Filipino	656	688	917	624	896	883
Pacific Islander	87	93	99	117	124	114
Hispanic: Mexican, Mexican-American, Chicano	6,680	7,643	9,583	10,435	10,849	11,027
Hispanic: Other	2,358	2,548	3,110	3,153	3,051	3,033
Other Non-White	73	51	33	25	16	16
White Non-Hispanic	5,900	5,692	6,178	5,996	5,663	5,261
Unknown	634	415	441	456	277	258

From Fall 2011 to Fall 2016 the proportion of Hispanic/Latino students increased 56%. When comparing this to the overall 24% increase in unduplicated enrollments, it is clear the increased attendance of the Hispanic/Latino subpopulation drove the overall increase.

Age						
19 and under	5,958	6,126	7,050	7,306	7,341	8,239
20-24	9,026	9,444	11,299	11,607	11,381	10,401
25-29	2,392	2,574	3,179	3,349	3,482	3,196
30-34	926	977	1,198	1,193	1,163	1,259
35-39	498	523	632	675	655	659
40-49	734	730	828	785	708	693
50 and over	552	549	629	639	575	537
Enrollment Status						
Continuing Student	13,691	12,358	15,450	16,268	16,139	16,136
First-Time Student	3,036	3,504	3,862	3,676	3,515	3,317
First-Time Transfer	1,188	1,785	2,271	2,278	2,242	2,139
Returning Student	1,979	2,922	2,792	2,997	3,086	2,995
Returning Transfer	153	298	330	194	147	155
K-12 Special Admit	40	57	111	141	176	242

The highest growth rate in regularly enrolled students came from first-time transfer students at 80%. These are students who are first-time students within the North Orange County Community College District, but they have college experience from another institution. As neighboring colleges continued to recover from the statewide recession in 2011-2012, Fullerton College significantly increased its course offerings and captured thousands students who reside outside its service area.

Educational Goal						
AA Degree/Transfer	14,062	14,170	16,595	17,250	17,824	18,565
Vocational Degree/ Certificate	435	442	567	636	599	612
Career Exploration	351	326	378	408	414	412
Career Development/ Advancement	986	928	1,228	1,218	1,088	1,097
Educational Development	1,525	1,443	1,801	1,712	1,580	1,702
Undecided	1,917	1,801	2,105	2,162	2,065	1,978
Unreported	808	663	756	640	566	618
Unit Load						
Part-Time (< 12 Units)	12,855	13,609	16,091	16,588	16,381	16,147
Full-Time (12+ Units)	7,232	7,315	8,725	8,966	8,924	8,837

The College has experienced increasing numbers of students from low socioeconomic backgrounds who are the first students in their families to earn college degrees. A number of programs at the College are designed to assist students in acclimating to college and supporting their transfer to a four-year college, include the Entering Scholars Program (ESP), the Transfer Achievement Program (TAP), Supplemental Instruction (SI), the Student Diversity Success Initiative (SDSI), Fullerton College Math Initiative for Level Enhancement and Support (FC MILES).

Special Populations						
CalWORKs	390	381	428	506	508	509
DSPS	1,370	1,420	1,577	1,551	1,576	1,512
EOPS	1,039	1,107	1,012	1,047	1,406	1,390
Foster Youth	68	71	88	113	134	115
Veterans/Active Duty	403	419	466	433	416	437
Socio-Economic Status						
BOG Eligible	9,589	10,540	13,118	13,801	13,937	13,650
Not BOG Eligible	9,593	9,604	10,773	10,811	10,491	10,470
BOG Eligibility Unknown	905	780	925	942	877	864
Parent Education						
No High School Diploma	2,899	3,325	4,078	4,396	4,431	4,506
High School Diploma	5,050	5,343	6,594	6,687	6,701	6,680
Some College/No Degree	4,765	4,945	5,839	5,978	5,789	5,535
Associate Degree	1,749	1,793	2,026	2,040	1,990	1,934
Bachelor's Degree	3,432	3,426	3,959	4,103	3,981	3,939
Graduate Degree	1,837	1,772	1,936	1,929	2,007	1,952



ESP classes feature embedded tutors and instructors who receive training in success strategies developed specifically for first-time students.

Faculty and Staff Demographics

Fullerton College experienced a 28% increase in faculty and staff employment from Fall 2011 to Fall 2016. As the college experienced large enrollment increases, it also recognized the importance of increasing the necessary faculty and staff positions to support the increased student population. Additional resources for staff development were also provided, and in 2014, the College developed the New Faculty Seminar, which is held twice a month and helps first-year full-time faculty learn more about the College's standards and expectations for student learning.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall Faculty and Staff	974	998	1,151	1,242	1,315	1,244
Job Classification						
Educational Administrator	17	18	16	15	17	22
Academic, Tenured/Tenure Track	284	287	287	281	307	348
Academic, Temporary	395	420	591	685	700	582
Classified	278	273	257	261	291	292
Gender						
Female	51%	52%	51%	52%	53%	54%
Male	49%	48%	49%	48%	47%	46%
Race/Ethnicity						
African-American	2%	2%	3%	3%	3%	3%
American Indian/Alaskan Native	.4%	1%	1%	1%	1%	1%
Asian	7%	9%	11%	11%	12%	12%
Hispanic	13%	16%	18%	19%	21%	23%
Multi-Ethnic	2%	3%	3%	3%	3%	3%
Pacific Islander	.3%	.2%	.4%	.3%	.3%	.3%
White Non-Hispanic	35%	50%	52%	51%	49%	50%
Unknown	40%	19%	14%	12%	12%	9%
Age						
18-34	12%	11%	14%	16%	20%	19%
35-39	11%	12%	12%	12%	12%	13%
40-44	13%	12%	13%	12%	11%	11%
45-49	14%	14%	14%	14%	13%	12%
50-54	13%	12%	11%	11%	12%	15%
55-59	17%	17%	15%	14%	13%	11%
60-64	13%	13%	12%	11%	10%	11%
65-69	4%	5%	6%	6%	6%	6%
70 and over	3%	3%	3%	3%	3%	3%

High School Applicants

Number of recent high school graduates (April to August of the same year) applying to Fullerton College for an entering fall or leading summer term and percent of high school graduates enrolling in course(s).

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
High School Location						
Fullerton College Area H.S.	3,118	3,086	2,531	2,426	2,427	2,228
Other Orange County H.S.	846	836	837	792	727	689
Other California H.S.	2,864	3,002	2,531	2,170	1,943	1,710
Other United States H.S.	175	191	167	184	187	138
International H.S.	22	33	40	27	22	25
Unknown	7	1	6	6	2	5
Overall Enrollment Rate based on number of applications	38%	38%	47%	52%	56%	57%
High School Location						
Fullerton College Area H.S.	46%	47%	56%	60%	63%	66%
Other Orange County H.S.	31%	32%	45%	44%	53%	50%
Other California H.S.	31%	31%	41%	48%	51%	52%
Other United States H.S.	27%	25%	35%	29%	36%	26%
International H.S.	32%	36%	35%	52%	23%	28%
Unknown	0%	0%	17%	50%	0%	60%

Basic Skills Placement

Percent of first-time students placing in basic skills English, Mathematics, and Reading via placement exams and counselor assessment.

The rate of basic skills placement has fluctuated as enrollments have changed. There was a large decline in overall basic skills placement from Fall 2011 to Fall 2012, with modest rises and dips in the following years. Combined with increasing enrollment rates, this has resulted in an overall high volume of students in beginning their math, English, and reading sequences in college level courses.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Yr. Avg.	Fall 2016
Overall Basic Skills Placement	78%	71%	69%	68%	71%	71%	69%
Gender							
Female	80%	72%	70%	70%	73%	73%	72%
Male	77%	71%	68%	66%	70%	70%	67%
Unknown	87%	67%	66%	70%	71%	72%	67%
Race/Ethnicity							
African-American/Black Non-Hispanic	77%	71%	55%	62%	66%	65%	49%
American Indian/Alaskan Native	75%	76%	57%	69%	71%	70%	64%
Asian: East	64%	52%	56%	58%	42%	54%	49%
Asian: Indian	54%	62%	64%	63%	53%	59%	68%
Asian: Southeast	82%	56%	46%	58%	47%	56%	57%
Asian: Other	68%	59%	59%	55%	75%	64%	68%
Filipino	72%	74%	63%	72%	73%	71%	70%
Pacific Islander	83%	79%	77%	72%	91%	80%	64%
Hispanic: Mexican, Mexican-American, Chicano	85%	78%	76%	76%	79%	78%	77%
Hispanic: Other	82%	75%	76%	76%	79%	77%	78%
Other Non-White	0%	33%	50%	100%	100%	60%	100%
White Non-Hispanic	72%	64%	67%	62%	64%	66%	60%
Unknown	77%	57%	16%	9%	64%	24%	29%
Age							
19 and under	81%	74%	74%	74%	74%	75%	74%
20-24	66%	67%	61%	63%	62%	64%	57%
25-29	59%	55%	50%	38%	60%	51%	45%
30-34	50%	63%	36%	27%	67%	45%	32%
35-39	53%	62%	22%	22%	46%	34%	30%
40-49	28%	39%	31%	18%	33%	29%	25%
50 and over	22%	43%	19%	15%	39%	23%	28%

Basic Skills Placement

BOG Eligible	80%	73%	68%	66%	73%	71%	71%
Not BOG Eligible	77%	71%	69%	70%	69%	71%	67%
BOG Eligibility Unknown	78%	67%	74%	74%	79%	74%	76%
English Placement							
Transfer Level	26%	26%	25%	24%	23%	25%	25%
One-Level Below	33%	28%	29%	27%	29%	29%	29%
Two-Levels Below	15%	15%	13%	14%	16%	15%	14%
Three-Levels Below	9%	8%	8%	9%	9%	8%	9%
No Assessment	17%	23%	26%	27%	23%	23%	23%
Math Placement							
Transfer Level	25%	27%	27%	26%	28%	27%	30%
One-Level Below	8%	7%	8%	7%	7%	7%	6%
Two-Levels Below	19%	16%	14%	17%	16%	16%	15%
Three-Levels Below	34%	31%	30%	28%	32%	31%	30%
No Assessment	14%	19%	22%	23%	18%	19%	20%
Reading Placement							
Transfer Level	21%	20%	19%	18%	18%	19%	17%
One-Level Below	31%	28%	27%	27%	28%	28%	28%
Two-Levels Below	19%	17%	17%	16%	18%	18%	18%
Three-Levels Below	13%	11%	10%	11%	12%	11%	12%
No Assessment	17%	24%	26%	28%	24%	24%	25%

Course Enrollments

The number of valid end-of-term grade notations displayed on official transcripts.

As unduplicated headcounts rose, so too did the course enrollments. Course enrollments have begun to taper off and stabilize in the past two fall semesters.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Course Enrollments	58,126	59,041	70,220	71,147	69,852	68,995
Gender						
Female	28,882	29,405	35,250	35,832	35,261	34,501
Male	28,366	28,769	33,980	34,263	33,379	33,233
Unknown	878	867	990	1,052	1,212	1,261
Race/Ethnicity						
African-American/Black Non-Hispanic	2,564	2,462	3,219	2,971	2,750	2,809
American Indian/Alaskan Native	560	462	530	572	470	408
Asian: East	4,671	4,669	5,227	5,301	5,478	5,407
Asian: Indian	592	600	780	657	759	800
Asian: Southeast	1,481	1,599	1,817	1,866	1,833	1,723
Asian: Other	888	922	1,010	885	897	1,007
Filipino	1,973	1,986	2,609	2,613	2,545	2,471
Pacific Islander	259	265	292	355	360	337
Hispanic: Mexican, Mexican-American, Chicano	19,538	21,719	27,293	29,115	30,226	30,804
Hispanic: Other	6,639	7,196	8,878	8,972	8,480	8,349
Other Non-White	201	135	96	76	48	51
White Non-Hispanic	16,873	15,877	17,242	16,542	15,370	14,192
Unknown	1,887	1,149	1,227	1,222	636	637
Age						
19 and under	19,609	20,039	23,308	23,919	24,203	27,138
20-24	27,088	27,419	32,505	32,558	31,274	28,215
25-29	5,746	5,947	7,466	7,859	8,016	7,301
30-34	2,087	2,122	2,556	2,523	2,481	2,684
35-39	1,005	1,092	1,435	1,494	1,376	1,378
40-49	1,525	1,434	1,670	1,578	1,430	1,315
50 and over	1,065	987	1,279	1,216	1,072	964
Socio-Economic Status						
BOG Eligible	28,971	30,680	38,556	39,636	39,565	38,773
Not BOG Eligible	26,707	26,320	29,135	29,052	27,936	27,966
BOG Eligibility Unknown	2,448	2,041	2,529	2,459	2,351	2,256

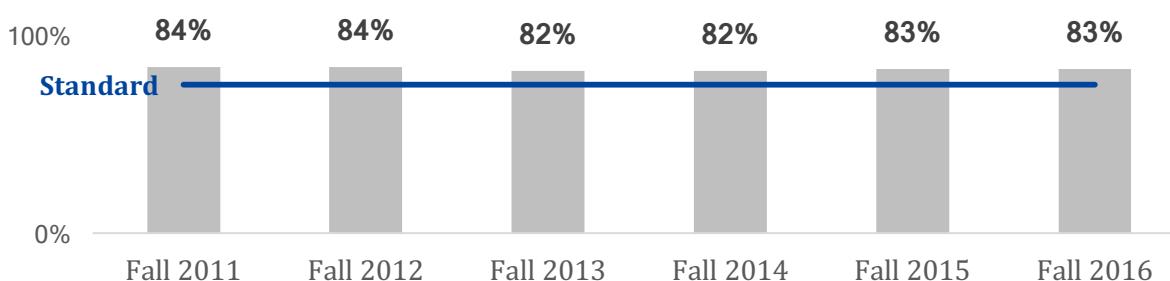
Course Enrollments

Course Delivery Method						
Lecture	46,405	47,346	57,051	58,195	56,637	56,296
Online	4,465	4,235	5,174	5,826	6,706	6,609
Hybrid	1,115	2,160	2,339	2,077	2,018	1,415
Lab	5,917	5,119	5,463	4,948	4,409	4,589
Independent Study	148	83	84	61	42	55
TeleWeb	71	75	102	35	21	0
Work Experience	5	23	5	5	19	31
Special Programs Courses						
ESP	430	536	455	376	747	561
Honors	301	412	359	349	330	284
Puente	100	92	86	96	85	130
TAP	653	733	769	686	607	568
Basic Skills Courses						
English	1,703	1,827	2,554	2,699	2,712	2,486
ESL	350	279	398	401	356	338
Mathematics	3,325	3,856	4,585	4,479	4,480	4,189
Reading	722	725	901	1,062	1,023	989
Division						
Business and CIS	4,491	4,426	5,071	5,512	5,811	5,476
Counseling	1,068	1,260	1,610	1,394	1,487	1,515
Fine Arts	8,026	8,140	8,189	8,181	8,248	7,802
Humanities	9,754	10,145	13,053	13,750	13,179	12,825
Library	25	59	35	30	42	45
Math and Computer Science	6,020	7,157	8,721	9,299	9,306	9,043
Natural Sciences	4,961	4,944	6,046	6,244	6,166	6,259
Physical Education	5,751	4,915	5,792	5,525	4,877	5,113
Social Sciences	12,798	13,246	16,817	16,341	16,003	16,310
Student Services	294	10	2	2	0	0
Technology and Engineering	4,238	4,739	4,884	4,869	4,733	4,607

Course Completion Rate

Percentage of students who do not withdraw from class and who receive a valid grade.

Institutional Standard: 75%



The Fullerton College course completion rate has remained relatively consistent across the last six fall semesters. As we've seen with increased enrollments, so too has the volume of course completions.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Yr. Avg.	Fall 2016
Overall Completion	84%	84%	82%	82%	83%	83%	83%
Gender							
Female	85%	85%	83%	83%	84%	84%	84%
Male	83%	84%	82%	81%	82%	82%	82%
Unknown	86%	84%	84%	85%	82%	84%	84%
Race/Ethnicity							
African-American/Black Non-Hispanic	80%	83%	78%	78%	78%	79%	79%
American Indian/Alaskan Native	83%	81%	82%	83%	72%	81%	83%
Asian: East	85%	86%	85%	83%	86%	85%	86%
Asian: Indian	88%	82%	84%	82%	86%	84%	85%
Asian: Southeast	88%	87%	83%	86%	84%	85%	86%
Asian: Other	84%	87%	88%	83%	86%	86%	85%
Filipino	87%	86%	84%	85%	85%	85%	83%
Pacific Islander	83%	77%	77%	81%	76%	79%	84%
Hispanic: Mexican, Mexican-American, Chicano	83%	84%	82%	81%	82%	82%	82%
Hispanic: Other	83%	83%	81%	82%	81%	82%	83%
Other Non-White	90%	84%	86%	84%	85%	87%	90%
White Non-Hispanic	85%	85%	84%	84%	84%	84%	84%
Unknown	85%	85%	75%	70%	84%	80%	84%

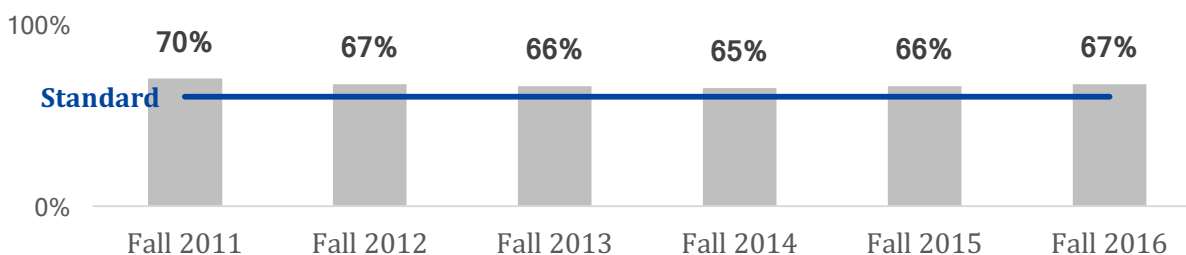
Course Completion Rate

Age							
19 and under	87%	88%	86%	85%	86%	86%	85%
20-24	82%	83%	81%	81%	82%	82%	82%
25-29	82%	81%	79%	80%	80%	80%	80%
30-34	85%	83%	80%	80%	82%	82%	80%
35-39	84%	83%	79%	79%	84%	82%	83%
40-49	84%	84%	81%	80%	80%	82%	79%
50 and over	84%	83%	82%	80%	83%	82%	81%
Socio-Economic Status							
BOG Eligible	83%	83%	81%	80%	81%	81%	82%
Not BOG Eligible	85%	86%	85%	85%	85%	85%	85%
BOG Eligibility Unknown	86%	86%	82%	83%	85%	85%	84%
Course Delivery Method							
Lecture	84%	85%	83%	83%	84%	84%	83%
Online	76%	77%	74%	76%	76%	76%	78%
Hybrid	81%	81%	77%	76%	75%	78%	78%
Lab	88%	89%	88%	85%	88%	88%	90%
Independent Study	90%	95%	92%	95%	88%	92%	93%
TeleWeb	86%	89%	70%	49%	62%	75%	--
Work Experience	100%	96%	100%	100%	74%	89%	87%
Special Programs Courses							
ESP	87%	92%	86%	84%	84%	87%	83%
Honors	94%	93%	89%	88%	92%	91%	93%
Puente	98%	99%	93%	94%	98%	96%	91%
TAP	86%	90%	90%	85%	84%	87%	85%
Basic Skills Courses							
English	85%	89%	86%	86%	86%	86%	85%
ESL	90%	91%	87%	86%	84%	88%	89%
Mathematics	74%	77%	76%	73%	72%	74%	67%
Reading	85%	89%	86%	86%	87%	87%	87%
Division							
Business and CIS	79%	81%	77%	78%	77%	78%	79%
Counseling	90%	90%	86%	89%	89%	89%	86%
Fine Arts	89%	88%	86%	86%	88%	87%	88%
Humanities	84%	85%	83%	84%	85%	84%	85%
Library	64%	88%	83%	53%	83%	77%	73%
Math and Computer Science	75%	78%	76%	73%	73%	75%	71%
Natural Sciences	80%	80%	80%	78%	81%	80%	80%
Physical Education	88%	89%	87%	85%	87%	87%	89%
Social Sciences	85%	85%	84%	84%	84%	84%	85%
Student Services	92%	100%	100%	100%	--	92%	--
Technology and Engineering	86%	86%	84%	87%	88%	86%	88%

Course Success Rate

Percentage of students who receive a passing/satisfactory grade.

Institutional Standard: 60%



An area the college has targeted for improvement is course success rates. A number of efforts such as Supplemental Instruction, Embedded Tutoring, and the Entering Scholars Program have targeted increasing course success as a goal. As enrollments have risen, the college has experienced a slight decline in course success. Direct responses to this through increased staffing and support programs have positively impacted course success since Fall 2014.

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	5 Yr. Avg.	Fall 2016
Overall Success	70%	68%	66%	65%	66%	67%	67%
Gender							
Female	71%	70%	68%	67%	68%	69%	68%
Male	68%	67%	64%	63%	65%	65%	65%
Unknown	72%	66%	69%	68%	68%	69%	67%
Race/Ethnicity							
African-American/Black Non-Hispanic	59%	57%	53%	54%	55%	55%	55%
American Indian/Alaskan Native	71%	66%	69%	65%	56%	66%	70%
Asian: East	75%	76%	74%	71%	75%	74%	74%
Asian: Indian	74%	68%	68%	67%	72%	70%	72%
Asian: Southeast	78%	75%	69%	72%	73%	73%	75%
Asian: Other	73%	77%	75%	71%	73%	74%	75%
Filipino	74%	73%	70%	71%	72%	72%	71%
Pacific Islander	66%	58%	56%	58%	58%	59%	71%
Hispanic: Mexican, Mexican-American, Chicano	67%	65%	63%	62%	64%	64%	64%
Hispanic: Other	66%	65%	63%	63%	64%	64%	64%
Other Non-White	72%	67%	75%	73%	62%	71%	75%
White Non-Hispanic	73%	72%	71%	71%	71%	72%	72%
Unknown	74%	72%	53%	48%	71%	64%	67%

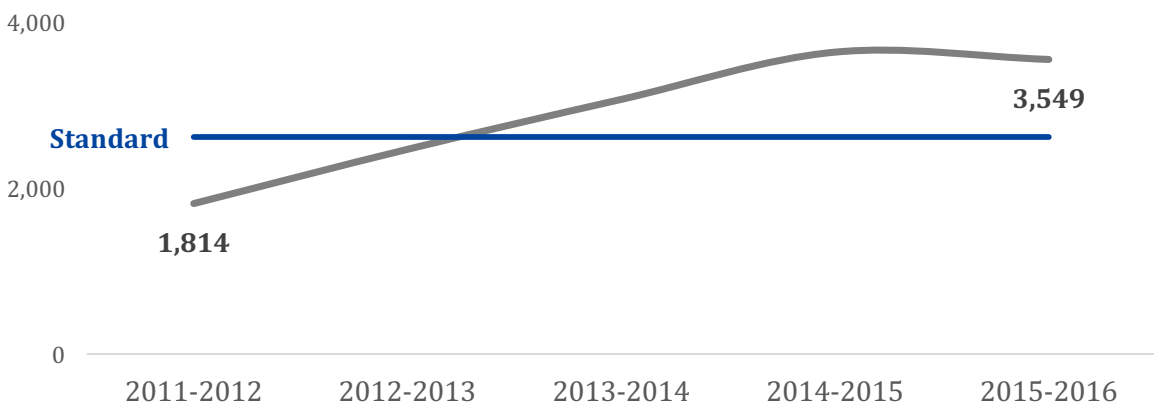
Course Success Rate

Age							
19 and under	72%	70%	67%	66%	67%	68%	67%
20-24	68%	67%	65%	64%	65%	66%	66%
25-29	70%	67%	65%	66%	65%	66%	66%
30-34	73%	69%	66%	67%	69%	68%	67%
35-39	74%	72%	67%	65%	73%	70%	71%
40-49	74%	73%	68%	69%	70%	71%	66%
50 and over	74%	74%	70%	71%	75%	73%	70%
Socio-Economic Status							
BOG Eligible	67%	65%	63%	62%	64%	64%	64%
Not BOG Eligible	73%	72%	70%	69%	70%	71%	70%
BOG Eligibility Unknown	72%	69%	68%	64%	67%	69%	68%
Course Delivery Method							
Lecture	71%	69%	67%	66%	67%	68%	67%
Online	56%	57%	53%	55%	55%	55%	55%
Hybrid	64%	59%	52%	52%	56%	56%	58%
Lab	77%	78%	78%	76%	81%	78%	83%
Independent Study	74%	87%	85%	89%	83%	81%	87%
TeleWeb	65%	55%	42%	31%	43%	49%	--
Work Experience	100%	91%	80%	75%	68%	82%	87%
Special Programs Courses							
ESP	73%	81%	69%	68%	69%	72%	69%
Honors	92%	89%	83%	83%	87%	87%	89%
Puente	94%	92%	84%	88%	85%	89%	85%
TAP	77%	81%	80%	72%	70%	76%	71%
Basic Skills Courses							
English	68%	74%	69%	69%	66%	69%	65%
ESL	82%	80%	74%	72%	73%	76%	79%
Mathematics	55%	52%	51%	48%	44%	50%	40%
Reading	73%	76%	73%	72%	75%	74%	74%
Division							
Business and CIS	63%	62%	61%	59%	60%	61%	59%
Counseling	78%	76%	68%	69%	71%	72%	69%
Fine Arts	76%	72%	73%	72%	73%	73%	72%
Humanities	73%	73%	70%	70%	71%	71%	71%
Library	36%	73%	54%	30%	64%	56%	58%
Math and Computer Science	58%	56%	55%	51%	49%	53%	49%
Natural Sciences	65%	64%	63%	62%	65%	64%	65%
Physical Education	78%	81%	76%	74%	79%	77%	81%
Social Sciences	67%	66%	63%	63%	65%	65%	66%
Student Services	74%	80%	100%	100%	--	75%	--
Technology and Engineering	76%	73%	73%	76%	76%	75%	79%

Transfer Rates

The number of students transferring to a four-year university in a given academic year (between August 1st and July 31st).

Institutional Standard: 2,616



	2011-12	2012-13	2013-14	2014-15	2015-16
Overall Transfer	1,814	2,467	3,068	3,637	3,549
Four-Year University					
CSU	868	1,197	1,458	1,925	2,029
UC	143	261	364	407	404
In-State Private	312	414	532	511	407
Out-of-State	491	595	714	794	709
Gender					
Female	885	1,303	1,612	1,872	1,857
Male	905	1,133	1,421	1,716	1,637
Unknown	24	31	35	49	55
Race/Ethnicity					
African-American/Black Non-Hispanic	154	176	168	170	160
American Indian/Alaskan Native	11	13	14	31	20
Asian: East	192	341	453	484	433
Asian: Indian	40	45	77	84	68
Asian: Southeast	53	103	135	137	149
Asian: Other	25	52	50	92	75
Filipino	75	135	129	161	183
Pacific Islander	14	14	19	14	15
Hispanic: Mexican, Mexican-American, Chicano	505	719	886	1,062	1,067
Hispanic: Other	174	204	288	358	378
Other Non-White	6	6	9	9	7
White Non-Hispanic	515	596	766	943	928
Unknown	50	63	74	92	66

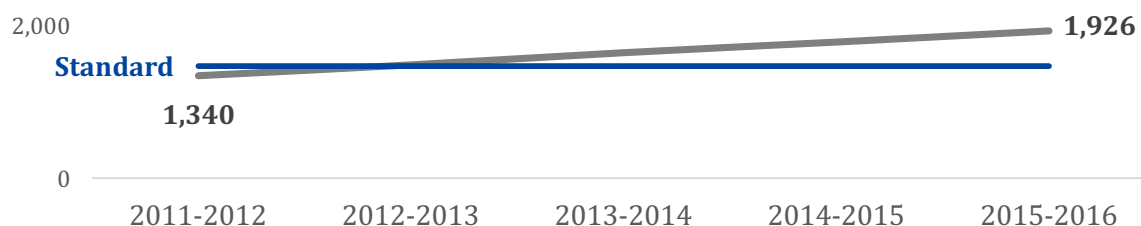
Source: National Student Clearinghouse.

Degrees Awarded

Number of Associates of Arts and Associates of Sciences awarded during the academic school year.

Institutional Standard: 1,471

4,000



Each of the past two academic years, Fullerton College has awarded the highest number of associate degrees and certificates in its history.

	2011-12	2012-13	2013-14	2014-15	2015-16
Overall Degrees Awarded	1,340	1,482	1,641	1,780	1,926
Award Type					
Associate in Arts	1,182	1,029	1,063	1,024	1,097
Associate in Science	156	150	161	188	171
Associate in Arts for Transfer	1	182	251	340	434
Associate in Science for Transfer	1	121	166	228	224
Gender					
Female	790	817	955	957	1,107
Male	532	645	664	794	786
Unknown	18	20	22	29	33

Degrees Awarded

Race/Ethnicity					
African-American/Black Non-Hispanic	58	56	54	35	52
American Indian/Alaskan Native	12	17	5	20	11
Asian: East	90	104	123	121	144
Asian: Indian	9	18	12	22	17
Asian: Southeast	25	46	33	42	55
Asian: Other	16	28	24	21	33
Filipino	32	32	76	70	59
Pacific Islander	7	4	5	1	8
Hispanic: Mexican, Mexican-American, Chicano	429	480	578	670	778
Hispanic: Other	149	148	183	196	246
Other Non-White	10	7	5	6	2
White Non-Hispanic	429	480	498	539	487
Unknown	74	62	45	37	34
Age					
19 and under	0	0	1	3	6
20-24	175	413	736	1,025	1,104
25-29	808	712	566	490	506
30-34	173	188	164	108	159
35-39	64	58	72	52	58
40-49	72	61	65	60	52
50 and over	48	50	37	42	41



Persistence

Percent of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and enrolled in first three consecutive primary semester terms anywhere in the CCC system.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall Persistence	78%	80%	80%	82%	82%
Gender					
Female	78%	80%	82%	84%	84%
Male	79%	80%	78%	81%	81%
Race/Ethnicity					
African-American	73%	79%	83%	76%	74%
American Indian/Alaskan Native	71%	57%	75%	93%	100%
Asian	80%	82%	84%	84%	81%
Filipino	79%	79%	80%	82%	93%
Hispanic	78%	79%	78%	81%	81%
Pacific Islander	93%	94%	71%	85%	69%
White Non-Hispanic	78%	79%	80%	83%	86%
Preparation					
College Prepared	80%	82%	85%	82%	85%
Unprepared for College	78%	79%	79%	82%	81%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

30 Units

Percent of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and earned at least 30 units in the CCC system.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall 30 Units	68%	70%	70%	73%	72%
Gender					
Female	68%	71%	72%	74%	73%
Male	68%	69%	68%	71%	71%
Race/Ethnicity					
African-American	57%	65%	70%	54%	58%
American Indian/Alaskan Native	75%	57%	64%	50%	78%
Asian	70%	72%	76%	80%	76%
Filipino	74%	72%	80%	79%	85%
Hispanic	67%	68%	66%	70%	71%
Pacific Islander	67%	77%	61%	69%	56%
White Non-Hispanic	67%	72%	72%	75%	72%
Preparation					
College Prepared	74%	74%	79%	78%	80%
Unprepared for College	66%	69%	67%	70%	69%

Basic Skills

Fullerton College has committed significant effort to addressing basic skills placement and progression through the basic skills course sequence to college level courses. The percent of first-time students who complete a transfer level course in their first year has increased steadily over the last five reported academic years. Additionally, the progress of students initially placed in basic skills English courses has increased as well. An area the college has targeted for improvement is the progress rate for students placed in basic skills Math courses. The Supplemental Instruction program and Pathways Transformation Initiative projects have targeted basic skills course progress for Math and English sequences, and reading needs in content area courses.

Basic Skills English Progress Rate

Percent of credit students who attempted for the first time a course designated at “levels below transfer” in English and successfully completed a college-level course in English within six years.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall English Progress	49%	48%	48%	51%	52%
Gender					
Female	51%	54%	52%	56%	52%
Male	48%	44%	44%	47%	51%
Race/Ethnicity					
African-American	34%	28%	39%	32%	37%
American Indian/Alaskan Native	42%	39%	47%	63%	50%
Asian	63%	61%	56%	64%	68%
Filipino	60%	63%	60%	68%	64%
Hispanic	46%	45%	44%	48%	50%
Pacific Islander	30%	47%	42%	43%	44%
White Non-Hispanic	50%	51%	51%	56%	55%

Source: California Community Colleges Chancellor’s Office Student Success Scorecard

Basic Skills Math Progress Rate

Percent of credit students who attempted for the first time a course designated at “levels below transfer” in math and successfully completed a college-level course in math within six years.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall Math Progress	36%	34%	34%	38%	28%
Gender					
Female	37%	37%	36%	41%	29%
Male	34%	31%	32%	36%	28%
Race/Ethnicity					
African-American	22%	18%	28%	31%	12%
American Indian/Alaskan Native	37%	29%	50%	25%	17%
Asian	51%	44%	46%	63%	39%
Filipino	42%	42%	44%	57%	37%
Hispanic	31%	31%	30%	35%	27%
Pacific Islander	39%	46%	21%	30%	7%
White Non-Hispanic	41%	37%	37%	42%	33%

Source: California Community Colleges Chancellor’s Office Student Success Scorecard

Basic Skills ESL Progress Rate

Percent of credit students who attempted for the first time a course designated at “levels below transfer” in ESL and successfully completed a college-level course in ESL or English within six years.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall ESL Progress	43%	42%	49%	52%	45%
Gender					
Female	44%	44%	46%	50%	44%
Male	42%	38%	55%	58%	46%
Race/Ethnicity					
African-American	40%	33%	50%	40%	0%
American Indian/Alaskan Native	100%	0%	--	0%	--
Asian	47%	43%	51%	57%	54%
Filipino	100%	--	50%	75%	0%
Hispanic	35%	41%	51%	35%	34%
Pacific Islander	--	33%	0%	0%	--
White Non-Hispanic	42%	44%	40%	73%	52%

Source: California Community Colleges Chancellor’s Office Student Success Scorecard

Transfer Level Achievement English

Percent of first-time students who completed a transfer level English course in their first year.

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Transfer-Level 1st Year	43%	48%	51%	54%	56%
Gender					
Female	45%	47%	52%	56%	56%
Male	42%	50%	50%	51%	55%
Race/Ethnicity					
African-American	36%	35%	36%	35%	44%
American Indian/Alaskan Native	71%	33%	50%	50%	67%
Asian	44%	52%	58%	56%	57%
Filipino	49%	52%	52%	70%	72%
Hispanic	39%	46%	45%	50%	53%
Pacific Islander	36%	67%	40%	31%	60%
White Non-Hispanic	54%	52%	62%	63%	62%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Transfer Level Achievement Math

Percent of first-time students who completed a transfer level math course in their first year.

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Transfer-Level 1st Year	28%	25%	30%	33%	38%
Gender					
Female	26%	21%	26%	31%	35%
Male	31%	30%	35%	35%	40%
Race/Ethnicity					
African-American	22%	25%	19%	16%	39%
American Indian/Alaskan Native	57%	33%	0%	0%	17%
Asian	48%	46%	54%	60%	67%
Filipino	49%	32%	46%	49%	58%
Hispanic	25%	20%	25%	29%	32%
Pacific Islander	21%	0%	20%	19%	60%
White Non-Hispanic	27%	24%	30%	34%	33%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

Completion/SPAR

Percent of first-time students with a minimum of 6 units earned who attempted any Math or English in the first three years and earned a degree or certificate, transferred, or achieved transfer prepared status within six years.

The college has experienced steady increases in rates of students earning a degree or certificate, transferring, or achieving transfer-prepared status within six years (overall and within CTE disciplines) over the past five CCCCO scorecard cohort years.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall Completion/SPAR	49%	50%	50%	51%	51%
Gender					
Female	51%	53%	53%	53%	53%
Male	46%	48%	47%	48%	49%
Race/Ethnicity					
African-American	45%	55%	48%	36%	40%
American Indian/Alaskan Native	46%	38%	39%	36%	56%
Asian	66%	69%	71%	71%	70%
Filipino	53%	61%	60%	62%	64%
Hispanic	52%	39%	41%	42%	45%
Pacific Islander	37%	65%	39%	62%	50%
White Non-Hispanic	51%	54%	53%	55%	57%
Preparation					
College Prepared	74%	74%	73%	72%	72%
Unprepared for College	41%	42%	42%	43%	44%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

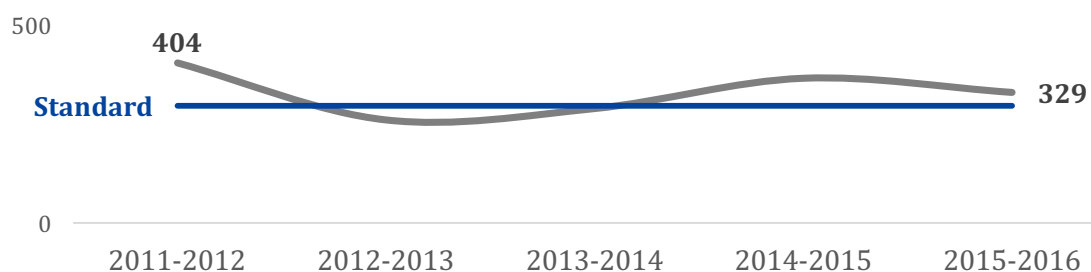


Fullerton College students show their transfer colors.

Certificates Awarded

Number of certificates awarded during the academic school year.

Institutional Standard: 296



The college completed extensive renovation of many CTE campus facilities in Fall 2013. Capacity was temporarily reduced in some programs during the renovation phase, leading to the steep decline in awards. As the programs have returned to campus facilities, the number of degrees awarded has begun to increase.

	2011-12	2012-13	2013-14	2014-15	2015-16
Overall Certificates Awarded	404	259	288	365	329
Award Type					
Certificate 6 to 18 Units	2	1	0	1	0
Certificate 18 to 30 Units	76	82	83	100	137
Certificate 30 to 60 Units	326	176	205	264	192
Gender					
Female	207	150	178	227	199
Male	189	104	106	134	122
Unknown	8	5	4	4	8



Certificates Awarded

Race/Ethnicity					
African-American/Black Non-Hispanic	8	5	7	14	7
American Indian/Alaskan Native	3	0	3	5	8
Asian: East	25	16	18	23	17
Asian: Indian	1	1	5	5	0
Asian: Southeast	5	7	5	11	8
Asian: Other	3	5	6	4	6
Filipino	13	8	6	9	10
Pacific Islander	1	0	0	0	3
Hispanic: Mexican, Mexican-American, Chicano	115	64	84	128	119
Hispanic: Other	49	31	31	43	33
Other Non-White	1	4	0	3	1
White Non-Hispanic	167	109	114	114	115
Unknown	13	9	9	6	2
Age					
19 and under	0	0	0	7	4
20-24	51	60	94	156	121
25-29	171	98	102	87	94
30-34	93	39	37	45	29
35-39	36	17	21	23	32
40-49	30	22	15	24	26
50 and over	23	23	19	23	23

Career Technical Completion Rate

Percent of students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline and who earn a degree/certificate, transfer, or achieve transfer-prepared status within six years.

	2006-07	2007-08	2008-09	2009-10	2010-11
Overall CTE Completion	58%	57%	57%	59%	61%
Gender					
Female	62%	58%	61%	61%	65%
Male	55%	56%	53%	58%	59%
Race/Ethnicity					
African-American	52%	51%	55%	55%	56%
American Indian/Alaskan Native	33%	54%	75%	40%	63%
Asian	56%	56%	62%	62%	60%
Filipino	70%	65%	77%	74%	67%
Hispanic	61%	59%	5%	57%	66%
Pacific Islander	75%	33%	52%	57%	60%
White Non-Hispanic	58%	56%	56%	58%	60%

Source: California Community Colleges Chancellor's Office Student Success Scorecard

State Licensing Examination

Percent of students who have successfully passed the written and practical examination after completing coursework in cosmetology.

Institutional Standard: 80%

	2011-12	2012-13	2013-14	2014-15	2015-16	5 Yr. Avg.
Type of Test						
Written	82%	70%	80%	95%	95%	84%
Practical	93%	96%	93%	81%	97%	91%



Cosmetology students learn from licensed professionals while providing salon services to the community.

Job Placement

The percent of students in a cohort year who were placed or retained in employment, military service or apprenticeship programs in one of the four quarters following the cohort year.

	2010-11	2011-12	2012-13	2013-14	2014-15
Overall Job Placement	77%	67%	62%	73%	76%
Program					
Agriculture and Natural Resources	80%	77%	50%	40%	77%
Architecture and Related Technologies	33%	100%	50%	--	60%
Biological Sciences	100%	100%	75%	100%	100%
Business and Management	77%	68%	66%	73%	77%
Media and Communications	79%	71%	56%	74%	76%
Information Technology	74%	73%	36%	83%	54%
Education	45%	50%	36%	67%	82%
Fine and Applied Arts	73%	62%	55%	72%	76%
Health	85%	55%	73%	65%	81%
Family and Consumer Sciences	84%	55%	59%	78%	76%
Law	79%	72%	72%	73%	72%
Humanities (Letters)	--	--	20%	--	--
Psychology	59%	68%	--	--	--
Public and Protective Services	87%	77%	78%	86%	88%
Commercial Services	73%	63%	56%	64%	73%
Social Sciences	100%	100%	--	--	--

Source: CCCC Perkins IV Report

Job Earnings

The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey⁴.

Institutional Standard: 27%

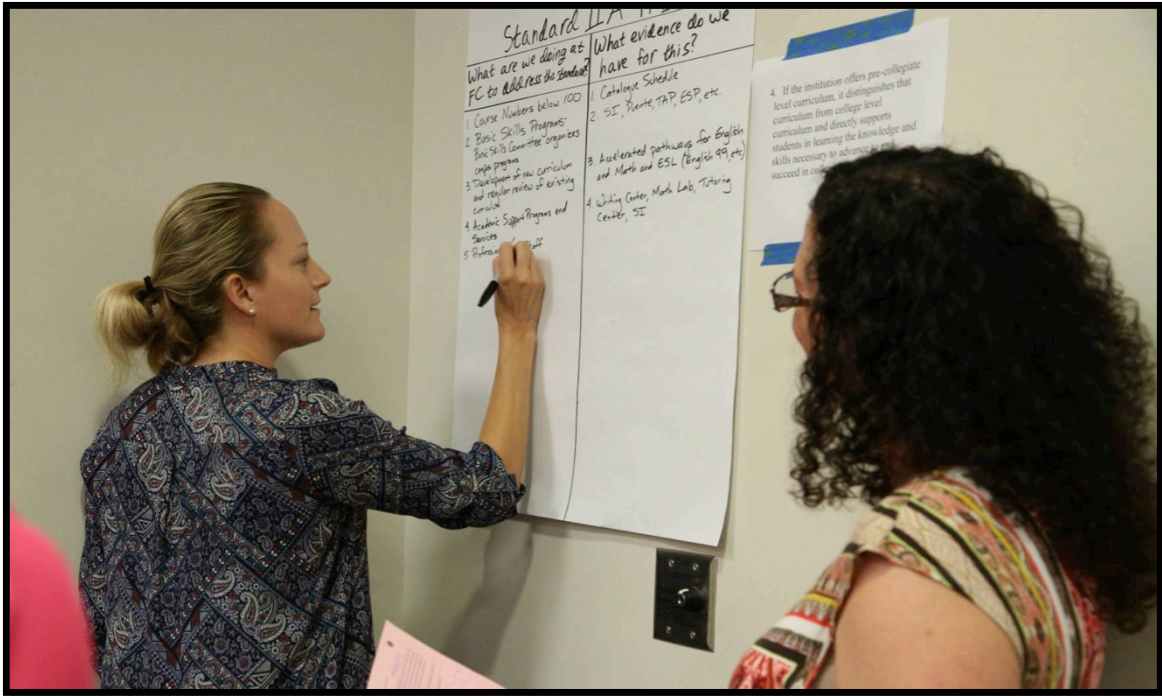
	2011	2012	2013	2014	2015
Overall Change in Earnings	--	--	30%	--	31%
Gender					
Female	--	--	29%	--	30%
Male	--	--	33%	--	35%
Unknown	--	--	0%	--	-9%
Race/Ethnicity					
Am. Indian/Alaskan Native	--	--	--	--	--
Asian/Pacific Islander	--	--	26%	--	--
Black Non-Hispanic	--	--	34%	--	--
Hispanic	--	--	30%	--	28%
White Non-Hispanic	--	--	18%	--	24%
Other	--	--	--	--	--
Unknown	--	--	48%	--	118%

Job Earnings

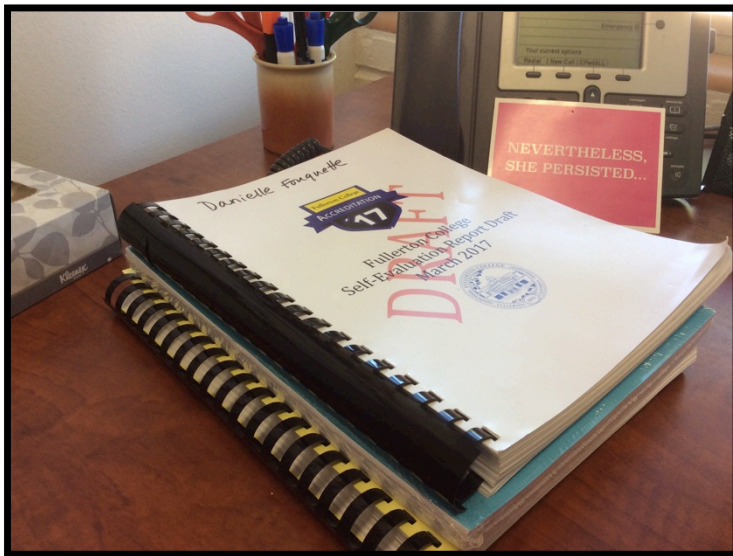
Age					
19 and under	--	--	34%	--	57%
20-24	--	--	48%	--	37%
25-29	--	--	32%	--	41%
30-34	--	--	22%	--	22%
35-39	--	--	15%	--	52%
40-49	--	--	7%	--	28%
50 and over	--	--	13%	--	17%

⁴The CTEOS survey is administered by Santa Rosa Junior College. In 2013, Fullerton College had 710 respondents, and 593 in 2015.

Section C: Organization of Self-Evaluation Process



Accreditation Breakout Session, Convocation 2015



A few of the drafts of the self-evaluation report



Organization of Self-Evaluation Process

The self-evaluation process at Fullerton College was a team effort from the start. The Faculty Senate and the President's Advisory Council collaborated to create the position of faculty co-chair of the steering committee, and President Rajen Vurdien selected the faculty co-chair in Fall 2014 in consultation with the Faculty Senate executive board. Faculty members of the steering committee were selected by the co-chairs of the steering committee and approved by the Faculty Senate and President Vurdien, who designated members of the College's administrative team to serve alongside faculty co-chairs for each of the four standard areas.

The College formally kicked off the self-evaluation process in August 2015 at Convocation. The steering committee was introduced to faculty, students, classified professionals, and administrators, followed by an overview of the purpose and process for the accreditation self-evaluation. Then each team of Standards Co-Chairs led more than 200 participants in breakout sessions to discuss individual components of the standards. From this process, five Standards Workgroups were formed, comprising a cross-section of faculty, managers, students, classified professionals, and administrators.



One of five breakout sessions following the Fall 2015 Convocation

Over the next two years, the workgroups met regularly to gather information and evidence, and during that time, they made a number of recommendations and suggestions for improvement and innovation. The workgroups also worked with the standards co-chairs to draft sections of the self-evaluation report and give feedback on the draft as it developed.

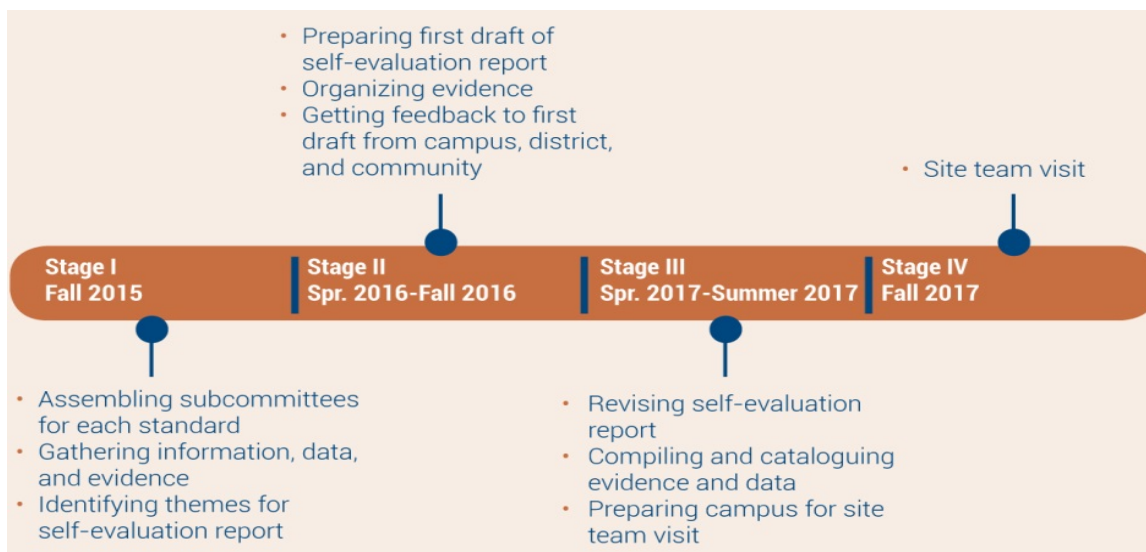
To share updates and solicit feedback on the self-evaluation process, members of the steering committee conducted “road show” presentations each semester, meeting with each of the shared governance constituency groups as well as many of the academic divisions. During these presentations, specific findings from the self-evaluation process were shared, as well as details about recommendations made and actions taken to meet standards and improve effectiveness of the College.

College-wide presentations to outline progress and provide updates were also made at the Fall 2016 and Spring 2017 convocations. In addition, the steering committee held an Evidence Extravaganza in September 2016 to collect documents that could serve as additional evidence to support the Self-Evaluation Report (SER).

Members of the writing team met regularly to discuss common themes emerging from the evaluation process and to develop the philosophy that guided the writing of the report: The drafts that emerged show a consistent focus on documenting the work of the College clearly and accurately, while still allowing the individual voices that provided the information and discussion shaping the various sections to remain.

In October 2016, the College held a series of Feedback Forums to solicit feedback on the first draft of the SER, which was published on myGateway three weeks prior to the forums. Subsequent drafts of the SER was published on myGateway in March 2017 and on the College’s Accreditation webpage in June 2017, along with information about how to give feedback via email or using an electronic survey.

Timeline



Fullerton College Accreditation Steering Committee (FCASC)

Co-chairs:

- José Ramón Núñez, Vice President of Instruction
- Danielle Fouquette, Professor of English

Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

Co-Chairs

- Doug Eisner, Professor of English
- David Grossman, Dean of Physical Education

Standard II: Student Learning Programs and Support Services

Chair: Mark Greenhalgh, Dean of Mathematics and Computer Science

II A Co-Chairs

- Mike Mangan, Professor of English
- Dan Willoughby, Dean of Humanities

II B and C Co-Chairs

- Joe Carrithers, Professor of English
- Dani Wilson, Dean of Library/Learning Resources, Instructional Support Programs and Services

Standard III: Resources

Co-Chairs

- Marcus Wilson, Professor of Business
- Rodrigo Garcia, Vice President of Administrative Services

Standard IV: Leadership and Governance

Co-Chairs

- Josh Ashenmiller, Professor of History
- Gilbert Contreras Vice President of Student Services

Resource members

- Carlos Ayon, Director of Institutional Research and Planning
- Pete Snyder, Faculty Senate President
- Ericka Adakai, Administrative Assistant to the Vice President of Instruction

Standards Work Groups

Standard I

Nick Karvia, Bookstore Manager
Scott Giles, Physical Education Faculty
Megan Serna, Office of Institutional
Research and Planning
Victor Manchik, Office of Institutional
Research and Planning
David Geick Office of Institutional Research
and Planning
Dawnmarie Neate, Academic Computing
and Technology
L. Maria Cadena, Social Sciences Division
Faculty
John Ison, Humanities Division Faculty

Standard II A

Nakota Arrona, Associated Students
Kathy Bakhit, Former Dean of Social
Sciences
Doug Benoit, Dean of Business/Computer
Information Systems
Janice Chadwick, Natural Sciences Division
Faculty Emeritus
Jennifer Combs, Counseling Division
Faculty
Sharon De Leon, Social Sciences Division
Faculty Emeritus
Clarissa Escobedo, Associated Students
Heather Halverson, Counseling Division
Faculty
Bridget Kominek, Humanities Division
Faculty
Colleen Kvaska, Natural Sciences Division
Faculty
Scott Malloy, Math/Computer Division
Faculty
Amy Shrack, Classified Staff, Humanities
Division
Kathy Standen, Business/Computer
Information Systems Faculty
Laurie Triefenbach, Classified Staff, Office
of the Vice President of Instruction

Standard II B & C

Albert Abutin, Dean, Enrollment Services
Maria Abutin, Counseling, Outreach and
SSSP
Cecilia Arriaza, Director, Cadena Cultural
and Transfer Center
Lisa Campbell, Dean, Counseling & Student
Development
Janine Cirrito, Career Center Coordinator II
Robert Darkwood, Senator, Associated
Students
Pilar Ellis, Director, International Student
Services
Michelle Garcia, Manager, Student
Diversity Success Initiative and
Incite
Dennis Howey, Faculty, Printing
Technology
Thydan Huynh, Student Services Specialist,
Counseling
Jane Ishibashi, Faculty, Circulation
Librarian
Jessica Johnson, Manager, Supplemental
Instruction and Transfer
Achievement Program
Rabia Khan, Student Services Specialist,
Counseling, Career & Life Planning
Stewart Kimura, Faculty, Counseling
Chris Lim, Treasurer, Associated Students
Marwin Luminarias, Administrative
Assistant I, Associated Students
Lorena Marquez, Faculty, Counseling
Don Mai, Library Assistant I
Jennifer Merchant, Student Services
Specialist, Counseling, Career &
Life Planning
Lynne Negus, Faculty, History
Kristine Nikkhoo, Director, Basic Skills and
Support Programs
Deb Perkins, Director, Student Equity
Ryan Pickens, Senator, Associated Students
Troy Plummer, Senator and A.S. Carebank
Coordinator, Associated Students
Greg Ryan, Director, Financial Aid

Standard II B & C

Citlally Santana, Faculty, Counseling
Erika Sater, Administrative Assistant I,
Library and Learning Resources,
Instructional Support Programs and
Services
Ruth Sipple, Faculty, Disability Support
Services
Monique Starkey, Faculty, Acquisitions
Librarian
Olivia Veloz, Director, Academic Support
Programs and Services
Susan Vincent, Faculty, EOPS

Standard III

Terry Cox, Business Office
Kassandra Flores, Associated Students
Cyndi Grein, Bursar's Office
Rich Hartmann, Dean of Natural Sciences
Division
Melisa Hunt, Office of the Vice President of
Administrative Services
Kim Louie-Jeu, Admissions and Records
Vanessa Miller, Health Services
Jose V. Miranda, Technology and
Engineering Faculty
Catalina Olmedo, Business Office
Queen Peterson, Counseling Division
Faculty
Ming-yin Scott, Business/Computer
Information Systems Division
Faculty
Matt Taylor, Humanities Division Faculty

Standard IV:

Ericka Adakai, Office of the Vice President
of Instruction
Mary Bogan, Instructor, English Dept.
Brian Boss, Student Services Specialist,
Counseling Division
Doug Benoit, Dean of Business/CIS
Division
Gilbert Contreras, Vice President of Student
Services
Nikolas Diehr, Associated Students
President

Taylor Gaetje, Associated Students
Melisa Hunt, Office of the Vice President of
Administrative Services
Courtney Jane, Professor, Business & CIS
Division
Sharon Kelly, Executive Assistant, Vice
President of Student Services Office
Jennifer LaBounty, Director, EOPS
Rena Martinez Stluka, Registrar
Carol Mattson, former Dean of Academic
Services
Lisa McPheron, Director of Campus
Communications
Melinda Taylor, Office of the President
Stephen Tith, student
Andrew Washington, Associated Students

Sections E and F: Certification of Compliance



Student Ambassadors prepare for Smart Start Saturday, August 2016

Certification of Continued Institutional Compliance with Eligibility Requirements

- 1. Authority:** Fullerton College is a public, two-year community College operating under the authority of the State of California, the [Board of Governors of the California Community College](#), and the Governing Board of the North Orange County Community College District as stipulated in [BP 1000](#). NOCCCD was formed and approved by the voters on North Orange County in 1964. Fullerton College was first accredited by the [Accrediting Commission for Community and Junior Colleges](#) (ACCJC) of the Western Association of Schools and Colleges (WASC) in 1952 and has been fully accredited since that time. The College has the authority to award degrees and certificates under the auspices of the California Community College Board of Governors.

Evidence

California Community Colleges Chancellor's Office List of Colleges
NOCCCD Board Policy 1000
ACCJC List of Accredited Colleges

- 2. Operational Status:** Fullerton College is operational with a [three-year average](#) of approximately 25,000 students enrolled in a [variety of courses](#) leading to degrees and degrees and certificates.

Evidence

Fullerton College 2016 Institutional Effectiveness Report and Fact Book pp. 13
Fullerton College Spring 2016 Schedule of Classes pp. 25-159

- 3. Degrees:** The College offers Associates of Arts and Associates and Science degrees. The majority of courses offered lead to AA/AS or AD-T degrees, and the [majority of students](#) (more than 70% in 2015) at the College indicate upon applying that they intend to seek a degree or transfer to a four-year college.

Evidence

[Fullerton College Catalog](#)

Fullerton College 2016 Institutional Effectiveness Report and Fact Book p. 11

- 4. Chief Executive Officer:** The Fullerton College President is appointed by the NOCCCD Board of Trustees and reports to the Chancellor. The Chancellor is appointed by and reports to the Board of Trustees. From July 2015, through April 2016, Dr. Greg Schulz served as interim College President and was [appointed President of the College](#) by the Board of Trustees and began service in April 2016. He previously served as Provost of the School of Continuing Education in the North Orange County Community College District, and Dean of Trades, Industrial and Career Technologies at Long Beach City

College. Dr. Schulz earned his doctorate degree in Education from the University of Southern California, his master's degree in Public Administration from California State University Long Beach, his bachelor's degree in Business Administration/Accounting from California State University Fullerton and his associate's degree in Business Administration from Fullerton College.

Evidence

NOCCCD Press Release March 21, 2016

[NOCCCD BP 7240: Management Employees](#)

[NOCCCD AP 7120: Management Hiring](#)

- 5. Financial Accountability:** Fullerton College is audited annually by an independent audit firm retained by the district in compliance with financial reporting requirements of the U.S. Department of Education and the California Community College Chancellor's Office. Copies of the two most recent annual budgets and certified copies of the two most recent financial audits have been submitted with this self-evaluation report. Copies of the budgets and audits will also be available for onsite review by members of the visiting team.

Certification of Continued Institutional Compliance with Commission Policies

Through its self-evaluation process, Fullerton College evaluated its continued compliance with the ACCJC policies aligned with Federal Regulations as well as those embedded within the standards. To guide the self-evaluation, the Accreditation Steering Committee reviewed the *Accreditation Reference Handbook*, the *Manual for Institutional Self Evaluation*, the *Guidebook for Evaluating and Improving Institutions* as well as other ACCJC documents and correspondence concerning existing policies and the development of new policies. Members of the steering committee also attended accreditation workshops and conferences hosted by the ACCJC and the Academic Senate for California Community Colleges (ASCCC).

Public Notification of an Evaluation Team Visit and Third Party Comment

Fullerton College solicited third-party comment by posting a copy of the self-evaluation report on the [College website](#), holding open [feedback forums](#) on campus, and providing an electronic feedback form. The College cooperates with the evaluation team in any necessary follow-up related to the third-party comment. The College has not received any notification of third-party comments, and it will work with the visiting team and with the Commission should any third-party comments of concern come to light. The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment. Fullerton College has provided the correct link so that third-party comment can meet the Commission requirements.

Evidence

FC Accreditation web page
Accreditation Feedback Forum flyer

Standards and Performance with Respect to Student Achievement

Fullerton College has [institution-set standards](#) based on the College's mission, values, and goals. These standards were established through the shared governance process. The College's Institutional Integrity Committee is responsible for monitoring performance against the standards and for initiating the process of responding to any performance indicators that do not meet minimum standards. Performance standards have been set for the following categories of student achievement:

- Course completion and success
- Student persistence
- Degree and certificate completion
- Transfer volume
- Job earnings
- State licensing and exam scores

Evidence

Performance Standards Report

Credits, Program Length, and Tuition

1. *Credit-hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).*

Fullerton College ensures that the awarding of degrees and credit hours is consistent with the practices of its transfer partners as well as state and federal requirements. Board Policy 4020 spells out the credit-hour requirement of three hours of student work per unit per week, including in-class and out-of-class work, for a total of 54 hours per credit unit, and this information is also explained in the [Fullerton College Catalog](#), where students are advised they should expect to spend two hours of study and homework outside of class for each hour in class. As required by the CCC Chancellor's Office Program and Course Approval Handbook, associate's degrees at Fullerton College require a minimum of 60 semester units, which is further explained in the College Catalog. (Standard II.A.5, II.A.9)

Evidence

[NOCCCD BP 4020](#) and [AP 4020](#): Program and Curriculum Development
Fullerton College 2017-2018 Catalog p. 19
[California Community Colleges Program and Course Approval Handbook](#)

2. *The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).*

NOCCCD [board policy](#) spells out the general expectation that all course credit and degrees awarded shall be “of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency.” In addition, NOCCCD [AP 4020](#) states the mission of the district's curriculum approval process is to ensure that Fullerton College curriculum “complies with all relevant legal requirements” including California Education Code.

Against that backdrop of district policy and procedure, all courses and programs offered at the College are approved by the Curriculum Committee, a subcommittee of the Faculty Senate. The Curriculum Committee ensures that courses have sufficient breadth and depth of content for the number of assigned or proposed units. Degree and certificate requirements are established by department faculty and submitted to the Curriculum Committee for review to ensure compliance with College, district, state, and federal policies and practices. (Standard II.A.5)

Evidence

NOCCCD BP 4020 and AP 4020
“Graduation Requirements” Fullerton College 2017-2018.

3. *Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).*

As part of the California Community College system, Fullerton College does not charge tuition; however, the College does collect enrollment fees that are standard for all courses. Non-resident fees are charged, but this fee applies to all courses. (Standard I.A.5)

Evidence

[Fullerton College Spring 2017 Schedule p. 8](#)
[Fullerton College 2017-2018 Catalog p. 15.](#)

4. *Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.*

Fullerton College does not utilize clock-to-credit hour conversions for any classes.

Transfer Policies

1. *Transfer policies are appropriately disclosed to students and to the public.*

Students, prospective students, and members of the public are informed of the general transfer policy in the Fullerton College Catalog.

Evidence

[Fullerton College 2017-2018 Catalog p. 17](#)

2. *Policies contain information about the criteria the institution uses to accept credits for transfer.*

As [explained in the College Catalog](#), when students submit transcripts to the College, all courses are evaluated for transferability by evaluators in Admissions and Records, and the institution where the courses were taken is evaluated for accreditation status. Both the course description and COR are reviewed in order to ensure that the learning outcomes are comparable. The College recently adopted a ["Pass-Along" policy](#) to streamline the process by which students who have already completed an associate's or bachelor's degree from an accreditation institution may transfer comparable courses to Fullerton College.

Evidence

Fullerton College 2017-2018 Catalog p. 66

Fullerton College Pass Along Policy, 2017-2018 Catalog p. 67-68

Distance Education and on Correspondence Education

1. *The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*

The FC [Distance Education Handbook](#) defines the various distance-learning options available for courses at the College:

- An online Distance Education course is delivered via the Internet using a campus-supported Learning Management System (LMS). On-campus meetings are determined by each Department. Students are required to use a computer with Internet access as the primary technology and may be required to use other available technologies to acquire and learn course content. Through regular effective contact, instructor and students interact to complete assignments and assessments and to demonstrate Student Learning Outcomes. An online course will be designated as Online in published campus materials.
- A hybrid Distance Education course replaces some face-to-face class time with online instructional time. Any Distance Education course that provides a percentage of class time online and a percentage on campus is considered a hybrid course. A campus-supported Learning Management System is used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A hybrid course will be designated as Hybrid in published campus materials.
- A teleweb Distance Education course combines video viewing (via cable television and/or streaming), online technologies, and some campus attendance. A campus-supported Learning Management System may be used to provide course content replacing face-to-face time. Students must have access to a computer and the Internet. A teleweb course will be designated as Teleweb in published campus materials.

Courses classified as distance education are done so based on the methods of instruction identified in the proposed Course Outline of Record, which the Curriculum Committee evaluates during the course approval process.

Fullerton College does not offer courses via correspondence education.

Evidence

Distance Education Faculty Handbook

2. *There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).*

The Curriculum Committee [course approval process](#), along with the [technical review stage](#), ensures a consistent application of policies and procedures regarding the approval of a course to be offered at a distance. Departments proposing to offer a course at a distance are expected to provide [detailed information](#) about how the course will maintain regular and substantive contact between students and instructor as well as student-to student interaction. Based on this information, the curriculum committee determines the appropriateness of a course being offered at a distance. Once the designation is approved at the Curriculum Committee level, it is reviewed again by the Vice President of Instruction and the President of the College before being forwarded to the District Curriculum Coordinating Committee, the Board of Trustees, and, ultimately, the California Community Colleges for approval.

Evidence

FC Curriculum Course Approval Process
FC Technical Review assignments
FC Curriculum Committee DE Guidelines

- 3. The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.*

Distance Education courses are offered using the Blackboard Learn system. Access to the system is provided in one of two ways: 1) via secure login using [the myGateway portal](#) or 2) via [secure login](#) to the Blackboard Learn system from the College website. Both of these methods require students to authenticate with their personal credentials, which are passed to Blackboard from the Ellucian Banner student information system upon enrollment in a Distance Education course. The College is currently transitioning to Canvas as the LMS; similar security protocols will be in place during and after the transition phase.

Evidence

myGateway log in
Blackboard log in

- 4. The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.*

Fullerton College has the technology infrastructure to maintain and sustain its distance education offerings. The College's [Academic Computing Technologies](#) (ACT) unit monitors the various components of the existing infrastructure and plans for regular maintenance and replacement of technology. Future needs are addressed through the Program Review process, which allows programs to make requests for upgrades and additions to the infrastructure based on anticipated needs. These requests are reviewed by the Planning and Budget Steering Committee (PBSC), which makes recommendations to the President's Advisory Council for final consideration by the College President. The Central Authentication System is hosted by NOCCCD servers; the

College is transitioning from Blackboard LMS, which is hosted locally, to [Canvas](#), which is hosted on Amazon Web Services Cloud Drive.

Evidence

ACT web page

Distance Education web page

Student Complaints

Fullerton College has established a process for handling both informal and formal complaints, and this process is explained in the [Fullerton College Catalog](#). Informal complaints call on students to resolve the issue directly with the faculty or staff member involved while formal complaints, which are recommended for serious or ongoing concerns, are initiated when the student fills out a complaint form, available online.

Specific policies regarding the College's Nondiscrimination Statement and the College's Prohibition on Harassment guidelines are also [published in the Catalog](#) and posted online.

Evidence

Fullerton College 2017-2018 Catalog, pp. 29, 30, and 34

Institutional Disclosure and Advertising and Recruitment Materials

The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.

Fullerton College relies on the College [Catalog](#) to provide information about academic programs and relevant College policies. The Catalog is a dynamic document, with regular updates to address changes in courses and programs and to respond to new policies and requirements. Revisions are also made to improve clarity and accuracy of information. As a result, the College has an electronic Catalog posted on the Fullerton College [web page](#) that shows in red all updates and revisions made throughout the academic year. On July 1 of the new academic year, the changes made during the previous year are converted to black for that year's Catalog, and the process begins anew.

In addition to the electronic Catalog, print Catalogs are available with the following Statement of Assurance: "Every effort is made to ensure that the course information, applicable policies, and other materials presented in the Fullerton College Catalog are accurate and current. In the event a correction or update is warranted, a catalog addendum will be published electronically and will be available for download."

The Catalog also provides the College mission, vision, and core values as well as relevant information about registration, fees, and eligibility requirements. The College's location and telephone numbers as well as a list of administrators and managers and contact information is

included in the Catalog.

Policies not included in the Catalog, such as NOCCCD Board Policies and Administrative Procedures, are published on the District [website](#).

For additional information, see response to Standard I.C.1 and I.C.2 (Eligibility Requirement 21).

The institution demonstrates compliance with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.

All documents and publications, such as division web pages, annual reports, and promotional materials, are prepared or evaluated for appropriateness and accuracy by the Office of College Communications or other College employees who have the necessary knowledge and means to ensure accuracy. The Institutional Integrity Committee (IIC) is [responsible for coordinating a regular review](#) of all College publications to ensure accuracy of information.

Counselors and other College faculty and staff involved in recruitment events are knowledgeable and qualified to provide accurate and appropriate information to potential students. [Specific recruitment efforts](#) are guided by the College’s mission and goals and are conducted by faculty and staff involved in programs designed to increase access and success.

The term “accredited” is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. The College’s accreditation status appears on the College’s website and in the College Catalog, and all references to accreditation are applied comprehensively to the College as whole and not specific programs or course.

See response to Standards [I.C.1](#), [I.C.2](#), [I.C.5](#), [I.C.13](#). (Eligibility Requirement 21)

Evidence

- Fullerton College Catalog
- Fullerton College website
- NOCCCD website
- IIC Mission and Purpose
- Student Equity Committee Plan 2015-2016

Title IV Compliance

Fullerton College meets all requirements and responsibilities articulated under Title IV of the Higher Education Act (HEA).

Fullerton College has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE. In 2011, Fullerton College responded to two findings regarding student financial aid eligibility and Direct Loan Reconciliation.

The first finding from the [2011 Audit](#) indicated that two students were disbursed Title IV Financial Aid Funds, but the students were not eligible. In response to this finding, the Fullerton College Financial Aid Department hired a consultant and collaborated with the NOCCCD District Information Services Department to correct issues in Banner. The Fullerton College team discovered that certain elements in the programming of Banner were not working. Specifically, students on Probation 2 were showing in good standing and they should have been coded as disqualified. Programming corrections of Banner and additional staff training ensure that ineligible students no longer receive financial aid.

The second finding involved Direct Loan Reconciliation. Specifically, the finding suggested that Fullerton College was not reconciling the School Account Statement (SAS) data file and the Loan Detail records to the College's financial records. The Fullerton College Financial Aid Department worked with the Auditing Firm to develop a tracking mechanism to ensure reconciliation. Additional staff training emphasized the importance of reconciliation every thirty days in addition to annual reconciliation to remain compliant with Direct Lending. The additional tracking mechanisms and training ensure compliance with Title IV requirements and responsibilities.

Fullerton College has addressed any issues raised by the USDE as to the financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.

The two findings described above are excellent examples regarding the fiscal and administrative capacity to address issues in a timely manner to remain in compliance with Title IV program requirements. Fullerton College maintains effective oversight of finances and record keeping through procedural efforts, internal auditing, and the District annual external audit. In addition, there are continual efforts with the NOCCCD District Office and Cypress College, such as [Student Team meetings](#) and [Banner Steering Committee](#), to foster communication and Title IV compliance.

Contractual relationships of Fullerton College to offer or receive educational, library, and support services meet Accreditation Standards and have been approved by the Commission through substantive change if required. Fullerton College demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

At Fullerton College, contractual agreements with external entities are consistent with the mission and goals of NOCCCD and Fullerton College. Established NOCCCD Board Policies, [BP 6340 – Bids and Contracts](#), [BP 6600 – Capital Construction](#), [BP 6330 – Purchasing](#), [BP 6150 – Designation of Authorized Signatures](#), contain appropriate provisions to maintain the integrity of the District and Fullerton College. These provisions minimize risks and obtain the best value for Fullerton College. NOCCCD utilizes legal counsel when appropriate and obtains approval from the Board of Trustees when established dollar limits are exceeded in the contractual agreements.

In accordance with the requirements set forth by ACCJC, substantive changes regarding educational, library, and support contracts have not been required.

At Fullerton College, student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.

The Fullerton College Financial Aid Department administers all financial aid and student loans packaged through the Federal Direct Loan Program. At the end of the 2015-16 fiscal year, Fullerton College administered \$25,512,005 in Pell grants, \$3,517,060 in subsidized loans, and \$3,235,732 in unsubsidized loans.

The [published](#) Fullerton College 3-year student loan default rates are:

2013	17.9%
2012	15.4%
2011	16.4%
2010	20.1%

Fullerton College has taken steps to minimize the student loan default rates, such as establishing a Default Prevention Task Force, developing a [Default Prevention Plan](#), and securing an ongoing [contract](#) with Educational Credit Management Corporation (ECMC). The Department of Education requires an institution with a student loan default rate of 30% or more to establish a default prevention taskforce and to implement a default prevention plan. Fullerton College

utilizes staff training, the Default Prevention Plan, Default Prevention Task Force, and ECMC as preventative strategies to keep student loan default rates below the 30% threshold.

In summary, throughout the self-evaluation cycle, Fullerton College meets Accreditation Standards by timely addressing any issues by the U.S. Department of Education and remaining in good standing in accordance with the U.S. Department of Education regarding responsibilities under Title IV of the Higher Education Act.

Evidence

2010-11 Audit Findings

Banner Steering Committee Agenda

Student Team Committee Agenda

BP 6340 – Bids and Contracts

BP 6600 – Capital Construction

BP 6330 – Purchasing

BP 6150 – Designation of Authorized Signatures

Fullerton College Student Loan Default Rates

Default Prevention Plan

Educational Credit Management Corporation Master Services Agreement, May 15, 2015

Section G: Institutional Analysis

Standard I

Mission,
Academic Quality, and
Institutional Effectiveness
and Integrity

Standard II

Student Learning
Programs and Support
Services

Standard III

Resources

Standard IV

Leadership and
Governance



First day of classes, Fall 2016



*Classified Staff Development Day
April 2017*



Fullerton College Film Club, Club Rush September 2016

Standard I: Mission, Academic Quality, and Institutional Effectiveness and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A.1 The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Educational Purpose

Fullerton College’s educational mission is defined, adopted, and published by its governing Board consistent with its legal authorization. The mission and related vision and goals are appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. The mission statement that was in force until June 13, 2017, which was developed prior to the changes in the accreditation standards regarding missions, describes its broad educational purposes as, “We prepare students to be successful learners.” The College expands on this statement through its vision and core values:

Vision

Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

Core Values

- We respect and value the diversity of our entire community.
- We value tradition and innovation.
- We support the involvement of all in the decision-making process.
- We expect everyone to continue growing and learning.
- We believe in the power of the individual and the strength of the group.
- We expect everyone to display behavior in accordance with personal integrity and high ethical standards.
- We accept our responsibility for the betterment of the world around us.
- We value and promote the well being of our campus community.

The mission statement is published in the [College Catalog](#) and [Schedule of Classes](#), and is included in the annual [Institutional Effectiveness Report](#). It is also available on the College's website in many places, including the [President's Office's website](#).

The College is also directed by the mission statement of the North Orange County Community College District, which was approved by the Board of Trustees in [April 2015](#):

- The mission of the North Orange County Community College District is to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent. We are unequivocally committed to student success and lifelong learning.
- Cypress College and Fullerton College will offer associate degrees, vocational certificates, and transfer education, as well as developmental instruction and a broad array of specialized training . . . Specific activities in both the colleges and School of Continuing Education will be directed toward economic development within the community.

Intended Student Population

Implicit in the College's mission statement, vision, and core values and the District's mission statement is the understanding that Fullerton College's intended student population is drawn from the diverse communities it serves. In addition, as part of the California Community Colleges, Fullerton College is an open-access institution. In keeping with the overall mission of the [California system](#), the intended student population is further defined as those who would benefit from the following:

- The first two years of a baccalaureate study (transfer pathway)
- The pursuit of an associate degree as an educational objective, especially in career technical education field
- The completion of career and technical education in a variety of pathways to meet the workforce needs of regional and state businesses and employers
- Pre-collegiate, foundation skills education for the large number of first generation students, second language learners, and those who enroll unready to produce collegiate-level work
- Non-credit and community education services, such as lifelong learning and second-language acquisition

Types of Degrees

As described in the District's mission statement, Fullerton College offers Associate of Arts, Associate of Science degrees, and Associate Degrees for Transfer to California State University and career-transfer certificates. All degrees and certificates are described in detail in the [College Catalog](#).

Commitment to Student Learning and Student Achievement

The College's commitment to student learning and student achievement informs all parts of the mission statement, vision, and core values. The College recognizes that students come to Fullerton for many reasons, but one thing they have in common is a desire to learn and to use that learning for future success in education and careers. The current mission statement and related vision and core values reflect the College's desire to create a community that supports "inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning."

Analysis and Evaluation

The College meets the standard. Although the language of the mission statement, vision, and core values prior to June 13, 2017 do not explicitly articulate each of the components that revised accreditation standards require, the College has been guided by a clear and shared understanding of its intended student population and the types of academic programs it should offer to serve those students.

Once the College realized its current mission did not reflect current accreditation standards, it made a commitment to revising the mission Statement at its Spring Planning Meeting. That process began Fall 2016 with the formation of a Mission Statement Workgroup. Following the Spring 2017 Convocation, a breakout session was held to solicit ideas about the College's mission, vision, and values. The results of those discussions were tabulated in Spring 2017 and forward to the Mission Statement Workgroup. A revised mission statement was drafted for review by all of the College's constituency groups. The [District Board approved the new mission](#) during a regular meeting on June 13, 2017.



In the remainder of this report, references to the mission are to the previous mission statement that was in effect throughout the current institutional self-evaluation process. The new mission statement, vision, and core values that follow will be integrated into all procedures, publications, and forms.

Mission (*effective June 14, 2017*)

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.

Core 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.

Evidence

2016-17 Fullerton College Catalog, page 5

Fall 2017 Fullerton College Schedule of Classes, page 169

Fall 2016 Fullerton College Institutional Effectiveness Report, page 5

President's Office website, Mission Statement

NOCCCD Board Minutes, 4/14/15, page 19

NOCCCD Website, Mission Statement

California Ed Code Section 66010.4

College Catalog, pp. 64-76 and Individual Department pages

Office of Campus Communications, News Item, June 14, 2017

1.A.2 *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

Fullerton College regularly collects and assesses data to determine whether the College is effective in accomplishing its mission. Each fall, the Office of Institutional Research publishes

two reports that gather a wide range of data from a variety of sources: [the Institutional Effectiveness Report](#), and the [Student Success Scorecard](#).

Together, these reports provide the College with the ability to evaluate how well it is meeting its Mission. Each report identifies areas in which the College is successful at achieving its mission and realizing its vision and core values, but it also identifies gaps or weaknesses that allows the College to divert resources to that area to close this gap. For example, the 2014-2015 Institutional Effectiveness Report identified gaps in success rates between African American and Pacific Islander students and White students, while noting that success rates for Hispanic students had improved. The [Staff Development Committee](#) used this data to focus on workshops and other activities in this area, including an Equity Summit and Cultural Intelligence Training.

The Fact Book provides data on employees and students at the College as supporting documentation for the Institutional Effectiveness Report. In particular, this report helps identify facts about the students to ensure that the College meets the needs of students. Even though the College will accept any student who meets the minimum requirements, the Fact Book provides important information about the students who are actually attending the College. It also provides information about faculty, particularly in terms that can compare the faculty to the needs of the students; for example, having enough full-time faculty in popular majors or certificate programs.

The Environmental Scan provides a comprehensive look at the external environment affecting Fullerton College. It identifies trends that could affect the ability of the College to achieve its Mission, and it also identifies changes that would require the College or the District to change its Mission. Both the Fact Book and Environmental Scan provide trends that can be used by the College to react quickly to changes in the student demographic or the surrounding community.

The Student Success Scorecard is a report prepared by the State's Student Success Initiative based on data provided by the College. As such, it provides an important snapshot of the College's student success based on data points identified as important by the State. This data is available to any member of the faculty, staff, students, or general public.

Any department or program can request reports from the Office of Institutional Research and Planning (OIRP) that consolidates and interprets the data from these and other metrics for planning and creating priorities. For example, in November of 2015, the [Basic Skills Office](#) requested information from OIRP, and the report was presented to the committee in February of 2016. In the request, they asked, "What are the enrollment, success, and retention numbers for students who placed into BS and enrolled in content-area classes?" Looking at the report at an April 1, 2016 meeting, they noted that a "[h]igh number of basic skills students struggle with social science classes." This information allowed the Entering Scholar's Program (ESP) and Supplemental Instruction programs to ask for money to have embedded tutors in social science

classes, and as the [April 1 notes](#) report, the new Transformation Grant will help the College address this problem by increasing the number of sections that are offered through ESP and Supplemental Instruction.

The President's Advisory Council uses data when evaluating the overall effectiveness of the College in accomplishing its Mission. Both addressing the needs of underprepared students and institutional effectiveness are standing agenda items at all President's Advisory Council (PAC) meetings. The Institutional Effectiveness Report is presented to [PAC](#) and the Faculty Senate and discussed. Various committees also use data and the reports they generate to create program and service priorities.

The College's Mission determines institutional priorities as an instrument to meet the educational needs of the students by making the Mission the basis of all evaluation conducted at the institutional and programmatic level. Since student success drives the mission, student success data is crucial to understanding the College's effectiveness.

Analysis and Evaluation

The College meets the standard. The College has a pervasive culture of evidence and inquiry. The College uses a wide assortment of generated data in evaluating its mission, particularly in terms of student success. The Institutional Effectiveness Report and other reports generated by the Office of Institutional Research and Planning are used by every planning entity on campus.

Evidence

Fall 2016 Fullerton College Institutional Effectiveness Report
Fall 2016 Fact Book and Environmental Scan
2017 California Community College Student Success Scorecard
2015-16 Staff Development Program Review
Basic Skills Research Request, Nov. 2016
Basic Skills Committee Meeting Minutes, 4/1/2016
President's Advisory Council Minutes, 9/9/2015

I.A.3 The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Fullerton College aligns its programs and services with its mission through program review. Fullerton uses program review to direct institutional priorities that align with the mission. [Section One of program review](#) asks the program to evaluate itself in terms of helping the College achieve its mission, vision, and core values. Later in the document, programs need to

link their program SLOs to the College’s mission, vision, and core values, as well as the College’s goals, and through the assessment process, they have to evaluate how effectively they are achieving their SLOS vis-a-vis the College’s mission (among other things). In this way, each program review centers its analysis on how the program achieves elements of the mission.

Every instructional, student services, and administrative department does a [comprehensive program review](#) every three years. All the instructional departments conduct program review in one year, and then the following year, student services and administrative departments conduct program review. During the third year, the committee evaluates its procedures, and makes improvements based on the experiences of the committee during the previous cycle. During the two years that departments or programs do not complete a program review, both instructional and non-instructional programs work on achieving their short-term goals or strategic plans that are detailed in the program review.

The mission statement directs the decision-making process by linking the mission to SLOS, and then to short and long-term planning. For example, in its most recent program review, the [Foreign Language Department](#) identified the primary way in which it helps the College achieve its mission as “provid[ing] students with a challenging and stimulating learning environment enriched with culture appreciation, in which all four language skills are developed: reading, writing, listening and speaking.” Later in the review they identify the department’s participation in the College goals of increasing student success and eliminating the achievement gap as “providing and coordinating tutoring and enriching activities for students through the Tutoring Center; we encourage and foster course retention and success by focusing on the transition from the beginning language sequence to the intermediate level by implementing our student learning outcome assessments, so students can successfully transition to the next language level.” They report that a specialized pilot tutoring program increased persistence from first to second semester language classes and increased retention and success in second semester language classes. They then included as one of their strategic goals expanding the program to embedded tutors in each of the five languages to increase student success and lower the achievement gap.

The mission guides the planning process through a summary report the Program Review Committee (PRC) writes after each one-year cycle. The PRC evaluates each program review, and then in an annual “mega-meeting,” the Committee maps trends evident in the program reviews. A subcommittee of the PRC [drafts the summary](#) report, which is then amended and approved by the entire committee. The summary report is sent to Faculty Senate for their ratification, and then sent to President’s Advisory Council (PAC), for endorsement.

For example, in the 2015-16 Summary Report, the Committee identified three themes related to technology and web design that need to be addressed. Since this conclusion is based on readings of program reviews that focus on the College’s mission, these conclusions can confidently be

used by PAC and [PBSC](#) (Planning and Budget Steering Committee) to set priorities for the upcoming academic year.

The mission guides resource allocation through program review. In their evaluation of each program review, the PRC endorses or rejects specific requests for funding outlined in the program reviews based on their connection to the mission of the College. The specific funding requests are sent to the appropriate body—the PBSC, Faculty Allocation Committee, Capital Master Plan—which then uses the recommendations to drive budgetary decisions.

The mission informs institutional goals for student learning and achievement through the focus on student success. At the institutional, programmatic, and departmental levels, student success guides the institution in setting priorities and making plans. In this way, the Mission drives all the institutional priorities, resource allocation and planning at the College. Since decisions are made based on program review, which itself centers on the Mission of the College, the Mission becomes the center of the entire planning process.

Analysis and Evaluation

The College meets the standard. The program review process ensures that all programs and services regardless of method of delivery are aligned with the College mission. And since program review is the center of the entire planning process, the College ensures that the mission is central to the choices that the College makes about future plans and directions. Regardless of the method of delivery, the assumption is that the same focus on student success should drive programs for all students.

Evidence

Program Review Template, 2015-16

Program Review Website, lists of departments under review

Foreign Language Department 2014-15 Program Review

Program Review 2015-16 Summary Report

Vice-President of Administrative Services 2014 Resource Request Chart

1.A.4 The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

The institution's educational mission is clearly defined, adopted, and published by its governing Board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement.

The College articulates the Board-approved mission in several ways and areas. The mission statement is published in the College Catalog and the Schedule of Classes. The mission statement appears on the [President's website](#). It also appears on the website for [Admissions and Records](#). It appears on the main page for [prospective students](#).

The College has a process of periodically reviewing its mission statement. The College's [Integrated Planning Manual](#) indicates that the mission is reviewed every February in the President's Advisory Council in consultation with constituency groups.

Analysis and Evaluation

The College meets the standard. The Mission statement was originally approved by the District Board on June 14, 2005. It is published and accessible to students, faculty and the community in a variety of places. The Board approved the [new Mission statement](#) at a regular meeting on June 13, 2017.

Evidence

2016-17 Fullerton College Catalog, page 5

Fall 2017 Fullerton College Schedule of Classes, page 169

NOCCCD Website

President's Office website

Admissions and Records Office website

Fullerton College website, "About Fullerton College"

2016-17 Fullerton College Integrated Planning Manual, page 9

Office of Campus Communications, New Item, June 14, 2017

I.B.1 The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Fullerton College engages in ongoing, collegial dialog focused on student outcomes, equity, academic quality, institutional effectiveness, and the continuous improvement of student learning and achievement through regular institutional processes and established institutional structures. All committees referenced below include representation from across the institution.

Student Learning Outcomes

The College exhibits a sustained, substantive, and collegial dialog about student outcomes through continuing discussion at the department, program, and institutional level. Course and program SLOs, and student services and administrative office SAOs, are assessed and discussed through the program review process, its Curriculum Committee process, in regular department and division meetings, and in frequent, less formal discussions between faculty through processes of course scheduling, curriculum revision and review, and other routine department and program interactions.

Per [Curriculum Committee policy](#), all courses, degrees, and certificates are reviewed through a [regular six-year](#) review cycle for currency and effectiveness, which includes reviewing the SLOs for the appropriateness in the context of the Course Outline of Record and for alignment with program, degree, or certificate outcomes. [Individual academic programs](#), departments, and divisions include discussion and reports on SLOs as regular or standing meeting items, providing faculty and staff with an opportunity to share results, concerns, and effective practices. The [Curriculum Committee](#) is the main body that evaluates SLOs for their currency and quality. Each course's SLOs are entered into eLumen, and results of assessment are entered there as assessments are completed. All course SLOs have been aligned with program SLOs in eLumen, and program assessment results are also entered into eLumen. In this way, the data is available to any committee that needs to analyze the data.

Besides the six-year review curriculum committee cycle, faculty regularly review and revise courses, including learning outcomes, on a more frequent basis to ensure currency with discipline scholarship, articulation, student needs, and compliance with higher education standards or changes to state and federal regulations. For example, [the English department](#) assesses its courses on a three-year schedule.

The [program review](#) process is the primary mechanism for reviewing and dialoging at the program level. Program SLOs and/or SAOs are required for all academic, student services, and administrative programs, and are a crucial part of the program review report that each program

develops on a three-year cycle. Department and program initiatives are tied to the assessment of these SLOs or SAOs, and their ability to help the College achieve its overall mission.

For example, in the [Chemistry department's](#) most recent program review, the department identified a problem with SLO 3: "The student will be able to demonstrate knowledge of inorganic chemistry appropriate for general chemistry and have the ability to articulate this chemical knowledge in verbal, written, and/or computational form." The department noted a significant difference in the ability of students in CHEM 111A to achieve this SLO compared to students in CHEM 111B, and they noted that the department relies more heavily on adjunct faculty to teach CHEM 111A. In response, the program review notes, "the Department intends on counseling the adjunct faculty beginning at the start of the spring 2015 term. Individual meetings between course coordinators and adjunct faculty will hopefully improve student success and achievement by communicating the expectations of the Department, providing appropriate background information to hardware and software used in laboratory experiments and relating general comments towards improving the effectiveness of classroom instruction and evaluation."

Student Services and Administrative Areas identify Service Area Outcomes, which allow them to identify changes to service policies and procedures to help increase student learning. For example, the [Cadena/Transfer Center](#) described the assessment of an SAO in their most recent program review. The SAO is that the center will "incorporate student feedback when planning future programs/events and gauge students' satisfaction with our services." They administered a student survey that showed that that 63 percent of the students deem their services as "excellent." Trying to increase this percentage, the program review explains that "the CTC increased publicity of services and events through various social media outlets, increased the amount of transfer related workshops offered and offered them at different times to accommodate a larger number of students."

At this point, the College is creating an improved process for dialoging on Institutional Student Learning Outcomes. The newly created Institutional Integrity Committee will devise a process for assessing and evaluating ISLOs. The program review website does have data and reports generated from eLumen data about [ISLO success](#), which are also [disaggregated](#).

Student Equity

The College establishes a sustained, substantive, and collegial dialog about student equity at all levels of the institution. Faculty, staff, and administrators review and discuss equity data related to student achievement and learning outcomes within their programs as part of the program review process. The Office of Institutional Research and Planning maintains a database of student achievement data disaggregated by subpopulations of students, including equity groups. A major component of the [Institutional Effectiveness Annual Report](#) focuses on achievement

data and identifies inequities, which the College can address directly. This report is discussed in President's Advisory Council meetings and Faculty Senate.

Goal two of [Fullerton College's current goals](#) is, "Fullerton College will reduce the achievement gap." Specifically, the College seeks to reduce the achievement gap of Hispanics and African-Americans by two percent. To achieve this goal, regular discussions of how to address the gap happen at all levels of the institution. In department and division meetings, in Faculty Senate and Associated Students meetings, and in PAC and PBSC, discussions of initiatives that could help Fullerton College achieve the goal are discussed.

In response to Senate Trailer Budget 860 mandating that community colleges *maintain* an updated Student Equity Plan, [the Fullerton College Student Equity](#) plan outlines initiatives and programmatic changes that can help alleviate inequities. These initiatives come from departments all over campus. The [Committee](#) is [a shared-governance committee co-chaired by a faculty member and a dean](#). Details of the plans are discussed at Student Equity Committee meetings, and Faculty Senate, Classified Senate, and Associated Student meetings.

Academic Quality

The College demonstrates a sustained, substantive, and collegial dialog about academic quality primarily through program review and the Curriculum Committee. Discussions on academic quality begin in individual departments as faculty discuss student achievement and success, and analyze their effectiveness at providing for students' needs. [For example, the Math Department's most recent program review](#), states, "Mathematics SLO assessment is a continuous endeavor that is conducted on a cyclical basis so that every semester there are some math courses being assessed. Discussions on all results take place at one division meeting each semester. These discussions have led to numerous adaptations and improvements to assessment, curriculum, teaching methodologies, assignments, faculty communication and collaboration, and support systems." They then identify the many ways that these activities have created improvements and change. One example of a change they made was restructuring courses to "dedicate more time to SLO topics." The [evidence linked here shows](#) how the [Math department](#) handles their SLO cycle. Other departments have similar cycles.

Discussions like these are the foundation for program review. Program review provides the most comprehensive opportunity for individual programs to discuss all factors that support academic quality, including review of student learning and student achievement data, program curricula, student support, instructional equipment, staffing, technology, facilities, and budgets. The program review chair writes a summary report that reviews the aggregate data and makes institutional recommendations based on programs' academic quality. For example, in the 2011-2012 report on [Instructional Departments](#), the report states, "Nine of the fifty self-studies made a strong case that programs that focus on tutoring (Entering Scholars Program, Graduate Student

Interns, Supplemental Instruction) will increase retention and success rates. The Committee sees these requests as viable solutions to real problems and recommends funding these requests.” This program review has led to an [increase of funding for supplemental instruction](#) and other tutoring services, which has led to more sections with these support services being offered since Fall 2012.

The program review process often leads to curricular change based on student needs and success. The Curriculum Committee process is a comprehensive and detailed system of faculty responding to issues of academic quality that arise in the program review process. The College uses CurricuNET as its curriculum management system, and CurricuNET records a public discussion of new and modified curriculum based on many criteria including timeliness, comprehensiveness, student and programmatic needs, and professional/industrial requirements. The Curriculum Committee, especially through its Technical Review Subcommittees, evaluates every part of a curriculum proposal for accuracy and rigor. The Committee has a six-year review cycle, which ensures that every course is reviewed every six years. The table footnoted linked [here](#) shows the schedule as of Fall 2016.

Institutional Effectiveness

The College shows a sustained, substantive, and collegial dialog about institutional effectiveness in many of the ways that have been discussed above including program review, the Curriculum Committee, and specific department and division activities.

In addition, the Office of Institutional Research and Planning publishes an annual Institutional Effectiveness Report that highlights data about student success at the College. For example, on pages 42 and 43 of the [2014-2015 report](#), it details retention and success rates by course type and student race/ethnicity. They conclude that “Retention rates across all semesters have remained stable. A slight decline is visible across some semesters. As Fullerton College has increased its section offerings, it has experienced slight declines in success rates. This may be the product of increased overall enrollments and higher enrollments of at-risk populations, as the proportions of first generation, BOG eligible, and underrepresented students have increased. Equity analysis on course success rates by student race/ethnicity shows no disparate outcomes for Hispanic students in any course type. African American and Pacific Islander student group data exhibit inequitable outcomes across all course types when compared to White students. The College is expanding programs with proven track records of improving course success, and specifically those that target at-risk populations, to address the needs of the growing student population.” The report then directs readers to the [Strategic Plan](#) and [Student Equity Plan](#), which detail what these programs are and how they will be expanded.

In the process of developing this Self-evaluation Report, the College determined that the quality and level of dialogue on institutional effectiveness did not meet the College's high standards. So the [President's Advisory Council](#) approved the development of an [Institutional Integrity Committee](#) that will be responsible for a regular, sustained dialogue about all aspects of institutional effectiveness. The committee began its work in Spring 2017.

Continuous Improvement of Student Learning and Achievement

The College demonstrates a sustained, substantive, and collegial dialog about continuous improvement of student learning and achievement. Other parts of the Self-evaluation Report detail the results of these discussions; however, the central bodies that look at continuous improvement activities are the President's Advisory Council, the Program Review Committee, and the Curriculum Committee.

Student learning is a standing agenda item at the [President's Advisory Council](#) (PAC). The Vice Presidents of Instruction and Student Services inform the committee of issues or initiatives that are occurring in the areas of addressing the needs of underprepared students, curriculum, and SLOs. Other members of this shared governance committee can bring up issues that one of the other constituency groups have concerns about. In addition, other reports appear on the agenda. The following are some examples. [At the October 26, 2016](#), meeting, the campus's drop date survey, plans for the development of a new mission statement, and the distance education strategic plan were discussed. [At the October 12, 2016](#), meeting, the institutionalization of a campus food bank and the development of the Institutional Integrity Committee were discussed. [At the September 14, 2016](#), meeting, improvements to the dual enrollment program, the Pathway Transformation Initiative, and changes to the statewide curriculum process were discussed.

[Program review](#) is another important element of the College's commitment to improvement in student learning. All instructional, student services, and administrative units use data from SLO and SAO assessments to note areas of weakness and methods of improvement related to the College's overall mission and each department's stated goals in response to the mission. At the end of each year's cycle, the Program Review Committee creates a Summary Report, which is sent to the Faculty Senate and the President's Advisory Council to help both bodies generate plans for the future. These [reports summarize](#) what the Committee thought were general trends and suggests ways in which the College could improve.

The [six-year Curriculum Review process](#) is another way in which Instructional Departments collegially dialog on Improvement in Student Learning. Through this cycle, the College ensures that faculty regularly look at their entire curriculum for efficacy, currency, and quality.

Analysis and Evaluation

The College meets the standard. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Every department and program has detailed and ongoing discussions on these subjects. Committees meet regularly, and the entire College is dedicated to sustained, substantive and collegial dialog. All constituencies are included through representative bodies in shared governance committees. Faculty Senate committees address subjects that the primary responsibility of faculty.

Evidence

Business Division, email 12/13/2016

FC Website, Program Student Learning Outcome Assessment Results by Division
from Program Review Self-Studies Spring 2015

FC Website, Non-instructional Comprehensive Program Review, Student Services and Student
Support Services, 2015-16

FC Website, Non-instructional Comprehensive Program Review, Administrative and
Operational Services, 2015-16

Curriculum Committee, Six-Year Review Schedule, Fall 2016

Curriculum Committee, Handbook, pp. 37-38

English Department. SLOA Schedule, Fall 2014

Program Review Handbook, 2014-15

Chemistry Department, Program Review, Fall 2014

Cadena Transfer Center, Program Review, Fall 2015

eLumen ISLO Performance Report, May 4, 2016

eLumen ISLO Performance Report, disaggregated by ethnicity, May 4, 2016

FC Institutional Effectiveness Report, 2015

President's Office website, Institutional SLOs and College Goals

FC Student Equity Plan, 4/14/14

Email to Student Equity Committee, 2/4/16

Email to Student Equity Committee, 9/12/2016

Student Equity Committee, Ethnic Studies Award Letter, Spring 2016

Student Equity Committee Minutes, 5/12/16

Student Equity Committee Minutes, 3/10/16

Mathematics Department, Program Review, Fall 2014

Mathematics Department, SLOA Process, Fall 2016

Mathematics Department, SLOA Cycle, Fall 2016

Mathematics Department, Meeting Agenda, 3/5/16

Mathematics Department, Math 100 SLOA Report, Spring 2016

Program Review Summary Report, 2011-12

Basic Skills Initiative, Entering Scholars Program CRNs, Fall 2016

Curriculum Committee, 6-year review schedule, Fall 2016

FC Institutional Effectiveness Report, 2015, pp. 42-3
FC Strategic Plan, 2015-17
FC Student Equity Plan, 2015-16
Institutional Integrity Committee, Mission, 10/6/16
President Advisory Council, Minutes, 11/9/16
President Advisory Council, Minutes, 10/26/16
President Advisory Council, Minutes, 10/12/16
President Advisory Council, Minutes, 9/14/16
Program Review Template
Program Review Summary Report, 2015-16
Program Review Summary Report, 2014-15
Curriculum Committee, 6-year review schedule, Fall 2016

I.B.2 The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Instructional Programs

The College has defined student learning outcomes for all instructional programs through the Curriculum Committee process. All instructional programs have defined SLOs at the course, degree, certificate, and program levels. SLOs are required in all new or revised courses and programs. The Curriculum Committee reviews SLOs as a component of course approval process, ensuring alignment between outcomes statements and other curricular elements, including course objectives, methods of instruction, evaluation, and grading standards. SLOs are included in the official Course Outline of Record and are entered into CurricuNET and eLumen. Any course approved by the Curriculum Committee can be found through searching on the CurricuNET [website](#). Any program approved by the Curriculum Committee can also be found through searching on this [website](#). More specific details of this process can be found in later sections of the Self-Evaluation Report: IIA1, IIA2, IIA3, IIA7, IIA9, and IIA16.

The [Student Learning Outcomes Subcommittee](#) of the Curriculum Committee is responsible for managing elements of the SLOA process. The Committee consists of a faculty chair, a representative from each instructional division, managers, staff, and students. The Committee supports outcomes assessment activities for instructional programs, including providing regular training in the development of assessment methods, data collection and analysis, curriculum mapping, and training on the use of eLumen.

The institution assesses all instructional program student learning outcomes at the department level. Departments develop their own assessment schedule, methodology, and procedures that are based on disciplinary requirements and norms. Each department's process is detailed in their

program reviews. For example, the [Nutrition department's program review](#) provides the results from an assessment of their program SLO, "a student will be able to demonstrate the ability to apply the steps in the scientific method to differentiate between reliable, valid nutrition information versus nutrition misinformation." The assessment was done through a [final exam](#), and 91 percent of the students met this standard.

For the Theater Arts Musical Theater Department [assessment of the PSLO](#), "the student will be able to utilize rhythm and note reading skills in the sight-singing of vocal exercises," the department assessed students through a "live performance with an accompanist of musical scenes/solos, utilizing a 50 point assessment rubric." While 100 percent of the students met the standard, the [department remarked](#) that, "Students will be given more in-class time for rehearsal and hands on collaboration with instructor. They will receive detailed notes/feedback for at-home study."

For the English Department's [assessment of their composition sequence](#), the department used the SLOs for English 100, which is the final course in the required composition sequence, as the SLOs for the program as well. The department conducted an assessment of English 100 in fall 2015, and used those results for the assessment of the program. In response to the assessment, the 100-level committee noted that more training needed to occur for adjuncts to better understand the composition sequence. They presented these findings at a department meeting, and the department used these findings to coordinate an adjunct training workshop for adjuncts.

Student and Learning Support Services

The College defines student learning outcomes for student and learning support services also at the department or program level. The procedures also differ for each program. Many programs have committees that advise the program, and SLOs are developed there. For example, the Study Abroad program developed and revised SLOs during a [meeting in October 2015](#).

The College assesses student and learning support services learning outcomes at the department or program level through a variety of processes. These processes are detailed in program review documents. For example, [the EOPS/Care program](#) has assessed its SLOs through a number of cycles. One of those SLOs is that "students will learn about the EOPS program" and "how to fill in an application." The program uses student surveys when at feeder high schools to assess the students' satisfaction with the presentations.

For the [Study Abroad program's](#) three SLOs, the coordinator conducted three focus groups during the Seville program to assess the students' abilities to articulate what they had learned. The results showed a weakness in SLO 3, "Students will be able to synthesize the Study Abroad pedagogy of course/community content as a learning resource." The program is now focusing

on this SLO more directly during recruitment and asking faculty to use the foreign sites more actively.

In the [Disability Support Services](#), one of the SLOs is that “the student will be able to apply assistive technologies appropriately in coursework.” The area assesses this SLO through the “completion of one workshop (skills demo) and required lab hours is PASS” and “a student survey which includes self-identifier of SLO assessment.” Based on this assessment, the program “Discussed and may implement revisions. Discussion on modifying assessment, i.e. samples to be submitted, survey, etc.”

Analysis and Evaluation

The College meets the standard. The College defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program’s expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and the standards for student achievement are met.

Evidence

CurricuNet, main website, and search engines
SLOA Committee website
Nutrition Department, Program Review, Fall 2014
Nutrition Department, SLO Final Exam, Fall 2016
Theater Department, SLOA Rubric, Fall 2016
Theater Department, Program Review, Fall 2014
English Department, Assessment Memo, Fall 2015
Study Abroad Committee, Minutes, 10/8/15
EOPS/Care Program, Program Review, Fall 2015
Study Abroad Program, Program Review, Fall 2015
Disability Support Services, Program Review, Fall 2015

I.B.3 The institution establishes institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Fullerton College has established institution-set standards for student achievement through a President’s Advisory Council workgroup specifically designed for that process. The Workgroup met through Fall 2016 to define the standards. This [document](#) was presented to PAC in Spring 2017, and then sent to the constituent bodies for comments.

The institution set standards were deemed appropriate to its mission by focusing on student success and retention, completion of degrees and certificates, and successful completion of licensing exams.

Fullerton College will assess the achievement of the standards in pursuit of continuous improvement through the new [Institutional Integrity Committee](#). The assessment of these standards is part of the committee's mission. The Office of Institutional Research and Planning will collect data each year on these standards and present it to the IIC for review. If the Committee deems that one or more of the standards is not being met, the Committee will develop a strategy for helping the appropriate departments or programs.

Analysis and Evaluation

The College meets the standard. The minimum standards were approved in Spring 2017. The [Institutional Integrity Committee](#) started its work also in Spring 2017, and the Office of Institutional Research and Planning will provide data to the Institutional Integrity Committee by Spring 2018.

Action Plan

The institution set standards will be included in the College Catalog.

Evidence

Fullerton College Institutional Set Standards, 4/27/17
Institutional Integrity Committee Mission

I.B.4 The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Fullerton College uses assessment data to support student learning and achievement, primarily through the program review process, which ensures that there is an assessment completed on a three-year cycle. This assessment is then analyzed by individual departments in structuring their program review, particularly in relation to the fulfillment of the College's and the individual department's missions, and to the stated goals of the College and the individual department.

In program review, departments use assessment and achievement data to analyze their effectiveness at achieving stated goals. These data are a main part of the analysis that departments conduct, and they drive future goals and requests for resources.

For example, on page 13 of the most recent [Earth Sciences Program Review](#), the department notes that while the results of assessment have been successful, the department has a lower

success rate compared to the peer institutions. On pages seven and eight, they note that they have a large number of basic skills students in their classes, and that they have instituted supplemental instruction in two sections of oceanography. In their first Strategic Action Plan (pages 25 and 26), they request additional funding for more supplemental instruction tutors and resources to conduct surveys of students to “gain insights into the percentage of underprepared students” in their classes.

The institution organizes its processes to support student learning and achievement. The central body in this process is the Program Review Committee. On a three-year cycle, each [instructional](#) and non-instructional department or program performs a program review as outlined in I.B.5. The Committee evaluates each proposal with a rubric that asks readers to evaluate the KPI data, SWOC data, and SLO assessment data that are provided and to determine whether their conclusions can reasonably be drawn from this data. Each program review is read by at least three members of the committee or [volunteer readers](#). Each reader supports or doesn't support each department's Strategic Action Plan based on the justification in the program review and on the reading rubric developed by the Committee. The whole Committee discusses each proposal based on the reader reports and comes to a final recommendation. The Committee, in a “mega meeting,” discusses trends evident through the program reviews that the members have read. An ad hoc subcommittee of the Program Review Committee then produces a report, which is then brought to the entire committee for amendment and approval. This report is presented to [Faculty Senate](#) for its endorsement, and then to the [President's Advisory Council \(PAC\)](#) for its endorsement. The report is then posted on the Program Review website.

PAC then forwards budget requests to the [Planning and Budget Steering Committee](#), who use it in their discussions and recommendations on instructional equipment. [The Faculty Allocation Committee](#) uses these recommendations in their deliberations on the [faculty hiring priorities](#). The results of program review are also incorporated into the College Master Plan for capital expenditures. In this way, the assessment of student learning and achievement drives all the planning done on campus.

Analysis and Evaluation

The College meets the standard. The College uses program review as the central body from which all planning derives. Departments and programs use assessment data to organize their reviews and their strategic action plans, which generate funding requests. The College community understands that any requests need to be included in program review. Because it is on a three-year cycle, recently there have been discussions that the process does not accommodate changes that require new funding when departments and programs are mid-cycle. In response, the Program Review Committee instituted for academic year 2016-2017 an [Annual Report Update](#) Form where departments and programs can document the need for new funding if necessary.

Evidence

Earth Science Program Review, Fall 2014, page 13

Program Review Reader's Guide, Instructional Programs, Oct. 10, 2014

Program Review Reader Report, Earth Science Program Review, Spring 2015

Faculty Senate Minutes, 5/5/16

President's Advisory Council, Minutes, 5/11/16

PBSC Minutes, 10/15/16

Faculty Allocation Committee, Procedures, 12/16/2016

Faculty Allocation Committee, Rationale Form, Fall 2016

Program Review, Annual Report Update Form, 2016-17

I.B.5 The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program Review and Evaluation of Goals and Objectives

Fullerton College assesses the accomplishment of its mission through program review and evaluation of goals and objectives through the Program Review Committee. All of Fullerton College's instructional programs, academic support services, student services, and administrative services complete program review on a three-year cycle. All academic departments conduct [Program Review](#) in Year One; all other departments, programs, and services perform Program Review in Year Two, and in Year Three, the Program Review Committee reviews its own practices and makes adjustments based on the experiences of the past two cycles. All faculty and staff affiliated with the program/service under review participate in the program review process. For example, in the [English Department's](#) most recent program review, all the full-time faculty are listed as participating. The most recent Program Review for the [Disability Support Services](#) lists the manager, instructor, and two staff members as participants.

The Program Review process begins with a review of the relationship between the program and the College's mission, vision, core values, and goals. Each program reviews its own goals and objectives and links them to the College's mission. For example, in the [Disability Support Services Program Review](#), the program notes that one way it helps the College achieve its mission is through "assisting the campus with the provision of mandated educational accommodations and services and with providing equal and timely access to all academic and campus-wide programs." In helping the College achieve its vision, the program notes that the Adaptive Computer Lab, "assists students on a practical learning and utility level as students are shown how the trainings apply to their specific needs." To help the College achieve its core

value of innovation, the program notes that its “instructional component trains students in state-of-the-art vital adaptive and assistive computer technologies which allow greater access to course curriculum.” The program notes that in order to help the College meet its goal of increasing student success it “assist[s] faculty and staff in the provision of educational accommodations that ‘level the playing field’ for students with disabilities so that they can compete with their non-disabled peers.”

In the [English Department’s most recent program review](#), the faculty noted that the department helps the College meet its mission through “offer[ing] basic skills courses, transfer courses such as College Writing and Critical Thinking and Writing that are required of all students, a variety of general education offerings for students planning to transfer to four-year institutions, and courses for the English major.” In regards to the College’s vision, the department notes, “[t]hrough our program’s emphasis on writing and thinking and on continuing to read and grow through encounters with the writings and teachings of writers of varied backgrounds, we instill an appreciation for the possibility of life-long learning.” The department lists ways in which it meets the College’s core values. For example, for the core value, “We expect everyone to display behavior in accordance with personal integrity and high ethical standards,” the department notes that “All of [their] courses have a strong component on the importance of academic honesty and integrity; the appropriate use of source materials, for instance, is a significant portion of the composition sequence, and the consequences of plagiarism are a part of every course.” The department lists many ways in which it helps the College reach the two first College goals of increasing student success and lowering the achievement gap. For example, it notes, “[t]hrough its basic skills sequence and the creation of an accelerated pre-college class, the department meets the needs of underprepared students.”

In this way, program review allows each department to assess its roles in helping the College achieve its mission, vision, core values, and goals. As part of the evaluative process, the Program Review Committee evaluates these assessments. The new [Institutional Integrity Committee](#) will create a process for evaluating the College’s success in achieving these Goals and Objectives.

Student Learning Outcomes Assessment

Fullerton College assesses accomplishment of its mission through the student learning outcomes assessment process. Programs assess Program Student Learning Outcomes and include the results with action plans for improvement in the program review. Programs and services undergoing program review summarize PSLO achievement using assessment data, identify how outcomes assessment results have been used to improve teaching and student learning, and describe how the program facilitates the achievement of the College’s ISLOs. As this is a recent requirement in the program review process, the most recent instructional program reviews do not include this information (the non-instructional areas included this ISLO review when they

completed their last program review cycle). When the instructional programs conduct their next program reviews in 2017-2018, ISLO information will be included.

In the [Financial Aid Office's most recent Program Review](#), one of the PSLOs is "Communication with students will be more immediate by moving from email based notifications to targeted announcements in myGateway." They point out that "[b]y sending Targeted Announcements anytime a requirement is due, it notifies the student to check their Student Requirements through myGateway and ensure a timely disbursement to be able to purchase school materials in a timely fashion." They note that this SLO helps the College increase student success "by ensuring all students are actively aware of their financial aid status and any student requirements that may be due before they can receive a disbursement to aid their education." They note that this helps the College achieve its ISLO of Personal Responsibility and Professional Development "by providing active communication on student requirements and requiring personal responsibility in ensuring their file is complete before any funds can be disbursed." They also note that because of this SLO assessment, "[t]he Director met with the staff in regards to providing better customer service to students. For example, if a student turned in the wrong document or needed to provide more information, the Financial Aid Technicians explain this clearly to the student through the software, which then sends an email or text to the student."

Information from assessments is also entered into eLumen. The SLOA Committee is in the process of discussing how this information will be used and shared, including how to use the information to assess ISLOs. The new Institutional Integrity Committee is charged with evaluating the College's achievement of ISLOs and how they connect to the College Mission.

Student Achievement Data

Fullerton College assesses the accomplishment of its mission through an analysis of student achievement data. This data is provided by the Office of Institutional Research and Planning and is used by that office and individual departments for program reviews and institutional effectiveness reports.

All instructional programs undergoing review receive a comprehensive analysis of student performance data related to the program from the Office of Institutional Research and Planning. The analysis includes evaluation of trends, comparison of student performance within the program and across the institution, and comparison of student performance among courses within the program, as well as an equity analysis of demographic groups defined by gender, age, race/ethnicity, and disability status. As part of program review, faculty and staff reflect on student achievement and equity data and identify areas for improvement. Linked here are examples from [the Chemistry department](#), [Mathematics department](#), [English department](#), and [Theater Arts department](#).

The OIRP uses achievement data in preparing the [Institutional Effectiveness Report](#). Data from the Student Success Scorecard, including total enrollment, course retention and success, success disaggregated by ethnicity, student persistence, 30-unit completion, transfer rate, degree and certificate completion, job placement, and other data is used. Data generated by OIRP includes persistence data disaggregated by various categories, completion data also disaggregated, basic skills success and completion also disaggregated, and other data. The report explicitly evaluates and connects this data to the College's achievements of its goals.

Disaggregated Data

Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery by the OIRP for the [Institutional Effectiveness Report](#). The report includes many different ways of understanding the data, for example "Fullerton College Completion Data by Method of Instruction, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses" (page 51) and "Fullerton College Completion Data by Ethnicity, Disaggregated by Transfer, CTE, and Basic Skills/ESL Courses" (page 45).

In program review, there is no specific question that asks departments to compare achievement data based on program type or mode of delivery, so it is up to the discretion of the department if they do this analysis or not. The two departments with extensive basic skills programs, [math](#) and [English](#), do disaggregate for basic skills vs. transfer level. Departments that offer both associate degrees and certificates will disaggregate by type of degree or certificate, such as the [Theater Department](#). Some departments with extensive distance education offerings disaggregate their data in program review so they can compare student achievement and student learning, and evaluate the success of both types of offerings; the [math department](#), for example, included this information.

Analysis and Evaluation

The College meets the standard. The College's program review process specifically asks departments and programs to evaluate programs and their goals in terms of their achievement of the College's mission. The program review process begins with the mission, and subsequent sections of the review ask departments to analyze various aspects of their programs in terms of their connection to the College's mission. At present, however, there is not a recognized way of the College evaluating its success in achieving its goals and objectives. The new Institutional Integrity Committee was charged with that task.

SLOA data is used to assess program and department accomplishments of their own missions, which then are connected to the respective department's accomplishment of the College mission. Information from course and program assessments is entered into eLumen for future analysis. At this point, there's no recognized process for using this information, and ISLO data is not

analyzed. However, the newly formed Institutional Integrity Committee is charged with developing a process to do both.

Student achievement data are analyzed by departments and programs in evaluating the accomplishment of their own missions. The Office of Institutional Research and Planning uses achievement data in generating the Institutional Effectiveness Report, and analyzes the data.

Evidence

Program Review Handbook, 2014-15, page 6
English Department Program Review, Fall 2014
Disability Support Services Program Review, Fall 2015
Financial Aid Office Program Review, Fall 2015
Chemistry Department Program Review, Fall 2014
Mathematics Department Program Review, Fall 2014
Theater Department Program Review, Fall 2014
Institutional Effectiveness Report, Fall 2016
Institutional Integrity Committee Mission

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Fullerton College disaggregates and analyzes learning outcomes and achievement for subpopulations of students through program review process, the [Institutional Effectiveness Report](#), and the [Student Equity Plan](#). Student achievement data is disaggregated by age, gender, ethnicity, DSPS status, student educational goal, socioeconomic status, and method of instruction.

The Institutional Effectiveness report has identified African American students, Hispanic students, Pacific Islander students, and students with disabilities as disproportionately impacted groups in issues of access, course completion, ESL and basic skills completion, degree and certificate completion, and transfer.

Program Review requires instructional departments to disaggregate by population, particularly by ethnic population and gender, and to analyze that data. Departments have noted performance gaps. For example, [Chemistry](#) noted that there was a “definite gap in achievement between Hispanic students and the overall student population” in student success in chemistry classes. Similarly, the [Foreign Language Department](#) notes that African-Americans and Other Non-

Whites are impacted regarding completion and success of foreign language classes. In this way, individual instructional departments can identify groups that have disproportionate achievement rates.

The mission of the Student Equity Committee is to develop and to recommend policies, programs, and strategies to serve a diverse population to ensure equitable outcomes in student success, retention, degree/certificate completion, and transfer. To accomplish this mission, the Student Equity Committee examines disaggregated data related to the five indicators identified by the state. The Committee also looks at the impact of individual programs that receive equity funding. In order for programs to receive equity funding, they must apply for the funds on a yearly basis. On the funding application proposal form, program coordinators must report on the progress of the equity-funded activities. Beginning in fall 2016, the Student Equity Committee required all program coordinators to complete a program update form developed by the OIRP that provided a logic model-type method of evaluation for each equity-funded activity. This form will be used on an annual basis. During spring 2017, the Student Equity Committee used the information from the program update forms to report on themes of promising practices and opportunities to improve program administration.

The Student Equity Committee has identified disproportionately impacted groups primarily through the Institutional Effectiveness Report. The Executive Summary (specifically pages 8-11) in the 2015-2016 Student Equity Plan discusses that process and a summary of the findings. The Plan identifies “two primary target groups [that] rose from the data analysis: African-American students and Pacific Islander students. Hispanic students and students with disabilities also demonstrated disproportionate impact regarding degree completion and transfer.” In addition, the disproportionately impacted groups are identified for each indicator. For the 2014-2015 plan, the data are found on pages 9-24. The appendix of each plan gives more information about the Proportionately Index and 80% Rule that are used to identify the disproportionately impacted groups. All projects that are funded focus on at least one of the disproportionately impacted groups.

All [proposed programs and services](#) must be based on the disproportionate impact study, goals, and activities described in the College Student Equity Plan and address the target populations and success indicators identified by the Student Equity plan. Each funded program or service must complete the [Program Update](#) from the Office of Institutional Research and Planning (OIRP) and if proposal is approved, meet with a member of the OIRP to develop a Research Action Plan.

Some of the conversations about which programs to fund and whether to adjust funding based on how closely they focused on disproportionately impacted groups occurred at the [March 30](#) and [May 12](#), 2016 meetings of the Student Equity Committee.

When performance gaps have been identified, Fullerton College implements strategies to mitigate those gaps in the following ways. The campus has ongoing programs and services funded by both general and categorical funds, such as Umoja, Puente, Incite, CTC events and activities, DSS, and EOPS. These were all underway and functioning prior to the additional funds received through Student Equity. These and other programs and services were enhanced with additional equity funding.

Based on equity data, the College increased funding to student success initiatives such as the [Entering Scholars Program](#), [the Graduate Student Internship Program](#), and [the Transfer Achievement Program](#). It increased funding to the [Puente Project](#) and initiated an [Umoja project](#). It restructured the duties of the Dean of the Library/Learning Resources and Instructional Support Services to focus more directly on student success. It increased Staff Development activities that focus on student success including the [New Faculty training](#), the [Adjunct Academy](#), the [Online Teaching Certificate](#), and the [Teaching and Effectiveness Certificate](#). One category of the workshops presented in all four of these initiatives addresses equity and diversity.

The Student Equity Committee and the funds received via the Student Equity State Initiative are a major way in which the College responds to gaps. The [Student Equity Plan](#) identifies four categories of programs funded through Student Equity:

- Expansion of current programs and services, such as Foster Youth Success Initiative, EOPS, the Veterans Center, Puente, Disability Support Services, Incite (Support for Student Athletes), the Fullerton College Supplemental Instruction Program (FCSI), the Transfer Achievement Program (TAP).
- Expansion of curricular initiatives, such as the Accelerated Developmental English and Math Program, “Just-in-time” remediation for selected Math and English courses, boot camps and other summer bridge activities, and college orientation initiatives.
- Expansion of faculty and staff development initiatives, such as the New Faculty Seminar, Adjunct Faculty Training, “in-service” activities to link discipline faculty and Counseling for participating jointly in student placement decisions especially for target student groups such as Veterans, Foster Youth, older returning students.
- Other activities, such as production of promotional and recruitment materials, a comprehensive overhaul of the College’s Summer Success program for incoming students, an Equity Committee planning and assessment retreat, and expansion of data collection and evaluation.

Based on individual program reviews, departments have developed accelerated curriculum in basic skills areas. Departments have increased opportunities for embedded tutoring, supplemental instruction, and other success initiatives that seek to decrease the achievement gap.

The institution evaluates the efficacy of implemented strategies by reporting gains in closing the achievement gap in the [Institutional Effectiveness Report](#), Student Success Scorecard, [Board presentations](#), and [Student Equity Plan](#). The [Basic Skills Initiative](#) also requires data be disaggregated for state reporting.

When reviewing an individual program's impact on narrowing the achievement gap, the non-instructional and student support program review provides an opportunity for programs to provide a narrative of how the program meets the College goals, including reducing the achievement gap. In order to provide support on how they are meeting College goals, the program coordinators request retention, success, and persistence numbers from the Office of Institutional Research and Planning.

Analysis and Evaluation

The College meets the standard. One of the goals of the College is to decrease the achievement gap between African-American and Hispanic students (particularly men) and the rest of the student population. The Institutional Effectiveness Report tracks achievements for many disaggregated groups, and has identified additional groups that need support in specific areas. The Student Equity Committee and the Student Equity manager are responsible for funding, monitoring, and assessing various initiatives on campus to mitigate disproportionate impacts. Student Service programs and Academic departments have responded in many ways to help achieve this goal.

Evidence

Institutional Effectiveness Report, Fall 2015
Student Equity Plan, 2015-16
Student Equity Committee, Proposal Form, 2015-16
Student Equity Program Update Form, Fall 2016
Student Equity Committee, Minutes, 5/12/16
Student Equity Committee, Minutes, 6/30/16
Chemistry Department Program Review, Fall 2014
Foreign Language Department Program Review, Fall 2014
Basic Skills Initiative, Sections Offered Spreadsheet, Fall 2016
Puente Project Website
Umoja Program Website
Staff Development, New Faculty Seminar Flyer, 2015-16
Staff Development, Adjunct Academy Flyer, Spring 2017
Staff Development, Online Teaching Certificate, Information Sheet, Fall 2016
Staff Development, Teaching and Learning Certificate, Information Sheet, Fall 2016
Institutional Effectiveness Report, Fall 2016
Student Success Scorecard, Fall 2016
Basic Skills Initiative, State Report, 7/15/15

I.B.7 The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

Instructional Programs

The College regularly evaluates its policies and practices for instructional programs through program review. Instructional programs perform a comprehensive program review every three years. The program review process and aspects of instructional improvement are described in earlier sections (Section I.B.1-6). Program review also allows instructional programs to evaluate aspects of their policies and procedures that are not curricular in nature. For example, the most recent [English](#) and [Theater](#) department program reviews detail how the lack of adequate facilities are impacting the departments' abilities to meet their instructional goals.

Student and Learning Support Services

The College systematically assesses its student learning and support services through program review as well. Every area performs a comprehensive Program Review every three years. The process is detailed in earlier sections (I.B.1-6).

Program review allows these programs to assess their effectiveness and methods of improvement. For example, the [EOPS/Care program](#) details in its program review how the number of students requiring services is increasing while funding is decreasing. They note that they are working on automating some of their processes so that they can meet the needs of more students.

Similarly, the [Cadena Transfer Center](#) notes that the limited staffing makes it difficult for them to have adequate diversity-related programs since the transfer part of their program takes up most of their time. This situation underpins the program's request for an additional administrative assistant.

Resource Management

The College regularly evaluates its resource management. Fullerton College combines resource allocation into a comprehensive process through the connection between program review and [Planning and Budget Steering Committee](#). PBSC uses program review when creating annual budgets and funding instructional equipment. If PBSC needed more information from Program Review, they could request changes the program review process. For example, in the April 2016, PBSC noted that if funding requests were based on program review, a 3-year cycle would mean that new funding requests would have to wait at least two years before going through the process. The Vice-President of Administrative Services asked the Program Review Committee to

find a solution. In response, the [Program Review Committee](#) instituted for academic year 2016-2017 an [Annual Report Update Form](#) where departments and programs can document the need for new funding if necessary.

College Governance

The College, District and Board carry out regular evaluations of governance processes, many of which were developed in response to recommendations from the 2011 accreditation visiting team. In the course of writing the 2017 ISER, the College implemented several reforms that will improve compliance with accreditation standards. More information on Board Policies (BPs) and Administrative Procedures will be discussed in Standard IV.A.7.

Effectiveness

The [2016-2017 Integrated Planning Manual](#) describes the many methods that the College engages in shared governance procedures. It explains that, “In keeping with the ACCJC Standards, Fullerton College assesses its planning and governance processes on an annual basis. An integral piece of the evaluation process at the College is accomplished by the Institutional Research and Effectiveness Committee (IREC), which is a subcommittee of the Faculty Senate. Formed in 2010, the purpose of the Institutional Research and Effectiveness Committee (IREC) is to evaluate the planning and governance processes of the College and to identify, discuss and disseminate its findings. IREC functions as the meta-process evaluation arm of the College.” While IREC has performed a number of very interesting studies, in practice it has not acted as the “meta-process evaluation arm of the College,” mostly because it does not have a regular process for evaluating all aspects of the College nor does it really have the authority to evaluate all aspects of the College since it is a Faculty Senate Committee.

In Fall 2016, the President’s Advisory Council, through the recommendation of the accreditation team, developed a shared governance committee called the [Institutional Integrity Committee](#) (IIC). As a joint PAC and Faculty Senate committee, it has the authority to look at all aspects of the College, not just aspects that relate directly to student learning. The IIC’s mission is to “evaluate[] the College’s policies, processes, practices, procedures, and publications in order to ensure the integrity and effectiveness of the College’s planning and decision-making process and its alignment with the College’s mission.” The Committee began meeting in Spring 2017, and it will create a procedure for evaluating all aspects of the College.

Analysis and Evaluation

The College meets the standard. Program Review insures that individual departments and programs regularly review their practices and procedures and help create avenues for improvement. The District and College procedures for resource management and governance are regularly reviewed. While the College currently does not have a recognized method for evaluating the effectiveness of these procedures for supporting academic quality and

accomplishment of its mission, it established a new Institutional Integrity Committee in order to perform this function.

Evidence

English Department Program Review, Fall 2014
Theater Department Program Review, Fall 2014
EOPS/Care Program Review, Fall 2015
Cadena Transfer Center Program Review, Fall 2015
Program Review Minutes, 4/28/16
Email from Jan Chadwick regarding PRC procedures, 4/29/17
2016-2017 Integrated Planning Manual
Faculty Senate Minutes, 10/16/17

I.B.8 The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

The College broadly communicates the results of all of its assessment and evaluation activities through a variety of mechanisms.

At the program level, plans and results of assessment activities are communicated among faculty and staff affiliated with the program in department and division meetings. For example, in the [most recent assessment of English 100](#), the English 100 level committee reported to the department that there has been significant improvement in the achievement of the four SLOs for the course since the last assessment in 2012 due to an effort to clarify the types of essay assignments that are appropriate. In the 2015 report, they further clarify the types of assignments and give examples, which they communicate to the adjunct faculty in order to achieve more success.

In the December 2016 assessment done by the [Business Department](#), the department noted that there were mixed standards for writing classes and decided to meet in January 2017 to discuss changes to the standards for these classes. Other examples can be seen in the [Math](#) and [Welding](#) Departments.

These results are then folded into program review. The program review process is designed to involve all faculty and staff affiliated with the program. Through this process all members of a program or department have shared understandings of the program's successes and weaknesses, and they create action plans based on these activities. Examples can be found on the [Program Review website](#).

The [Program Review Committee evaluates](#) every [program review](#), and in a large planning meeting, they identify themes that are then turned into a [summary report document](#) that is shared with Faculty Senate and the President's Advisory Council. Once accepted, the summary report and a list of all the Strategic Action Plans (called short-term goals in an early iteration of program review) and long-term goals are listed on the [program review website](#).

The institution provides for a shared understanding of its strengths and weaknesses and sets appropriate priorities in a variety of ways. The results of evaluation activities, including planned improvements, are communicated to the campus community primarily through committee meetings, department and division presentations, and the College website. The summary reports of the Program Review Committee are shared in [Faculty Senate](#), PAC, and on the program review website. The Strategic Action Plans (SAPs) and long-term goals are shared on the program review website. There have been recent attempts to consolidate this information through reports generated [through eLumen](#); however, this process is at a nascent stage. The new Institutional Integrity Committee will be in responsible for assessing Institutional SLOs, and then making recommendations to PAC and Faculty Senate.

The Office of Institutional Research and Planning generates an [Institutional Effectiveness Report](#), and reports on [equity](#) and [strategic planning](#). It also organizes an [annual planning symposium](#), the summaries of which are located on their website.

The Office of Campus Communications includes the highlights of student success initiatives identified by program review in the [Annual Report](#) which they distribute through the mail and post on the College's website.

Analysis and Evaluation

The College meets the standard. The College communicates extensively about all its activities through required State reports and through reports generated for the College website. This communication helps the College create a shared sense of priorities.

Evidence

Math Division Agenda, 3/05/16

English Department Assessment Memo, Fall 2015

Welding Department SLOA Minutes, Fall 2016

Library Division Meeting Notes, 12/14/12

Business Division SLOA Activity email, 12/12/16

Program Review Committee Commended Instructional Program Reviews, Spring 2015

Program Review Committee (PRC) Summary Report to Faculty Senate, December 1, 2016

Program Review Committee (PRC) Summary Report to Faculty Senate, May 5, 2016

Program Review Committee (PRC) Summary Report to Faculty Senate, April 16, 2015

Non-instructional Comprehensive Program Review, Student Services and Student Support Services, 2015-16

ISLO Report with Subpopulation Disaggregation, 5/4/16

Student Equity Plan, 2015-16

Strategic Plan, 2015-17

Planning Symposium Recap, Spring 2016

FC Annual Report, 2014-15

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

The College employs continuous, broad based, systematic evaluation and planning as detailed in sections I.B.1-8. Program review is the central process by which this happens, and the previous sections explain this process in some detail. Plans at the program level are linked directly to the College's mission through [program review](#). Data measuring student equity and outcomes assessment is incorporated into this evaluation process. Results of evaluation activities are communicated through multiple mechanisms. The results of program review are integrated into institutional planning and resource allocation processes through the annual planning and budget process and through the development of institutional plans.

The overriding theme of all planning at the College derives from the College mission: "We prepare students to be successful learners." Student success drives all aspects of College planning. In discussions amongst faculty, in departments and programs, in divisions, in institution wide committees, in constituency bodies, and at the President's Advisory Council, student success drives the discussions and the initiatives that individual and committees undertake.

The College integrates [program review](#) into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. The core of the College's planning process is program review, which has the broadest dialog on campus because every staff member participates in the program review for the areas in which they have some responsibility. This participation ensures a bottom-up approach to planning, where individual program members take the responsibility for initiatives to improve student success through data-driven decision making. Section 1 of Program Review asks programs to explain how their activities tie to the College's mission, vision, core values, and goals, and these all focus on student success. Section 2 focuses on data, both student

achievement and student learning, which ensure that subsequent parts of program review will be data driven. Section 3 focuses on program strengths, weaknesses, opportunities, and challenges. Section 4 focuses on student learning assessment, which brings the focus on program assessment based on student learning. In instructional areas, it also allows departments to aggregate individual course data into a larger picture of their successes and challenges. Section 5 asks programs to evaluate the effectiveness of their past short- and long-term goals. Section 6 asks programs to identify Strategic Action Plans that will be the focus on their activities in the ensuing three years. This section ensures that all members of a program have input on the strategic direction of their program. Programs also need to connect to College goals and objectives. This section also becomes the basis for future resource planning and allocation since programs identify resources they would need to accomplish these plans. Section 7 asks programs to describe long-term goals and possible funding needs.

Program reviews become the engine by which all College planning takes place. The [Program Review Committee](#) identifies trends, so that the campus community is cognizant of possible future opportunities and challenges. The various planning bodies use program review data as the basis for their own planning. The planning bodies are shared governance committees, which ensure that the voices of all constituencies are heard.

Fullerton College combines resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality through the connection between program review and Planning and Budget Steering Committee. [PBSC uses program review](#) when creating annual budgets and funding instructional equipment. The [Faculty Allocation Committee](#) uses material from program review when assessing requests for new full-time faculty. Program review data goes into the College Master Plan for capital expenditures. Program review plans are part of the data that categorical programs use to create their own plans, including Student Equity, Disability Support Services, and EOPS.



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

When the Chris Lamm & Toni Dubois-Walker Memorial Food Bank opened its doors to students in 2012, champions of the project established it to help address the growing number of Fullerton College students experiencing food insecurity, hunger, and in some cases homelessness. But the support goes beyond food. At the food bank, students are cared for, listened to, and referred to other vital resources in the community, all factors that influence a student's success.

“When a student has more connections or social support here on campus, they tend to do better, they tend to stay, and they tend to graduate,” said Jullean Cardenas, who has a big hand in running the food bank. Cardenas is one of the many staff members on campus who is



passionate about serving students at the food bank. He started volunteering there when he was a student at FC in 2012. Today, he serves as the coordinator of the food bank and helps train nearly 85 student-volunteers each semester. He also devotes his time to organizing canned food drives, picking up food from larger food banks in Orange County, and providing food bank visitors a warm and welcoming environment.

Analysis and Evaluation

The College meets the standard. The College evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The College uses evidence for planning and improvement of institutional structures and processes, student achievement of education goals, and student learning. The College assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

Evidence

Program Review Student Services Template, Fall 2015
Program Review Committee (PRC) Summary Report to Faculty Senate, December 1, 2016
Planning and Budget Steering Committee, Funding Template,

Standard I.C: Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

The College assures clarity, accuracy, and integrity of the information related to its mission statement by including it, clearly written and prominently displayed, in the first section of the [College Catalog](#) and on the [President Office's website](#). As outlined on page 9 of the [Integrated Planning Manual](#), the Office of Institutional Research and Planning and the President's Advisory Council are responsible for managing changes to the mission statement and communicating those changes to the campus community and to the public.

The College assures clarity, accuracy, and integrity of the information related to learning outcomes by listing all Student Learning Outcomes in the [Catalog](#), Course Outlines of Record (CORs), and [course syllabi](#). The Curriculum Committee is responsible for approving all course and program SLOs through the curriculum approval process. The [SLOA subcommittee](#) of the Curriculum Committee manages the SLO process. Division representatives to the committee and division deans are responsible for maintaining the accuracy of this information on websites and in syllabi.

The College assures clarity, accuracy, and integrity of the information related to educational programs by listing and describing educational programs in the [Catalog](#), [Schedule of Classes](#), departmental webpages (for example, [English](#), [Automotive Technology](#), and [Child Development](#)), and in the CurricuNET system. The Catalog and Schedule go through an approval process outlined in I.C.2. Division staff maintains departmental webpages. CurricuNET information is automatically updated as curriculum is approved through the approval process. Any member of the public can access the course outlines of all approved courses through CurricuNET without having to log in. Interested parties link to <http://www.CurricuNET.com/fullerton/>, then click on "Fullerton College Course." A search field opens up where access to course outlines is available. A similar process can be used for programs and certificates.

The Office of Institutional Research's provides information about the relative success rates of [distance education students](#) in its annual Institutional Effectiveness Report published every fall. The [Department of Distance Education](#) also maintains a website that gives students information

on how to register for distance education classes, what to expect in these classes, strategies for success in distance education classes, and other valuable information.

The College assures clarity, accuracy, and integrity of the information related to student support services by listing and describing all Student Support Services in the [Catalog](#), on the [Office of Student Services website](#), and on the websites of specific Student Support Services, for example, the [Career Center](#), the [International Student Center](#), and the [Cadena/Transfer Center](#).

The College provides accurate information to students and the public about its accreditation status with all of its accreditors on the accreditation [website](#) and in the Catalog. The institution provides an [electronic catalog](#) for its constituencies with precise, accurate, and current information.

Analysis and Evaluation

The College meets the standard. The central way that the College communicates with the public, including prospective students, is through its webpage and through the web-based Catalog that is reviewed yearly as explained in Standard I.C.2. Departments regularly review websites for accuracy. A systematic review of the College's publications is one of the tasks of the newly formed Institutional Integrity Committee.

Evidence

Fullerton College Catalog, 2015-16, page 5
President's Office Website
Integrated Planning Manual, 2016-17, page 9
SLOA Committee, Sample Syllabus, 8/16/17
Social Science Division, Sample Syllabus, 8/16
Business Division, Sample Syllabus, Fall 2016
SLOA Committee Website
FC Spring 2016 Schedule of Classes
Humanities Division Website, English Degree Requirements
Technology and Engineering Website, Automotive Certificate Requirements
Child Development Department Website
FC CurricuNet website
Institutional Effectiveness Report, 2015-16, pages 31-32
Fullerton College, Distance Education Website
Fullerton College Catalog, 2014-15
Fullerton College Student Services Website
Fullerton College Career and Life Planning Center Website
Fullerton College International Student Center Website
Fullerton College Transfer Center Website
Fullerton College Accreditation Website

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)

Evidence of Meeting the Standard

The College provides an [online catalog](#) for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures. The Office of the Catalog publishes the Catalog.

The current Catalog covers academic year 2017-2018. The College Catalog is updated as changes are made to curriculum or to College policies or procedures. This is to ensure that the Catalog provides accurate and current general information, requirements, and policies and procedures, as well as other information allowing students to be well informed about College academic and student support programs requirements and services. Major District policies affecting students such as admissions, matriculation, registration, residency requirements, and laws pertaining to international students are described in the Catalog. District policies not included in the Catalog can be found on the District’s website.

The Catalog and Schedule Coordinator [coordinates](#) the development and organization of the College Catalog with numerous departments on campus. Counselors, administrators, division chairs and faculty review drafts of the Catalog for accuracy, completeness, structure, and organization. Distance Education information in the Catalog can be found on page 21.

The following chart shows the people or offices that are responsible for checking the accuracy of information. Once a year, the Catalog and Schedule Coordinator sends an [email](#) with the Catalog language to the people or offices listed below with the appropriate section, and they make necessary changes. Once the Catalog for the new academic year is posted to the website, changes can continue to be made if new policies, procedures, or processes are instituted by the College or District. The Catalog and Schedule Coordinator identifies these changes by displaying them in red. Any policies, procedures, or processes that become invalid are struck through in red so interested people can see what the old and new policies are.

Requirement	Page (s) in Catalog	In Consultation With
Official Name, Address, Telephone Number, and Website Address of the Institution	ii	Director, Campus Communications
Educational Mission	5	Director of Campus Communications
Representation of Accredited Status with ACCJC and with Programmatic Accreditors, if any	ii	Chancellor's Office - District
Course, Program, and Degree Offerings	76-341	Catalog and Schedule Coordinator
Student Learning Outcomes for Programs and Degrees	78-177	Curriculum Committee
Academic Calendar and Program Length	1	Vice Chancellor
Academic Freedom Statement	26	VP, Student Services
Available Student Financial Aid	41	Director, Financial Aid
Available Learning Resources	37-46	VP, Student Services
Names and Degrees of Administrators and Faculty	342-357	Division Deans
Names of Governing Board Members	i	Director, Campus Communications
Admission Requirements	6	Manager, Enrollment Services
Student Fees and Other Financial Obligations	14	Manager, Enrollment Services
Degree, Certificates, Graduation, and Transfer Requirements	68-74	Accreditation Coordinator
Academic Regulations including Academic Honesty	26	VP, Student Services
Nondiscrimination	28	Vice Chancellor, Human Resources
Acceptance and Transfer of Credits	16	VP, Student Services
Transcripts	14	VP, Student Services
Grievance and Complaint Procedures	33	VP, Student Services
Sexual Harassment Policies	29	VP, Student Services
Refund of Fees	11	VP, Student Services
Locations or Publications where Other Policies may be Found	12-13	VP, Student Services

Analysis and Evaluation

The College meets the standard. The College provides an electronic College Catalog that is reviewed annually for precision and accuracy.

Evidence

Fullerton College Catalog 2016-17
Catalog Verification Table, August 16

Catalog Verification Memo, 3/25/15

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College uses documented assessment of student learning to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public by publishing a broad range of reports and announcements. The Office of Institutional Research and Planning is the primary office responsible for collection, analysis, and publication of student achievement data.

OIRP has a [website](#) dedicated to sharing data and reports to the public as well as the internal College community. The Institutional Effectiveness Report, Student Success Scorecard, and Environmental Scan are available on the website. The Student Equity Plan is also available on the website. Accreditation standards are available on this website and the accreditation website.

In addition, the Program Review Committee [publishes reports](#) on its website that are generated either from the program review documents themselves or through eLumen. For example, the Committee's website is home to "Program Student Learning Outcome Assessment Results by Division from Program Review Self-Studies Spring 2015." These reports are separated by division and describe the results of program SLO assessment. They also publish two reports on Institutional SLOS, [one disaggregated](#) by multiple sorts of subpopulations, and the other by [ethnic subpopulations](#). The responsibility for the reports regarding ISLOs was transferred to the Institutional Integrity Committee as part of that committee's overall mission.

Analysis and Evaluation

The College meets the standard. The College communicates matters of academic quality to all interested parties through reports generated by the Office of Institutional Research and Planning and the Program Review Committee. These reports are available on the websites of these groups. The OIRP reports are published on an annual basis and demonstrate to the public areas in which the College is successful and areas that are in need of improvement. These reports are crucial to the planning conducted by the various committees on campus.

Evidence

Fullerton College Office of Institutional Research and Planning website
Program Student Learning Outcome Assessment Results by Division
from Program Review Self-Studies, Spring 2015

ISLO Performance Report with Subpopulation Disaggregation by Category, 5/4/16
ISLO Performance Report with Ethnicity Disaggregation, 5/4/16

I.C.4 The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The College defines its degrees and certificates in terms of their purpose, content, course requirements, and expected learning outcomes through a Catalog published on the web. Specifically, the information is found on [pages 78-177 of the current College Catalog](#). For example, on page 84, the Art Computer Graphics Department describes its [Computer Animation/Multi Media Certificate](#) as a program that “provides the skills necessary to create animated and/or interactive projects for distribution on a variety of media, including DVD, web pages, videotape, and CD-ROM.” The Catalog lists the certificate’s six student learning outcomes, and then lists the academic series of courses that comprise the certificate. Similarly, on page 116, the Economics Department explains that the AA-T in economics “focuses on the systematic study of the production, conservation and allocation of resources in conditions of scarcity, together with the organizational frameworks related to these processes.” It then lists the AA-T’s two student learning outcomes and the sequence of courses needed to complete the degree. All of the College’s degrees and certificates are described in a similar manner. On pages 23-24, the Catalog also publishes the [College’s Institutional Learning Outcomes](#).

On their websites, some departments and divisions direct students directly to the Catalog. The [Business Division](#), for example, provides links to the Catalog sections that detail the requirements for each of its degrees or certificates. Some divisions describe their degrees and certificates directly on their division websites, for example, the [Humanities](#) and [Technology and Engineering](#) Divisions. Other divisions choose to describe them on departmental websites. For example, the [Philosophy department](#) lists the purpose, SLOs, and course work required for its Philosophy AA-T, Philosophy AA, and Religious Studies AA.

Catalog information is verified annually in the procedure outlined in Standard I.C.2. In addition, as part of the six-year review process, the Curriculum Committee verifies program requirements including course requirements and SLOs, including those for distance education courses. The College includes course level learning outcomes on all course outlines of record, regardless of mode of delivery.

All syllabi for all courses, whether traditional or distance education, are submitted to the appropriate division dean. The deans are responsible for maintaining a record of these syllabi, and for evaluating them for their adherence to College standards. Linked are some examples of correspondence from the Deans of [Natural Science](#) and [Mathematics](#).

Analysis and Evaluation

The College meets the standard. The requirements for all degrees and certificates are available to students in the College Catalog, and on department and division websites. The College Catalog and Schedule Coordinator verifies this information annually. The six-year review process of the Curriculum Committee also ensures that the requirements and program SLOs reflect current practice in the discipline. All syllabi with the appropriate Student Learning Outcomes are collected and maintained by the division deans.

Evidence

Fullerton College Catalog, 2016-17, pages 23-24, 84, 78-177

Business/CIS Division website, Degrees and Certificates.

Humanities Division website, Degrees

Technology and Engineering website, Fashion Technology Degrees and Certificates

Philosophy Department website, Degrees

Natural Science Division email regarding SLOs, 8/10/16 and 8/31/16

Mathematics Division email regarding SLOs, 2/14/17

Mathematics Division email regarding syllabi, 8/15/15

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College regularly reviews institutional policies and procedures to assure integrity in all representations of its mission, programs, and services primarily through program review. Every department and program performs program review every three years. As part of that evaluative process, departments and programs evaluate their performance on all aspects of departmental and programmatic effectiveness, including the representation of its programs and services. Details of program review procedures can be found in the descriptions in earlier sections, particularly I.B1, IB2, IB4, IB5, IB6, IB7, and IB9.

Department faculty and the Curriculum Committee review curriculum on a six-year cycle. Department faculty review all the curriculum that their department teaches, reviews it for accuracy, currency, and adherence to educational policies and to current discipline practice. They also review course and program SLOs and Course Outlines of Record. These reviews go through the regular Curriculum Review process on CurricuNET, and the approved course outlines are then available to anyone on CurricuNET. More details can be found in other sections of the Self-Evaluation Report, particularly IB2, IIA1, IIA2, IIA3, IIA7, IIA9, and IIA16.

The planning process is reviewed on an annual basis through a planning symposium conducted by the Office of Institutional Research and Planning. For example, on Friday, May 6, 2016, Fullerton College hosted its Spring 2016 Planning Symposium. Sixty participants representing

students, faculty, classified staff, managers, and administration attended. The half-day symposium covered two current topics of interest to the campus community: 1) the College mission and 2) College measurement and monitoring of institutional effectiveness. The Office of Institutional Research and Planning staff facilitated the symposium. This process helps the College recognize challenges that need to be addressed. For example, one of the items noted in the [Spring 2016 Symposium](#) was that it was “the sense of the group as a whole that Fullerton College’s mission does not accurately reflect our current state and comprehensive approach towards meeting the individual needs of our students and assisting them on their own paths to success.” This finding was the initial stage in the campus’s effort to revise the mission statement, which was the topic of the Spring 2017 Convocation and approved by the [NOCCCD](#) board on June 13, 2017.

The College regularly reviews its publications to assure integrity in all representations of its mission, programs, and services. The College Catalog is reviewed and updated annually to ensure that current and future students receive accurate information about the College mission, programs, and services. The College mission is communicated to the campus community through the Office of the President and the Office of Institutional Research and Planning.

Individual departments and divisions review their print and electronic documents for accuracy on a periodic basis. The Office of Campus Communications is responsible for updating the various documents.

Analysis and Evaluation

The College meets the standard. Policies, procedures, and publications are reviewed for accuracy in a variety of ways. The Program Review Committee, the Curriculum Committee, the Office of Institutional Research and Planning, the Office of Campus Communications, Division Offices, Program Managers, and Department Faculty are continually evaluating policies, procedures, and publications for accuracy.

One of the activities of the newly created Institutional Integrity Committee will be to create a regular schedule of review for all publications that are not currently on such a schedule.

Evidence

Office of Institutional Research and Planning, Summary of Spring 2016 Planning Symposium
Office of Campus Communications, News Item, June 14, 2017

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The College precisely appraises current and prospective students regarding the total cost of education in a variety of ways.

Catalog

The College Catalog informs students of the College's refund policy (page 11), residency requirements for tuition purposes (page 12), financial aid (pages 41-42), student fees (pages 14-15), and student ID card fees (page 49). The web address for College's cost calculator site is available in the Catalog.

Schedule of Classes

The Class Schedule informs students about tuition, fees, and other required expenses. For the Fall 2016 Schedule, for example, the Schedule informs students about the College's required fees, refund policy, policies on dropping students for non-payment, residency for tuition purposes, and parking fees. Instructional materials fees are in the Schedule of Classes for every applicable course.

Admissions and Records

The Admissions and Records Office lists fees and the refund policy. In addition, when students register for classes, the registration system informs them of the fees that are required in order to verify their registration.

Financial Aid

The Financial Aid Office publishes a yearly brochure informing students of fees, and other costs that students should anticipate. The College website has a [cost calculator](#) with information about tuition and other costs.

College Bookstore

The College explicitly informs current and prospective students regarding textbooks and other instructional materials through the College Bookstore's searchable website that tells students what textbooks or other supplies are required or are optional, the costs for new and used copies, and the return policy.

Course Syllabi

All required and optional books and other instructional materials are listed on course syllabi.

Analysis and Evaluation

The College meets the standard. The College informs students of the total cost of education, tuition and other fees, and textbooks and other required instructional materials in a variety of ways. The Catalog, Schedule of Classes, Financial Aid Office, Admissions and Records Office, and the College Bookstore all provide information to students about these fees. In addition, when they register for classes, students are told how the course's tuition fees and what other required or optional fees will be required.

Evidence

Fullerton College Catalog 2016-17, pages 11, 12, 14, 15, 41, 42, 49

Fullerton College Fall 2016 Schedule of Classes, page 8, 10-11, 33, 125, 161

Fullerton College Admissions and Records Department website, Fee Refund Policy

Fullerton College Financial Aid Consumer Brochures, 2015-16

Fullerton College Prospective Students website, Tuition Costs

Fullerton College Bookstore website

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The College uses and publishes governing board policies on academic freedom and responsibility in order to assure institutional and academic integrity. Board policy is clear regarding the College's commitment to the free pursuit and dissemination of knowledge. Board policy specifically states the College's support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the College maintains an atmosphere in which intellectual freedom and independence exist.

North Orange County Community College District [BP 4030 Academic Freedom](#) delineates the rights and responsibilities of members of the College community to contribute to and protect academic freedom. This policy states that the College recognizes that educational institutions are "built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and on which a free and democratic society depends." NOCCCD's [AP 4030 Academic Freedom](#) also states that the District "recognize[s] that an essential function of education is a probing of opinions and an exploration of ideas that may cause some students discomfort. The District affirms the use of a variety of teaching methodologies to fulfill its obligation to raise

difficult and meaningful questions in the educational development of students in curricular and co-curricular settings. Faculty members are entitled to freely discuss issues germane to their subject matter as measured by professional standards set by the community of scholars. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion. There shall be no curtailment of faculty presentation of factual or theoretical material relating to all points of view.” This policy can be found on the District’s website and on page 26 of the [College Catalog](#).

The District guarantees students’ freedom of expression in the District’s policy [BP 3900: Speech: Time, Place and Manner](#). The policy assures that “Students shall be free to exercise their rights of free expression, subject to the requirements of this policy,” which prohibits defamatory, threatening, or hate speech.

Analysis and Evaluation

The College meets the standard. NOCCCD Board Policy and Administrative Procedure 4030 Academic Freedom are clear regarding the institution’s commitment to the free pursuit and dissemination of knowledge. Board policy specifically states the institution’s support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. The institution’s faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Evidence

Board Policy and Administrative Procedure 4030
Fullerton College Catalog, 2015-16, page 26
Board Policy 3900, “under review”

I.C.8 The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

The College has established and has published clear policies and procedures that support honesty, responsibility and academic integrity through Board Policy. Policies apply to all constituencies and include student behavior, academic honesty, and the consequences for dishonesty.

NOCCCD has established policies on student conduct, academic honesty, and honesty of faculty in their professional conduct.

[BP 5500 Standards of Student Conduct](#) provides notice of the type of conduct that is expected of each student. It identifies specific categories of misconduct and provides uniform procedures to assure due process when a student is charged with a violation of these standards. One of those categories is academic honesty, which is defined as “Cheating, plagiarism in connection with an academic program (including plagiarism in a student publication), or engaging in other academic dishonesty.” [AP 5500 Standards of Student Conduct](#) explains the various procedures and consequences of all aspects of student misconduct. This policy applies to all students regardless of location and mode of delivery.

Fullerton College provides a more detailed description of academic honesty on page 26 of the [College Catalog](#). This description defines specific types of academic dishonesty and states the consequences of academic dishonesty, and the procedures that College will take in response to academic dishonesty by students.

[BP 3003 Code of Ethics for Faculty](#) was adopted in 1981 and is currently under review by the Academic Senates of the three colleges. It states that for all faculty, their “responsibility to their subject matter is to seek the truth and to teach the truth as they see it,” that they should “encourage the free pursuit of learning in their students,” that they “have obligations that derive from common membership in the community of scholars,” that they “seek above all to be effective teachers” and that they “have the rights and obligations of any citizen.”

[BP 3050 Institutional Code of Ethics](#) covers the ethical conduct for all employees of the District. In the [Administrative Procedure](#) associated with this policy, the District states, “The North Orange County Community College District (hereinafter “District”) recognizes its responsibility and obligation to the public to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in Board Policy. To that end the District is committed to public accountability and transparency.”

All the above policies apply to distance education students and faculty. Distance Education courses are offered using the Blackboard Learn system. Access to the system is provided in one of two ways: 1) via secure login using the myGateway portal (IC8.1) or 2) via secure login to the Blackboard Learn system (IC8.2) from the College website. Both of these methods require students to authenticate with their personal credentials, which are passed to Blackboard from the Ellucian Banner student information system upon enrollment in a Distance Education course. The Distance Education Advisory Committee is currently in [discussion on additional authentication procedures](#) for distance education students as the College transitions to Canvas. Some departments and divisions have specific requirements for authentication. The Business Division, for example, requires one on-campus exam. The Foreign Language department uses Voice Thread for assignments.

Analysis and Evaluation

The College meets the standard. The District policies regarding academic honesty for faculty, students, and staff are enforced by the College and explained in the College Catalog.

Evidence

Board Policy and Administrative Procedure, 5500
Fullerton College Catalog, 2016-17, page 26
Board Policy 3003
Board Policy and Administrative Procedure, 3050
Distance Education Advisory Committee, Authentication email, 2/24/17

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The College's faculty members distinguish between personal conviction and professionally accepted views in a discipline as stated in [Board Administrative Procedure 4030 Academic Freedom](#). This AP balances the right of faculty to hold and express personal opinions with their responsibility to adhere to the highest standards of critical inquiry and analysis. It acknowledges that “[a]cademic freedom must be balanced with the obligation of the District to protect the right of students to learn in an environment characterized by civility, open inquiry, and rigorous attention to the search for the truth, free of unlawful discrimination.” Similar expectations are stated in the [BP 3003, Code of Ethics for Faculty](#) currently under review. The District policies refer to the American Association of University Professors (AAUP) Statement on Professional Ethics.

Faculty present data and information fairly and objectively in the following ways. Course [syllabi](#) for all courses adhere to the Course Outlines of Record approved by the Curriculum Committee, and collected by deans. If the syllabi do not apply with District Policies and Procedures, the deans inform the faculty members that changes need to be made. Linked are some examples from [Natural Science and Mathematics](#). Syllabi are also reviewed as part of the [tenure review](#) (page 123) and the administrative evaluation of tenured faculty (page 148). The Curriculum and Program Review processes are used to evaluate and support faculty in teaching course content fairly and objectively. The Course Outline is the official document that delineates the content, methodologies, outcomes, and assessment for a course. During the six-year review process, department faculty review the Course Outlines of all courses in the program and identify revisions to ensure that course content reflects current knowledge in the discipline. These revisions can also derive from program review, as faculty review their entire programs and identify needed changes.

In addition, the SLOA process ensures that all sections adhere to the Course Outlines of Records through a “norming” process by which department faculty can identify sections that might have unusual results. In some departments, courses are continually evaluated and changes suggested to faculty based on SLOA results. For example, the English department regularly assesses its composition classes on a three year sequence. The reports that the level committees provide to the English department and to the SLOA Committee often detail changes to either course outlines or practice based on these assessment. For example, in the [Spring 2016 assessment](#) of English 60, “The committee recommends a minor change in SLO 1 since the current verb, ‘analyze,’ proved troublesome during our assessment. Assessors often questioned whether the prompts had explicitly required analysis (or an instructor’s interpretation of ‘analysis’) since a number of essays lacked analysis and/or discussion of examples. Our recommended revision reads: Relate significant ideas in college-level texts to the student’s own ideas.” In other words, the committee noticed differences in instructor assignments and created a strategy for normalizing practice between all full-time and adjunct faculty teaching the course.

Analysis and Evaluation

The College meets the standard. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence

Board Policies 3003 and 4030

Art Department, ART 100 Fall 2016 Syllabi

Natural Science Division emails regarding SLOS, 8/10/16 and 8/31/16

Mathematics Division emails regarding SLOs and syllabi, 2/14/17 and 8/15/15

Collective Bargaining Agreement Between North Orange County Community College District and United Faculty CCA-CTA-NEA, July 1, 2013-June 30, 2016, pages 123 and 148

English Department Spring 2016 SLO Assessment memo for ENGL 60

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

This standard does not apply to the College. As a public educational institution, Fullerton College does not attempt to instill specific beliefs or world views in its staff, faculty, administrators, or students. There are not specific codes of conduct outside of standards of behavior indicated in board policy and collective bargaining agreements.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Fullerton College does not offer curricula in a foreign location.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The College agrees to comply with eligibility requirements, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes as stated in the [College Catalog](#), the [College website](#), and [District Board Policy](#).

The College responds, when directed to act by the Commission, to meet requirements within a time period set by the Commission as indicated by the [Follow-Up Visit Evaluation Report](#) conducted on April 23, 2012 in response to changes the College and District made in response to the June 2011 action letter. In fact, all elements of the last accreditation visit, including mid-term reports and responses, can be found on the website.

Fullerton College exhibits honesty and integrity in its relationships with the Accreditation Commission in all its dealings. It complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, and team visits. As evidence of compliance, the College cites its previous self-studies, timely submission of midterm, and annual reports.

The College discloses information required by the Commission to carry out its accrediting responsibilities. The College communicates matters of educational quality and institutional effectiveness to the public via its website, including its mission (see standard IA4), student learning and student achievement data (see standard IC3), and assessment and evaluation activities (see standard IB8). The College's accreditation status is posted online as well as the annual reports and annual fiscal reports submitted on a regular basis.

Analysis and Evaluation

The College meets the standard. The College complies with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

Evidence

Fullerton College Catalog 2016-17
Fullerton College Accreditation website
Board Policy 3200
Fullerton College Follow-Up Visit Report, May 15, 2012

I.C.13 The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The College advocates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes as stated in [Board Policy](#) and [Administrative Policy 3200](#) which addresses policies regarding relationships with Accreditation agencies including the ACCJC. In addition, the correspondence between the College and ACCJC demonstrates honesty and integrity. All correspondence including the self-evaluation report, visiting team findings, ACCJC responses, the College responses, and the subsequent visits, findings, and accreditation reaffirmation deriving from the 2011 accreditation process are available on the College's [accreditation website](#).

Fullerton College also works in good faith with other agencies that oversee college curriculum. For example, on September 18, 2014, the Governor of California signed into law AB 1147, which provides for the voluntary verification of massage practitioners and massage therapists by the [California Massage Therapy Council](#). The law specifies the requirements for the council to issue to an applicant a certificate as a massage practitioner or massage therapist. The impact of AB 1147 to the Fullerton College Massage Program is that any student who completes the Therapeutic and Sports Massage Therapist Level 1, must apply to and gain approval through CAMTC to work in the state of California as a massage therapist for students who have completed the program on or after July 1, 2016. Fullerton College started the application process in the fall of 2015. The CAMTC accepted the application, reviewed the application, and conducted a site visit in the spring 2016. On October 21, 2016, CAMTC notified the Dean of Physical Education via email that Fullerton College was approved. In order to maintain

approval, Fullerton College must comply with CAMTC's Policies and Procedures for Approval of Schools.

Analysis and Evaluation

The College meets the standard. The College advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence

Board Policy and Administrative Procedure 3200
Fullerton College Accreditation Report, 2011
California Massage Therapy Council Approval Letter, 10/21/16

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

As a publicly funded, open-access institution, Fullerton College does not have any external investors or parent organizations seeking profit from the College operations or programs.

The [Fullerton College Foundation](#), a California non-profit corporation, receives and administers gifts and grants on behalf of the College through a partnership founded in 1959. The Foundation website explains that the "Fullerton College Foundation, Inc. exists to promote Fullerton College and enhance the lives of its students by raising and accepting resources for scholarships, grants, programmatic and institutional support. Funding for our scholarship program is made possible by donations from individuals, businesses, corporations and private foundations. In keeping with the College's focus on preparing students to become successful learners, the Foundation is proud to offer an endowed scholarship program that enables students in nearly every field of study to achieve their educational goals."

Student achievement and student learning are central to the mission of Fullerton College. The College's mission statement affirms that the institution "prepares students to be successful learners." Standard I.A of this report evaluates how the College's mission directs institutional priorities in meeting the educational needs of students.

The College ensures its commitment to student achievement as indicated in various sections of this report. Numerous programs and processes, which are discussed in detail in other sections of this report, contribute to aligning the institution's priorities and commitment to promoting high-

quality education, student achievement and student learning. Sections of this report that focus on the College's commitment to student achievement and student learning are I.A.1, I.A.3, I.B.1, I.B.3, I.B.4, I.B.5, I.B.6, I.C.3, II.A.1, II.A.2, II.A.5, II.A.7, II.A.16, IV.B.1, IV.B.3, IV.C.8, IV.D.5, IV.D.7

Analysis Evaluation

The College meets the standard. The College ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives. The College has no external investors, and, as detailed in this entire self-study, our commitment to student achievement and student learning is consistent and pervasive.

Evidence

Fullerton College Foundation website

Standard II: Student Learning Programs and Support Services



Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student learning support services offered in the name of the institution.

II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.

Evidence of Meeting the Standard

Fullerton College's educational mission is defined, adopted, and published by its governing board consistent with its legal authorization. The mission and related vision and goals are appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. The current mission statement, which was developed prior to the changes in the standards for the mission, describes its broad educational purposes as "We prepare students to be successful learners." The College expands on this statement through the Vision and Core Values:

Vision

Fullerton College will create a community that promotes inquiry and intellectual curiosity, personal growth and a life-long appreciation for the power of learning.

Core Values

- We respect and value the diversity of our entire community.
- We value tradition and innovation.
- We support the involvement of all in the decision-making process.
- We expect everyone to continue growing and learning.
- We believe in the power of the individual and the strength of the group.
- We expect everyone to display behavior in accordance with personal integrity and high ethical standards.
- We accept our responsibility for the betterment of the world around us.
- We value and promote the well being of our campus community.

This mission serves students seeking one or more educational goals, including:

- Transfer to a four-year college
- Career and technical education programs
- Attainment of a two-year degree or certificate
- Development of Basic Skills and English as a second language
- Personal growth and enrichment

Through several processes—curriculum development, six-year review of all courses, three-year review of all programs, assessment of student learning outcomes, and the integrated planning [model](#)—all instructional programs are systematically reviewed for appropriate rigor and for alignment to the College’s mission. Specifically student learning outcomes (SLOs) are present in all course outlines and on all syllabi and are used to measure students’ mastery of core concepts; these SLOs have been mapped to Program Student Learning Outcomes (PSLOs, which in turn have been [mapped](#) to Institutional Student Learning Outcomes ([ISLOs](#)). This mapping process ensures alignment with the College’s mission and strategic goals. All courses undergo regular review by our curriculum committee, whose analysis is documented on <http://www.curricunet.com/fullerton/>. It is during this process that all SLO language is approved. Similarly, all programs go through regular review to ensure currency and appropriateness. When applicable, course descriptions, instructional objectives, and SLOs are aligned with state C-ID descriptors.

The above processes are in effect for all instructional programs, regardless of location of means of delivery, including transfer, technical education, and basic skills courses, all of which have clear pathways to degrees and certificates. The institution offers a wide array of AA, AS, and AD-T programs and data on these are monitored for effectiveness. Specifically, the institution’s Office of Institutional Research and Planning ([OIRP](#)) houses the [data](#), [publishes](#) it regularly and makes it available upon request. Specifically, all instructional programs undergo [Program Review](#) every three years, where the institution’s faculty, staff and administration can assess the progress they’ve made on ensuring student achievement. Finally, the institution offers a variety of Distance Education (DE) courses and, all are offered in way that is consistent with the above. For example, DE courses have identical curriculum review and program review processes, as well as identical class sizes designed to provide the same academic experience as face-to-face classes. The institution is currently working on developing a Distance Education Handbook to guide and assist faculty as they teach and develop online courses, so that they adhere to current pedagogical standards. The institution is relying upon the standards set forth by the [California Community Colleges Online Education Initiative](#) as a rubric for establishing best practices in distance education.

Analysis and Evaluation The College meets the standard. First, for technical education programs, the institution works closely with the State Department of Education and other

credentialing organizations such as the American Bar Association to ensure appropriate standards are being met and that the programs prepare for students to enter the workforce. Secondly, the institution offers many basic skills classes and has taken efforts to streamline students' pathways to degrees and certificates. As an example, the institution offers [English 099](#) and [Math 041](#), courses that accelerate students through those basic skills sequences by condensing a two-semester sequence into a one-semester course. The [Student Success and Support Program committee](#) works with counselors to help all students design a Student Educational Plan (SEP), again in order to streamline their pathway to a degree or certificate. As another example of this commitment to student success, the institution offers several special programs that contain a “built-in” counseling component to help keep students on track. For example, the College's Transfer Achievement Program ([TAP](#)) establishes an early relationship between students and a counselor that helps assist their academic progress.

Finally, Fullerton College has [re-constituted](#) its Distance Education Advisory Committee (DEAC), a Faculty Senate subcommittee charged with ensuring that best pedagogical practices are adhered to—and student support services provided for—all distance education course offerings in the same manner as traditional courses. In the fall of 2016, DEAC published the [Distance Education Strategic Plan](#) in order to align our distance education classes with the College's mission and appropriate Department of Education regulations. To assist with this effort, Fullerton College assembled a Distance Education task force that evaluated all campus Distance Education policies and services. DEAC has used its analysis to help our courses adhere to a standard of consistent excellence.

Evidence

Integrated Planning Manual (pgs. 4-6)
College Mission Statement
Mapping of Course SLOs to ISLOs
Office of Institutional Research and Planning (OIRP) Website
OIRP Annual Reports
OIRP Planning Documents
Program Review Website
English 099 Course Outline of Record
Math 041 Course Outline of Record
Student Success and Support Program Plan, 2014-2015
Transfer Achievement Program Website
Faculty Senate Minutes for 10/15/15

II.A.2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and

expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard

The institution's Curriculum Committee establishes the standards and procedures for meeting the varied educational needs of a diverse student population. All departments operate on a six-year curriculum review cycle in which every course, certificate, and degree is reviewed, updated, revised, and sometimes deleted. All curriculum proposals are entered into CurricUNET and are then analyzed and evaluated by a variety of faculty, administrators, and classified staff. For CTE courses, departments [hold](#) advisory [meetings](#) with industry professionals in order to prepare students for state board exams and to maintain currency with relevant professional standards and expectations. The Curriculum Committee evaluates all new and revised courses in order to ensure that instructional standards remain current and appropriately rigorous. The Curriculum Committee verifies all course objectives, prerequisites, SLOs, course content and scope, library needs, appropriate textbooks, sample assignments and methods of evaluation. This committee is also charged with ensuring the institution adheres to "Carnegie Unit" norms. The course approval process includes several stages of reviews, revisions, recommendations, and evaluations before approval is given. In particular, Technical Review provides a two-week window for all committee members to review all courses (new and revised) and to provide feedback to the originators of the proposal.

Faculty have several ways to ensure that course content and methods of instruction are appropriately rigorous and are promoting student success. First, all courses undergo Student Learning Outcomes Assessment (SLOA) at least once every three years. Faculty create the assessments, compile the data, and finally [analyze the data](#) in order to evaluate and promote continuous quality improvement. Faculty identify what percentage of students "met" (or in some cases "exceeded") the standard for demonstrating mastery of student learning outcomes. This data is then analyzed in order ascertain how instruction and/or the assessment process might be improved to better meet the needs of students. SLOA results are maintained by the Student Learning Outcomes Assessment Committee (SLOAC). Secondly, all new hires undergo a rigorous four-year tenure review process that evaluates the breadth and currency of their knowledge and instruction according to Appendix H of the [current United Faculty Contract](#). After faculty members receive tenure, they are then reviewed every three years, in accordance with Appendix I of the [current United Faculty contract](#), as a way for departments to maintain quality control. Similarly, all adjunct faculty are reviewed regularly by other faculty, department coordinators, or administrators, in accordance with Article 9 of the current [Adjunct Faculty Contract](#). Finally, departments and divisions [meet regularly](#), at least once a semester, as do department coordinators, in order to ensure the integrity and coherence of individual programs

by discussing such topics as Program Review, SLO Assessment, Curriculum Review and methods of instruction for both [traditional and distance education courses](#).

The Student Learning Outcomes Subcommittee of the Curriculum Committee is responsible for managing elements of the SLOA process. The Committee consists of a faculty chair, a representative from each instructional division, managers, staff, and students. The Committee supports outcomes assessment activities for instructional programs, including providing regular training in the development of assessment methods, [data collection](#) and [analysis](#), curriculum mapping, and training on the use of eLumen. Such processes are vital to the institution's Program Review, which every three years systematically [analyzes and evaluates](#) all programs to certify that course content and methods of instruction are meeting the needs of students and the institution. This process includes faculty hiring, SLOA data, and other aspects of institutional planning such as allocation of resources and attainment of individual program goals. Program Review is done on a three-year cycle; the campus' Program Review Committee reads all submissions, evaluates them, and makes recommendations as necessary.

For Program Review, departments identify necessary changes and, via their Strategic Action Plans (SAPs), implement those changes in order to better meet the needs of students. As an example, the Humanities Division began holding additional trainings for adjunct faculty in order to improve retention and success in both developmental English courses and the core transfer level courses, College Writing (English 100) and Critical Reasoning and Writing (English 103). Because they [documented this need in their Program Review](#) (see Section 6.0 on page 29), they received funding, which has enabled them to schedule these meetings twice a year on an ongoing basis. Because of the success of such meetings, Fullerton College's Staff Development office is now funding other departments and divisions to [schedule similar events](#) (See item E4).

Lastly, in order to facilitate the continuous improvement of instructional practices, the institution possesses a robust Professional Development program. The Staff Development Committee offers [numerous seminars](#) every year for all faculty and staff. These seminars address aspects of pedagogy and institutional effectiveness. The committee also funds faculty and staff to attend local and national conferences to learn more about emergent issues in higher education. Funding is contingent upon the faculty or staff member submitting a proposal to [share what they learned](#) with the greater campus community in some way. Oftentimes, these "share-outs" constitute the seminars mentioned above. The Basic Skills Office also offers a wide array of professional development opportunities. Together the Staff Development Committee and Basic Skills Office have created the "Teaching and Learning Certificate," [an award](#) any faculty or staff member can earn by attending 20 hours of professional on-campus seminars across a variety of subjects. Those who earn this certificate are honored at each Convocation Day, just before the semester begins. Beginning in the fall of 2016, Fullerton College also began offering the [Online Teaching Certificate](#) in order to [promote a commitment to excellence in online teaching](#) and ensure

compliance with the institution's [standards for distance education](#). Finally, salary advancement is linked to professional development, which can be earned through completing classes that build on instructors' knowledge of their discipline and enable them to stay current with emergent pedagogical trends. The appropriate management supervisor must approve such courses in order to ensure relevance and quality. Staff Development also offers both the [Adjunct Academy](#) and the [New Faculty Seminar](#). The Adjunct Academy offers a once-a-semester intensive two-day training session that addresses key aspects of teaching, learning, classroom management, and professional development. The New Faculty Seminar meets twice a month and helps first-year full-time faculty learn more about the institution's standards and expectations for student learning. These are just a few examples of a campus-wide commitment to continuously improve teaching and learning strategies and to promote student success.

Other specific examples exist. [For 2014 Fall Convocation](#), the entire campus engaged in breakout sessions that focused on Habits of Mind, 16 different skills and strategies that students, faculty, and staff can use that have been shown to enhance success. The campus's [Entering Scholars Program](#), a one-semester program geared toward first-semester college students, further exemplifies this [systematic approach to student success](#). The program embeds counselors and classified professionals in selected classes in order to support the academic experience of students by making an extra level of support services available to them. Finally, in the spring of 2014 the Student Success Committee [evaluated all such efforts and analyzed the appropriate data](#) to ensure the institution's efforts were effective.

Another example was in the fall of 2016, when the institution [hosted a workshop](#) devoted to "closing the loop," the final stage of the SLOA process, in order to improve departments' analysis of SLO data so that effective, positive changes can be made to the quality of instruction that may improve student success. This workshop focused on best practices for using SLO data to improve instruction, strategies to increase campus-wide participation in this process, and provided time for faculty to reflect upon current SLOA data so that they left the workshop with information they could take back to their respective departments to continue [the commitment to improving instruction](#).

Analysis and Evaluation

The College meets the standard. The processes and practices discussed above ensure that all courses and programs meet the levels of rigor, breadth, and depth necessary to fulfill generally accepted academic and professional standards and expectations and have resulted in a campus culture devoted to promoting student success.

Evidence

Minutes of 4/7/15 Business/CIS Division Meeting
Minutes of 4/27/16 Tech/Engineering Division Meeting
English Department “Closing the Loop” Report for English 103
United Faculty Contract: Appendices H & I
Adjunct Faculty United Contract: Article 9
Agenda for 9/6/16 Math/Computer Science Division Meeting
Agenda for 5/1/16 Business/CIS Division Meeting
Institutional SLO Statistics
eLumen Checklist: Template for Reflections and Action Plans
Program Review Template
English Department Program Review
Staff Development’s Teaching and Learning Seminar Schedule
Dissemination Plan Guidelines for Staff Development Funding
Teaching and Learning Certificate Award to Faculty
Online Teaching and Learning Certificate Brochure
Online Teaching and Learning Certificate Schedule
Fullerton College Distance Education Strategic Plan
Flyer/Agenda for Adjunct Academy, 2016
Schedule for New Faculty Seminar
Brochure for Fullerton College’s Fall 2014 Convocation
Entering Scholars Program website
Student Success Committee’s Spring 2014 Self-Evaluation
“Closing the Loop” Workshop Flyer
SLOA Report for Math 100, Fall 2015

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

As established procedure, the College’s Curriculum Committee manages the curriculum approval process. Every six years, the Curriculum Committee reviews all courses—new, existing, or revised—and makes sure, among other things, that all course outlines feature current, officially approved, student learning outcomes (SLOs). SLOs are included on all syllabi. Academic divisions review all syllabi for compliance and forward their data to the Vice President of Instruction’s office. The Curriculum Committee uses CurricUNET to document all changes to courses, including the inputting of SLOs for each course. Division representatives communicate these processes to faculty so that they are able to review and revise SLOs. The

Curriculum Committee will not approve courses unless SLOs are present on the course outline of record. The Curriculum Committee [routinely analyzes SLOs](#) in order to evaluate their effectiveness. As an example of this, the Faculty Senate, acting upon a recommendation from the Curriculum Committee, [recently agreed to change](#) the wording of the College's SLO boilerplate language, by removing the introductory phrase, "Upon successful completion of course XXX, students will--" in hopes that doing so would enable the institution to assess a more diverse body of students, not just those who successfully completed the course. Thus, the new wording of a course SLO begins with a measurable verb and the outcome being assessed. For example, an ENGL 100 F SLO is published in CurricUNET, eLumen, and a course syllabus in this way: "Employ appropriate methods of development for sustained expository essays." Faculty determined that by assessing all students, not only the ones who passed the class, the institution would ascertain a more accurate—and equitable—representation of how well SLOs measure student learning.

The campus Student Learning Outcomes Assessment Committee (SLOAC) has, since 2012, met regularly to ensure that SLOs for every course are also assessed on a regular basis. Results are [tabulated](#) and entered into eLumen, the software application the institution purchased in 2013 and began using in 2015. SLO assessment (SLOA) data—such as how many students meet/exceed standards for core competencies versus how many students fail to meet—are used by faculty to evaluate the strengths of instructional programs to help measure their effectiveness as well as improve student learning and achievement. At the program level, all instructional programs undergo program review every three years and the SLOA data is used as key indicator of how well each program is achieving its goals. For examples of this, please see pages 23-26 of the most recent self-study of [Foreign Language](#) and pages 33-35 of the most recent self-study of [Mathematics](#). Concurrently, all instructional programs perform a systematic evaluation of their Program-level Student Learning Outcomes (PSLOs) as well. As an example, please review pages 20-24 of [the English Department's](#) most recent self-study.

Analysis and Evaluation

The College meets the standard. College data and procedures indicate that faculty consistently include SLOs on their syllabi, and institutional data also reveal that these SLOs are assessed regularly by individual departments. eLumen allows the institution to verify what courses have been assessed and how that data have been [used to improve instruction and student learning](#). [Regular training sessions](#) for eLumen are held so that faculty can learn the ins and outs of the program to better understand its role in assessment. [Program Review for all instructional programs](#) takes place every three years and PSLOs specifically are assessed in the same way that SLOs are, by gathering student work and other data and analyzing how well all programs—whether for a degree or certificate—are succeeding in their core functions helping students achieve their goals. Institutional procedures dictate that this analysis is used to justify strategic action plans and other goals in order to continue improvement.

Evidence

SLOA Committee Preferred Practice Handbook

Minutes from 3/5/15 Faculty Senate Meeting

Institutional SLO Statistics

Fall 2014 Program Review for Foreign Language (pg. 23)

Fall 2014 Program Review for Math (pg. 33)

Fall 2014 Program Review for English (pg. 20)

Biology Department Summary of SLO Data: Spring 2017

Instruction Page for eLumen “How to” Videos on SLO Committee Webpage

Program Review Template



We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.



Fullerton College student Sophia Alexander exemplifies what it means to be a Hornet. She is a veteran of the U.S. Navy, and during her time at Fullerton College, she was president of Associated Students, staff editor for the college’s literary journal, *Live Wire*, and an active member of several campus committees. She was awarded a prestigious Jack Kent Cooke Foundation Undergraduate Transfer Scholarship, one of 75 students nationwide recognized. The \$40,000 scholarship is awarded to students with strong records of academic achievement as shown by grades, leadership skills, awards, extraordinary service to others, and perseverance in the face of adversity. Sophia transferred in Fall 2017 to UC Berkeley, where she is pursuing a degree in Economics.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance and succeed in college level curriculum.

Evidence of Meeting the Standard

The institution offers a comprehensive basic skills program and both the College Catalog and class schedule make clear the purpose of these classes—in English, math, reading, and English as a Second Language. Transfer-level classes begin numbering at 100 and move higher, making it easy for students to distinguish them from pre-collegiate level classes. The institution helps support students in “basic skills” classes in a number of ways. First, several programs—such as the Transfer Achievement Program, Puente Program, and Entering Scholars Program—are available to help facilitate the transition from high school to college and from pre-collegiate curriculum to transfer-level curriculum. The institution invested heavily in Counseling 50: College Orientation, [expanding](#) its [offerings](#) at [local high schools](#) in order support future Fullerton College students. The institution has decided to begin offering Counseling 100: Orientation for College Success in these high schools, as a replacement for Counseling 50, so that students can earn both UC and CSU transferable credit. Similarly, the institution has expanded its dual enrollment offerings, courses where high school students can enroll in Fullerton College courses and receive college credit. The institution has regularly offered to local high school students Speech 100: Public Speaking and has begun offering Library 100: Introduction to Research. Such classes allow students to earn college credit and serve as outreach into the community, and they also provide invaluable skills that will help them be successful in college. Once on campus, basic skills students are offered a variety of special support services, which are funded in part by the Basic Skills Initiative. Example of such services include [INCITE](#), which enables student-athletes to utilize and integrate the academic resources provided through the Academic Support Center, Athletics, and Counseling to promote academic success, [Supplemental Instruction](#), which targets courses with traditionally low success rates and hires student facilitators to model strong student skills during class time and lead optional supplementary study sessions twice per week, and the [Graduate Student Mentorship program](#) which places graduate students who aspire to be teachers, inside selected basic skills classrooms to tutor students and be a resource for their success. [The Academic Support Center](#) offers comprehensive support for students with its three centers: the Writing Center, the Skills Center, and the Tutoring Center. Similarly, the institution also continues to support the [Math Lab](#), which provides additional support for the knowledge and skills necessary to complete the pre-college and transfer level math sequences. The institution [monitors data](#) on basic skills students and services in order to ensure their success. Key performance indicators include completion rate disaggregated by age, gender, ethnicity and college goal (see pages [36-52](#)).

The institution employs a number of assessment measures that assist a student’s placement into a pre-collegiate program if necessary. The relevant departments—English, math, reading, and

ESL—all publish flow charts that illustrate a prospective student’s pathway through the pre-collegiate sequence. For evidence of this, please see pages 82, 83, and 107 of the [current class schedule](#). At the curriculum level, the College clearly delineates basic skills classes from transfer level classes in the class schedule and College Catalog: transfer level courses begin numbering at 100; all basic skills classes are numbered below 100. Moreover, appropriate catalog descriptors are included in the class schedule to help inform students of the types classes they are selecting. The College’s Curriculum Committee makes sure that entry level skills for transfer level courses are aligned with course objectives and learning outcomes from previous pre-collegiate level classes.

The institution’s Staff Development Committee has made a commitment to offer training to teach basic skills classes (see [pages 5-6](#) of their most recent self-study), as well as strategies to support basic skills students effectively. The institution’s Basic Skills Office and Staff Development Committee offer myriad ways for faculty (and staff) to stay current with trends in basic skills education. One such example is the “[Habits of Mind](#)” initiative [currently being promoted](#) by Staff Development, which is designed to improve the success and persistence of pre-collegiate students. In addition to standard basic skills classes, the institution offers a number of course designed to streamline and accelerate students’ advancement to transfer-level classes. For example, [Math 41](#): Combined Elementary and Intermediate Algebra, [ESL 190](#): Advanced Accelerated English for Non-native Speakers and [English 99](#): Accelerated Preparation for College Writing accelerate a pre-collegiate pathway so that a student may complete their basic skills math or English pre-requisites in one semester (for each class), as opposed to two or three semesters. The Reading Department is now piloting [similar courses](#). The Math/Computer Science division offers the institution’s only basic skills classes in distance education. The decisions to offer distance education courses for basic skills are determined by various factors: student demand, faculty input and collaboration with academic deans, and the curriculum review and SLO assessment processes. The institution is currently evaluating elements of the [Online Education Initiative](#) to determine how they might be used to help students ascertain how ready they are for distance education classes as well as help the College ascertain how best to support students once they’ve enrolled in these classes (see the Quality Focus Essay for more details on this process).

All basic skills classes undergo regular Student Learning Outcomes Assessment (SLOA) process and this data are monitored for instructional effectiveness and improvement. Such data are used in the determination and conclusions of the institution’s Equity Report (see pages [39-48](#)), which was one of only three such reports [commended by the State Chancellor’s office](#) for its comprehensive analysis. Also, the College’s commitment to a pre-collegiate curriculum that ultimately helps students advance to and succeed in college-level curriculum is monitored and supported by [various committees](#): SSSP, Enrollment Management, Basic Skills, Equity and

Curriculum. Finally, student surveys are taken in a variety of basic skills courses in order to better ascertain how the institution may meet their needs.

As one example of how such institutional processes directly support students in learning the knowledge and skills necessary to advance and succeed in college level curriculum, the Entering Scholars Program ([ESP](#)) offers a variety of classes to first-semester students (often, though not always, basic skills students) that consist of a three-person team: instructor, student tutor, and student support professional with a counseling intervention as well. This team is meant to provide additional support to the student in [a variety of ways](#) and the [data shows that such support improves student success](#). Other services such as [TAP](#) and Fullerton College Supplemental Instruction ([FCSI](#)) contain a supplemental instruction component and/or counseling component that have helped improve student success and persistence. Funding for such programs comes not only from the district's general fund but also from the Student Equity Committee and Basic Skills Initiative.

Analysis and Evaluation

The College meets the standard. Data are kept on transfer classes as on traditional pre-collegiate classes. The Office of Institutional Research and Planning (OIRP) in particular keeps records on retention, success, and persistence for students in pre-collegiate courses and this data is disaggregated for analysis. Key subpopulations include race, gender, ethnicity, disabled students, veterans, and Foster Youth. The institution also relies upon data from the Institutional Effectiveness Partnership Initiative and [Scorecard](#) as well as its own Institutional Effectiveness Report (see pages [7-12](#)). Individual departments also review data for their courses as well as special support services that are offered.

Evidence

Dual Enrollment Partnership Agreement with BOUSD
Dual Enrollment Partnership Agreement with PYLUSD
Dual Enrollment Partnership Agreement with FJUHSD
INCITE Website
Supplemental Instruction Program Review
Website for FC's Graduate Student Intern Program
Website for FC's Academic Support Center
Website for FC's Math Lab
BSI Committee Research Report, Fall 2014
2016 Institutional Effectiveness Report (pgs. 15-20)
Fall 2017 Class Schedule (pgs. 82, 83, & 109)
Strategic Action Plan #1 for Staff Development Program Review
News story: Habits of Mind Roundtable Discussion, October 2014

Course Outline: Math 41—Combined Elementary and Intermediate Algebra
Course Outline: ESL 190—Advanced Accelerated English for Non-native Speakers
Course Outline: English 99—Accelerated Preparation for College Writing
Course Outline: Reading 99—Accelerated Preparation for College Reading
Fullerton College Student Equity Plan (pg. 39)
President’s Advisory Council’s List of Campus Committees
ESP Website
ESP: Principles and Practices
Basic Skills Initiatives Program Snapshot
Transfer Achievement Program Website
FCSI Self Study for Most Recent Program Review
Fullerton College Student Success Scorecard for 2017
2016 Institutional Effectiveness Report (pg. 7)

II.A.5 The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credit or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard

The College’s Curriculum Committee is the primary mechanism by which the institution ensures that all degrees and programs are aligned with established norms in higher education. The College’s Curriculum Committee reviews all courses on a [six-year cycle](#) in order to evaluate their course objectives, methods of instruction, sample assignments, Student Learning Outcomes, sample textbooks and other materials, and methods of evaluation. Documentation of this review [process](#) can be found on CurricUNET.com/fullerton. The committee reports to the District Curriculum Coordinating Committee (DCCC), who then [reports](#) to the State Chancellor’s office to document that College practices remain in compliance with both regulations and expectations. These communication processes are validated when the State Chancellor’s office sends confirmation letters to one of Fullerton College’s curriculum specialists once [courses](#) or [programs](#) are approved. All courses and programs are reviewed regularly and in various forms: SLOA, Curriculum Review and Program Review, a practice that helps faculty determine, through analysis of SLO data and Program Review Strategic Action Plans, how rigorous a course is and to what degree students are learning from the way the course is being taught. All programs are reviewed every three years in order to ascertain how well they are meeting established standards of higher education as well how they might improve.

The institution, through its [recently re-constituted](#) Distance Education Advisory Committee, has formalized processes for evaluating DE courses similar to those used for traditional face-to-face

courses. Specifically, the College will use the new [Distance Education Strategic Plan](#) and the statewide [Online Education Initiative Rubric](#) as guides. In particular, the College will be focusing on maintaining consistent standards for regular and effective contact—from student-to-student, student-to-instructor, and instructor-to-student—in all distance education classes. See the Quality Focus essay for more on this goal.

The College recognizes that for various CTE and related certificate programs, additional standards exist, namely those of relevant businesses and industries who rely on such programs for future employees. [Industry Advisory Groups](#) allow faculty to network with industry professionals in order to make needed improvements at the course and program level in order to ensure that students are receiving a current, rigorous education in that field. All of the institution's CTE and other certificated programs participate in such "advisory groups" with relevant industry professionals in order to ensure that such programs are maintaining the proper rigor in their program so that students will graduate with the requisite knowledge and skills. The institution collects and monitors [data](#) on key indicators such as [job placement rates](#) and earnings in order to ensure the integrity of its CTE programs.

Additionally, all such programs report to external licensing organizations in order to remain in compliance with accepted norms. As an example of such quality control, the institution recently had its POST certification revoked, which has prompted the College to re-evaluate its Administration of Justice program in order to make necessary changes so that POST certification can be re-acquired.

The College adheres to Carnegie Unit guidelines, which help facilitate students' progress to a degree or certificate in a timely manner. All associate level degrees are obtained with completion of 60 units and follow all other practices as outlined in the [Program and Course Approval Handbook](#) distributed by the California Community Colleges Chancellor's Office.

Analysis and Evaluation

The College meets the standard. The Curriculum Committee, all academic divisions, and its Vice President of Instruction work to ensure that our degrees and programs adhere to standards of American higher education. Specifically, units of credit are determined during the curriculum approval process, which adheres to both federal regulations (34CFR 600.2) and state regulations (55002.5 of California Code of Regulations, Title 5, Division 6, Chapter 6). Specifically, the institution assumes each unit of credit represents a minimum of 54 total hours of student work, including both in-class and out-of-class work. This formula applies to all classes, regardless of delivery method.

The institution utilizes specific policies to ensure that students' course sequencing and time to completion is consistent with statewide norms. Courses from the CSU system, UC system, as well as regionally accredited independent colleges and universities—both in-state and out-of-state—[can be counted](#) toward Fullerton College degrees and programs. For example, the institution has [recently updated](#) its “pass-along” policy for students who have already earned a baccalaureate or associated degree from another accredited U.S. institution. The [updated requirements](#) are as [follows](#):

- A minimum of 12 units in residence (in any subject area unless there are residency requirements for the specific major, see major requirements in the Fullerton College Catalog for details).
- All requirements in the major field of study, with a grade of C or better.
- Other Fullerton College graduation requirements for which equivalents have not been completed, including Physical Education, Multicultural, and Reading requirements.
- A cumulative GPA of 2.0 or better.
- Title 5 Minimum Requirements for an Associate Degree.

Such changes in policy will help students reach their respective goals in a timelier, more efficient fashion. Counseling also offers group advising sessions where counselors spend time reviewing with students the sequence for reading, English and Math, and then a student works individually with a counselor to determine correct placement based on assessment test score and multiple measures (like high school transcripts). Counseling also uses Degree Works. Degree Works is an electronic degree audit and educational planning tool. Counselors input a student's educational plan and students can view this online to monitor their progress towards a degree.

Evidence

CurricUNET website: <http://curricuNET/fullerton/index.cfm>

Technical Review Samples from Curriculum Committee

Curriculum Approval Flowchart

Chancellor's Approval Letter for Music 286

Chancellor's Approval Letter for Spanish AA-T

Minutes from Faculty Senate Meeting on October 15, 2015

2016 Distance Education Strategic Plan

Online Education Rubric

Minutes from Tech/Engineering Division Meeting on 4/21/15

Job Placement Data for CTE Programs

CTEOS Report from Fullerton College's Office of Institutional Research and Planning

State Program and Course Approval Handbook (5th edition)

College Catalog (pg. 66)

Minutes for Faculty Senate Meeting on 5/5/16

II.A.6 The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard

The institution schedules courses at various times of day as well as on various days of the week. Specifically, a full range of courses is offered during “prime time” hours; however these courses are also offered during evenings and on weekends. Similarly, the College also offers hybrid and fully online courses. Finally, the College also offers many classes in a variety of compressed formats, such as 4 weeks, 8 weeks, 12 weeks and “weekend only” (see pages 15-21 in current [class schedule](#)). Classroom space is utilized efficiently in order to maximize the amount of classes offered daily and weekly. Specifically, Deans collaborate with faculty in the analysis of seat count reports, previous enrollment data and current enrollment demand and cross reference such data with available facilities and classrooms. The institution’s Enrollment Management Committee [works with](#) the District-wide Enrollment Management Advisory Committee in order to improve course scheduling and better address student demand.

The institution has begun working with local high schools in order to streamline articulation, so that students can complete developmental sequences and/or degree/certificate programs more quickly. Specifically, the President and other College administrators routinely [meet with](#) principals of area high schools in order to discuss ways to enhance collaboration and [better address student needs](#). Additionally, members of the English Department [met with teachers from local high schools](#) as well, to discuss the Expository Reading and Writing Curriculum being implemented at various districts that feed into Fullerton College, in hopes of creating mutual understanding of expectations, so that students will be able to be successful upon entering the composition sequence, regardless of initial placement. For students who have attended other community colleges, the institution first identifies whether an equivalent course exists in the course catalog and/or offers an option to [substitute a different course](#) within a program of study so that a student does not need to take an additional course. Finally, over [70%](#) of incoming students need to take at least one basic skills class. The College offers a comprehensive basic skills program that includes a range of institutional support services, such as the Academic Support Center and Math Lab, in order to move them through developmental sequences successfully.

Because the institution offers online and hybrid courses that can help facilitate students moving through degree and certificate programs, it has established the Distance Education Advisory Committee to help determine the rationale for which courses should be offered within each delivery mode and when. Most crucially, the institution addresses the needs of basic skills students, by offering accelerated versions of pre-collegiate [Math](#), [English](#), and [ESL](#), which attempt to help move on students to transfer-level classes much more quickly, by replacing a

two-semester sequence with a one-semester accelerated sequence. Although the institution started offering these classes fairly recently, [early data](#) has shown [improvements](#) in streamlining the sequence. Also, by maximizing classroom availability, the College is able to schedule classes with supplemental instruction and/or counseling support to further assist the needs of students and increase retention and success; examples of such built-in support include TAP, ESP, [Puente](#), FCSI, and [SDSI](#).

Analysis and Evaluation

The College meets the standard. The College offers courses at various times and in various formats, and all divisions publish course rotations in the College Catalog. The Technology and Engineering Division pioneered this idea several years ago, publishing for its various programs the [availability of courses for the next four semesters](#), allowing students and counselors to more effectively plan how a program would be completed. Other divisions have since followed this example, so that now all course rotations are available for students to review, so that they know when all classes within a program will be offered. Suggested sequences are made available to counselors and students in order to streamline students' progress. Programs ensure that core courses are offered at least once every four semesters.

Evidence

Fall 2016 Class Schedule (pgs. 15-21)

Agenda for Enrollment Management Committee Meeting on 2/10/17

Memo for English Department's Adjunct Training in June 2016

Summary of Staff Development Committee Meeting on 4/14/16

Agenda from Fullerton College's High School Principals Luncheon on 3/10/15

Notes from Fullerton College's High School Principals Luncheon on 3/10/15

Agenda from English Department's Meeting with High School Teachers on 5/6/14

Course Substitution Form

Basic Skills Committee Research Report, Fall 2014

Course Rotation for Theatre Tech Program

College Catalog (pgs. 247, 254, & 281)

Puente Program Website

Student Diversity Success (SDSI) Initiative Website

II.A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all of its students.

Evidence of Meeting the Standard

The College's Curriculum Committee reviews all delivery modes and assesses their effectiveness. Each department also reviews appropriateness of delivery mode within its

[program review self-study](#), in order to ensure that the changing needs of students are being met. Faculty, after assessing learning outcomes for all courses, are able to reflect on the data, and make necessary changes to teaching methodologies as needed, in order to increase student success for all students. As an example of this, the institution's Math/Computer Science Division determined after a recent SLO assessment that all students who enroll in a hybrid Math 40—Intermediate Algebra class should receive an email from their instructor before the class starts, [detailing specific strategies](#) students should use to be successful. Often, such changes are aided by the College's Staff Development Committee, which conducts [numerous seminars](#) each academic year to help faculty address a diverse and rapidly evolving student body. The institution's Basic Skills Office conducts similar seminars. All revisions to teaching methodology are reviewed and approved by the Curriculum Committee. Finally, the institution offers a wide array of learning support services, such as the Academic Support Center; the Supplemental Instruction Program; [Incite](#), which enables student-athletes to utilize the academic resources provided through the Academic Support Center, athletics and counseling to promote academic success; and [Umoja](#), which is designed to provide essential educational support and services to increase the academic success, retention, degree completion, and transfer rates of African Americans and other students on campus. Such programs are aligned with Fullerton College's first two [goals](#): Increase student success and reduce the achievement gap.

In terms of instruction, one of the key ways faculty engender a more equitable classroom is to diversify their methods of instruction in order to account for the various learning styles of the students. Faculty syllabi demonstrate a commitment to understanding that students learn differently, and that teaching methods and delivery modes must vary accordingly. To reinforce this concept, tenure review evaluation forms contains a section on the multiple learning styles of students (see Appendix H.1 in the [current United Faculty Contract](#)). Additionally, one learning support service, the Entering Scholars Program, a first-semester experience service designed to better facilitate brand new students' adjustment to and success in college, makes students' multiple learning styles an important part its instructional design. Finally, further institutional commitment to this idea is evident in the [expansion of Fullerton College's Supplemental Instruction program](#), where students are given additional instruction from a student facilitator in an intimate, face-to-face setting designed to encourage student-to-facilitator interaction that the student finds most beneficial. The institution's commitment to the changing and diverse needs of students is in evidence from the start, in that the institution requires all prospective hires—faculty and staff—to address their commitment to and understanding of the importance of cultural diversity.

More broadly, the Staff Development committee offers the [Teaching and Learning Certificate](#), a program which offers [various seminars](#) every semester designed to support all faculty and staff in their goal to remain current with the changing needs of our students and enhance student success and equity. One seminar, "[Helping At-Risk Students Overcome Institutional Alienation](#),"

focused on the barriers institutions place in front of students and offered solutions for how such institutions can help such students succeed. Yet another, entitled “[Courageous Conversations](#)”, focused on ways that faculty can help students engage with the difficulty but necessary subjects at the heart of education and critical thinking. The Staff Development Committee also took the lead during [Fall 2014’s Convocation](#) and introduced the campus-wide community to “Habits of Mind,” those beliefs and practices that, if implemented by students and educators alike, can help increase student success across the spectrum. A diverse array of student speakers shared their stories with campus community and then Staff Development organized “breakout sessions,” where discussion of various Habits of Mind and strategies for how they can be used to help our students took place. Such a discussion is a vital component in, once again, the institutional commitment to move from diversity to equity.

The Office of Institutional Research and Planning (OIRP) [collects and analyzes data](#) for retention, success and persistence, in order to monitor the effectiveness of the College’s delivery modes, teaching methodologies, and learning support services as well as gaps in equity and success. For example, the distance education version of Math 15: Pre-Algebra has been phased out because of poor retention and success rates, and the math division has begun working with OIRP to analyze all distance education offerings of math classes in order to ascertain their effectiveness. As another example, English 99: Accelerated Preparation for College Writing, was largely predicated on eliminating observed “exit points” in the institution’s composition sequence, where students pass a class but don’t enroll in the next class in the sequence, or if they do, they fail to pass it. English Department faculty determined, based on the OIRP data mentioned above, that eliminating exit points would promote greater student success. Such gaps are also identified and addressed by numerous committees on campus: Student Success, Campus Diversity, Student Equity, SSSP, Basic Skills, and Staff Development. [The Cadena Cultural Center](#) schedules regular campus-wide events meant to foster an increased awareness and appreciation of cultural diversity. Additionally, the [Veteran’s Resource Center](#) offers information and support for veterans beginning or returning to college after their service. Finally, the [Disability Support Services](#) office functions as a resource for students and faculty in the determination and provision of educational accommodations needed in order to ensure that students with physical or learning disabilities are still given a chance to thrive in higher education.

Analysis and Evaluation

The College meets the standard. Evidence of its commitment to equity for all of its students can be seen first by looking at its [Equity Report](#), which one was one of only three recognized by the state in 2014 as “[exemplary](#).” A similar commitment to its diverse student demographics is also evident. For example, [the minimum qualifications for new faculty hires](#) list sensitivity to diversity and/or an understanding of and ability to teach diverse groups of students, and in order for a candidate to be considered for any full-time instructional position, he or she must answer

the requisite “diversity question” [present on all job applications](#). This helps the institution successfully identify new faculty who can help the campus address the diverse and changing needs of its students. On campus, two of the learning support services that in particular demonstrate how much the College emphasizes success for all students are UMOJA and Incite: both of them have recently hired special projects directors in the hopes of better serving students and helping the institution move from “diversity” to instead “equity.” The Veterans Resource Center offers various services to aid the success of our student veterans as well as [schedules events regularly](#) to raise awareness among the campus community of the unique demographic occupied by such students. Finally, the campus has [reactivated the Distance Education Advisory Committee](#), in the hopes of [updating](#) its [distance education program](#) in order to serve the changing needs of a student body and workforce perhaps more reliant than ever on being able to access courses and programs online. Additionally, the College is now offering the [Online Teaching Certificate](#), a [series of workshops offered](#) by the institution’s Staff Development Committee that focus on innovative trends in pedagogy and technology for distance education. Instructors earn the certificate by completing 20 hours of workshops.

Evidence

Program Review Template for Instructional Programs
Email Sent to Students Taking Hybrid Math Course
Fall 2016 Schedule for Teaching & Learning Certificate Seminars
Website for INCITE Program
Website for UMOJA Program
Fullerton College Goals and Institutional Learning Outcomes
United Faculty Contract, Appendix H.1
Program Update for Supplemental Instruction Offerings
Staff Development Description of Teaching and Learning Certificate
Spring 2016 Schedule for Teaching and Learning Certificate
Presentation for Staff Development Seminar on Teaching At-Risk Students
Presentation for Staff Development Seminar on “Courageous Conversations”
Handout for Fall 2015 Campus Convocation
Fullerton College Institutional Effectiveness Report, 2015-2016
Cadena Cultural Center Website
Veterans Resource Center Website
Disability Support Services Website
Fullerton College Student Equity Report, 2015-2016
Letter from State Chancellor’s Office in Recognition of FC’s Student Equity Plan
List of Minimum Qualifications for New Faculty Hires
Job Application Criteria for NOCCCD
Veterans Resource Center Monthly Calendar
Minutes from Faculty Senate Meeting on 10/15/15

OEI Suggested Practices

Fullerton College Distance Education Strategic Plan, 2016-2020

Online Training Certificate Flyer

Online Training Certificate Schedule, Fall 2016

II.A.8 The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

The College offers few credit-by-exam opportunities, and processes do exist that ensure reliability of such practices. For example, the Technology and Engineering Division relies upon the [expertise](#) of Architecture Department faculty to assess a student's level of prior learning of all courses in architecture. Students are instructed to meet with the Dean to discuss the institution's policy and obtain the proper paperwork, which they then bring to the instructor of record. If examination requirements are met, credit by exam is approved. The [institution offers](#) credit by exam for PLEG 101: Introduction to Paralegal Studies. Although the American Bar Association does not allow credit by examination for legal specialty classes, in 2002, they required Fullerton College to change the PLEG 101 class from a legal specialty class to a ["required non-legal" specialty class](#) which permitted Fullerton College to allow students to receive credit through credit by examination. Students are required to complete and pass with a "C" or better all exams administered in the traditional class at one sitting, including all quizzes, midterm and final tests. Finally, the [institution offers](#) credit by exam for English 100 through the College Level Examination Program (CLEP).

Analysis and Evaluation

The College meets the standard. Department-wide exam and credit-by-exam policies [are clearly stated](#) in the College Catalog. The institution's Credit-by-Examination policies are determined at the district-level by [Board Policy 4235](#), which says that, "The Board may grant credit to any student who satisfactorily passes an examination approved or conducted by proper authorities of the College. Students who satisfactorily pass authorized examinations may earn credit." [Additionally Administrative Procedure 4235](#) provides very specific processes to be followed:

- Credit by examination may be granted only to a student who is registered at the College and in good standing. Credit by examination is limited to those courses designated by the Division Office as eligible for such credit.
- The nature and content of the examination shall be determined solely by faculty in the discipline that normally teaches the course for which credit is to be granted in accordance with policies and procedures approved by the curriculum committee. The faculty shall determine that the examination adequately measures mastery of the course content as set forth in the outline of record. The faculty may accept an examination conducted at a location other than the College for this purpose.

- A separate examination shall be conducted for each course for which credit is to be granted. Credit may be awarded for prior experience or prior learning only in terms of individually identified courses for which examinations are conducted pursuant to this section.
- The student's academic record shall be clearly annotated to reflect that credit was earned by examination.
- Grading shall be according to the regular grading scale approved by the Board, except that students shall be offered a credit/no credit option if that option is ordinarily available for the course.
- Units for which credit is given shall not be counted in determining the 12 semester hours of credit in residence required for an associate degree.
- Specific steps for requesting credit by examination are listed in the College Catalog.

Both BP 4235 and AP 4235 are in reference to Title V, Section 55050.

Evidence

Credit by Examination Guidelines for Fullerton College Architecture Courses

Credit by Examination Guidelines for Fullerton College Paralegal 101

Credit by Examination Policy for English 100

Fullerton College General Credit by Exam Procedures

NOCCCD Board Policy 4235

NOCCCD Administrative Procedure 4235

II.A.9: The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit hour conversions.

Evidence of Meeting the Standard

Fullerton College awards course credit, degrees and certificates based on student attainment of learning outcomes. Every course, degree and certificate includes appropriate Student Learning Outcomes (SLOs). SLOs are integral parts of all Course Outlines of Record (CORs) and are integrated into all key aspects of course and curriculum design: course objectives, course content, methods of instruction and grading. As part of the curriculum approval process, the College's Curriculum Committee [reviews and analyzes](#) the SLOs and evaluates their relevance and effectiveness.

Further, SLOs are present on all faculty syllabi. The SLOs are written to reflect course objectives and are thus used as key metrics for success on core course assignments and exams. SLOs are also [aligned](#), in terms of language and content, with [Institutional Learning Outcomes](#),

which emphasize the core skills students are to attain in the completion of any degree or certificate program at Fullerton College. Such [alignment](#) ensures that grading standards, and thus earning of both course credit and degrees, are linked to the attainment of SLOs. To ensure consistency, syllabi are submitted to Division Deans every semester for them to review. To ensure effectiveness, all course [SLOs are assessed regularly](#), and when reflecting on the data, faculty evaluate how well core competencies are being met and revise the SLOs and PSLOs when appropriate in order to maintain the integrity of all degrees and certificates awarded. As an example, after a recent SLO assessment, the Business and Computer Information Systems Division decided to specifically delineate [a set of policies](#) for online offerings, in hopes that they would help improve instruction and student learning.

Course credit is only awarded if a student passes the class. All course assessments—quizzes, exams, essays, and lab practicums--are designed to reflect the SLOs. The types of assignments and methods of evaluation are part of the COR and are reviewed by the Curriculum Committee during the course approval process as well. Degrees and certificates are awarded to students successfully completing all required and elective courses specified on the degree or certificate template, which includes demonstrated attainment of course SLOs through the process described above.

Units of credit are determined during the curriculum approval process, which adheres to both federal regulations (34CFR 600.2) and state regulations (55002.5 of California Code of Regulations, Title 5, Division 6, Chapter 6). Specifically, the institution assumes each unit of credit represents a minimum of 54 total hours of student work, including both in-class and out-of-class work. This formula applies to all classes, regardless of delivery method.

A program is considered to be a clock-hour program for purposes of Title IV, if a program is required to measure student progress in clock hours when receiving Federal or State approval or licensure to complete the program or completing clock hours is a requirement for graduates to apply for licensure or the authorization to practice the occupation that the student is intending to pursue. [Fullerton College Cosmetology Program](#) is the only clock hour program currently being offered by the institution. Eligibility for the state exam requires continuous attendance, completion of 1600 clock hours, and completion of all Department- and State-mandated coursework. All courses are compliant with Federal guidelines for credit-to-clock conversion, as stipulated by Title IV, and all Cosmetology students are eligible for Federal financial aid.

Analysis and Evaluation

The College meets the standard. Course credits, degrees and certificates are linked to course grading polices and assignments that are based on approved Student Learning Outcomes. The curriculum review process ensures that learning outcomes are appropriate and reflect the COR accurately; the SLOA process ensures that the SLOs accurately measure students' understanding

of core concepts; finally, Program Review ensures that PLOs are aligned accurately with SLOs in order to ensure that students receiving degrees and certificates were all assessed in a consistent, rigorous way.

Units of credit are also awarded in a manner consistent with institutional policies that reflect generally accepted norms in higher education. The College adheres to the formula mandated by both Federal and State standards. [When a new course is offered, or existing courses are reviewed](#) (as all are every six years, according to the College Curriculum Review policy), the Curriculum Committee checks to make sure that such standards are being maintained, with evidence of such analysis being documented on CurricUNET.

Evidence

Examples of Technical Review for Accounting 295: Accounting Internship
Fullerton College Institutional SLOs
Spreadsheets of Course SLOs Mapped to Institutional SLOs
Institutional Statistics on Course SLOs
Distance Education Policy for Business/CIS Division
Cosmetology Program Website (Courses Offered)
Recent Examples of Curriculum Review Analysis

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Evidence of Meeting the Standard

The College Catalog clearly [explains the specific policies](#) for evaluating credits earned at other institutions. When students submit transcripts to the College, all courses are evaluated for transferability by evaluators in Admissions and Records, and the institution where the courses were taken is evaluated for accreditation status. Both the course description and course outlines of record are reviewed in order to ensure that the learning outcomes are comparable. Additionally, in order to facilitate the mobility of students without penalty, Fullerton College students may earn credit by passing advanced placement courses in high school or credit by examination. The Catalog clearly [defines advanced placement policies](#) for students and counselors to review.

Fullerton College has identified patterns of student enrollment at various local colleges and has developed articulation agreements with those institutions. Fullerton College's articulation officer works within the established statewide framework for both local [community colleges](#) and

[four-year universities](#) in order to maintain such agreements for both general education and various majors. The College Catalog provides information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) and the Course Identification Number System (C-ID) websites. ASSIST defines transfer and articulation information for public higher education institutions in California. C-ID is a statewide database that aligns comparable courses at different community colleges. Fullerton College's Articulation Officer submits courses to the State Chancellor's office in order to qualify courses for C-ID descriptor approval, in order to ensure that the institution's courses are equivalent and comparable to CSU courses, so that students may transfer in an equitable way without penalty.

Analysis and Evaluation

The College meets the standard. The College Catalog defines all transfer-of-credit policies, and the departments of Admissions and Records and Counseling coordinate to ensure that such policies are followed. The College's General Education Committee is charged with evaluating how well the institution is facilitating the mobility of students as they work towards completion of their degree or program. As evidence that such practices are effective, Fullerton College recently [updated](#) its ["pass-along" policies](#) in order to align it with the norms of higher education in California, where courses taken—and degrees earned--at other institutions [would be accepted](#) with more accuracy and frequency. The institution [has clearly stated policies](#) that allow credits earned at appropriate, accredited institutions can be used toward the obtainment of Fullerton College degree or completion of a program. Furthermore, the [institution now awards](#) 25 Associate Degrees of Transfer ([AD-Ts](#)), which places it in the upper tier [compared to other California Community Colleges](#). Such effectiveness can also be attributed to the College's Curriculum Committee, which ensures articulation of all courses, either new or pending review, to the CSU and UC system. Finally, all students are encouraged to meet with counselors to receive up to date information on all transfer of credit and articulation policies.

Evidence

Page 16 of College Catalog

Page 52 of College Catalog

C-ID Website, "Courses" Tab

Assist.org ("Fullerton College" page)

Minutes from the Faculty Senate Meeting on 5/5/16

Pages 66 & 67 of College Catalog

Pages 76 & 77 of College Catalog

ADT Progress Report from State Chancellor's Office

II.A.11 The institution includes in all of its programs student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, and other program specific learning outcomes.

Evidence of Meeting the Standard

All programs at Fullerton College consist of courses required or elective for a major as well as sequence of GE courses. All of these courses, and thus all programs, include SLOs that are appropriate to the major and/or course of study. Additionally, all programs include PSLOs that are again appropriate to the major and/or course of study. All SLOs are [mapped](#) to [ISLOs](#), which are as [follows](#):

- Communication: Students will be able to apply the principles of language and rational thought to communicate effectively.
- Critical Thinking and Information Competency: Students will be able to think critically by analyzing data in addressing and evaluating problems and issues in making decisions.
- Global Awareness: Students will be able to demonstrate an understanding of the world.
- Personal Responsibility and Professional Development: Students will be able to demonstrate self-awareness, social and physical wellness, and workplace skills.

These outcomes, as well as the mapping process, apply to all General Education patterns: [Fullerton College local GE pattern](#), CSU-GE and IGETC, in order to ensure that proper breadth, depth, rigor, sequencing, time to completion, and synthesis of learning for all programs is effective. Additionally, all AA/AS degree programs contain [a multicultural requirement](#) that promotes an appreciation of diverse perspectives. The College's SLOA process allows it to monitor and improve how well students achieve the intended outcomes.

Analysis and Evaluation

The College meets the standard. Not only do all programs include both program-specific learning outcomes and GE learning outcomes that instruct students in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage in diverse perspectives, but the institution has demonstrated the ability to improve student attainment of these objectives. English 103: Critical Reasoning and Writing is evidence for such improvement. [After assessing its SLOs in Fall of 2011](#), faculty made the determination that students must be given additional instruction in information competency, particularly in light of the increased complexity of research in the 21st century, where reliable information can be much harder to obtain and is used in more demanding ways. Department faculty used such SLO data and the need for increased attention to information literacy to argue for a [course revision](#) that included such skills. After the revision, the course was assessed again in fall of 2014 and [SLO results improved markedly](#). This is one example that shows how the College acts purposefully in addressing core student learning outcomes.

Evidence

Spreadsheets of Course SLOs Mapped to Institutional SLOs

Pages 23 & 24 of College Catalog

Pages 59 & 60 of College Catalog

Fall 2011 SLO Assessment Results for English 103: Critical Reasoning and Writing

Course Outline for English 103

Fall 2014 SLO Assessment Reflection for English 103: Critical Reasoning and Writing



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

Fullerton College alum Joseph Phillips knows a little about persuasive debate. Even before transferring to California State University, Maritime Academy earlier this year, the former FC Forensics Speech and Debate member persuaded a group of students at Cal Maritime to start up their own speech and debate team, which is now competing with Phillips as their de facto coach.



“We’re really proud of Joe,” said FC debate coach and speech Professor Doug Kresse. “He built a team at CSUM out of nothing – which is nothing short of miraculous.”

While at Fullerton College, Phillips earned speaker and team awards at numerous tournaments, including First Speaker and Novice Team Policy Debate National Champion in 2015. Phillips was presented with the NEDA All American Debater Award in 2016. His positive experience at FC

motivated him to give students at Cal Maritime similar experiences. “Being on Fullerton College’s team was like being a part of a family. I intend on trying to create the same environment at Cal Maritime,” he said.

II.A.12 The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Evidence of Meeting the Standard

Fullerton College awards degrees to all students who complete General Education (GE) credits in addition to their major or area of emphasis requirements. Both the [GE requirements and philosophy behind them](#) are clearly stated in the College Catalog, and the requirements are linked to the various degree programs. The Curriculum Committee, through the [curriculum review process](#), determines the appropriateness of each course and evaluates its inclusion in general education curriculum. The College's official General Education statement of philosophy mandates that "College-educated persons should be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most importantly, these requirements should lead to better self-understanding and active involvement in examining values inherent in proposed solutions to major social problems." This mandate is reflected by Fullerton College's Institutional Learning Outcomes (ISLOs), which [include](#):

- Communication
- Critical Thinking and Information Competency
- Global Awareness
- Personal Responsibility and Professional Development

[Revisions to curriculum, as well as new course proposals](#), are initiated by faculty and rely primarily on their expertise, and all such curricular changes must be aligned with the institution's General Education philosophy and its Institutional Student Learning Outcomes. Grading and assessment of core competencies for each program are determined by students' attainment of student learning outcomes, which are derived from course objectives. The relevance and appropriateness of these SLOs are determined through the SLOA process as well as the curriculum review process.

Analysis and Evaluation

The College meets the standard. The College Catalog explicitly states the GE requirements for degrees awarded by the institution and its statement of philosophy is reflected in how course SLOs have been mapped to ILOs, in order to create a coherent, carefully considered pattern of

General Education consistent with the norms of higher education. Secondly, the Curriculum Committee, a subcommittee of the Faculty Senate, relies primarily on the input and expertise of faculty when developing and revising curriculum so that all GE courses articulate to the appropriate four-year institutions. [Faculty analyze SLOA results](#) to help determine how well students have attained the competencies appropriate to their program of study. Finally, students who complete Fullerton College GE requirements demonstrate knowledge and the ability to apply that knowledge in the following areas: Natural Sciences, Social Sciences, Arts and Humanities, and Mathematics.

This knowledge is acquired in courses students take in order to complete the GE requirements and is measured when students successfully meet SLOs for those courses.

Evidence

College Catalog, p. 58

Curriculum Approval Flowchart

Fullerton College Institutional Student Learning Outcomes

Email Identifying Recent Changes to Courses and Newly Proposed Courses

Fall 2015 SLOA Reflection for Math 100: Liberal Arts Mathematics

II.A.13 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Fullerton College students can earn an Associate of Arts (AA), an Associate of Sciences (AS), or an Associate Degree for Transfer (ADT). All degrees consist of a [“major” component](#), which consists of either a specific area of inquiry or an established interdisciplinary core, in combination with a standard general education pattern of courses. The course content and scope of all major courses are based upon relevant discipline standards, derived from current theories and practices within the field. Faculty expertise is the primary mechanism by which such theories and practices are analyzed and integrated into the courses. Faculty originate all curriculum and curriculum review is a [subcommittee of faculty senate](#). The institution fosters a rich commitment to professional growth, as evidenced by its [robust Staff Development program](#), which ultimately helps all faculty remain current on [emerging trends within all disciplines](#). Finally, through the Faculty Allocation process, which is under the purview of Faculty Senate, department faculty—in conjunction with managers and administration—work together to ascertain the needs of each program in order to maintain knowledge of key theories and practices within the field of study. CTE programs additionally rely on [input from advisory committees](#) to help determine what skills are needed for each field and how best to instruct students in core

competencies. When faculty are hired, they must demonstrate mastery of core, discipline-specific knowledge throughout the hiring process.

All courses are assessed regularly. Such theories and practices are reflected in all course student learning outcomes, which are periodically reviewed for appropriateness by department faculty and the institution's curriculum committee. The curriculum committee relies on the expertise of discipline faculty for curriculum in their field(s). When new courses/programs or updates to courses/programs are proposed, often faculty include statements about how curriculum proposals reflect current theory or practice in the "justification for proposal". In CTE and other vocational programs, Advisory Committee recommendations or current local labor market or employer needs are often cited.

Analysis and Evaluation

The College meets the standard. The faculty-driven curriculum process ensures that key theories and practices within various fields remain current and are being adhered to, and the SLOA process, as well as [mapping of course SLOs to ISLOs](#) help determine that awarding of degrees is dependent upon mastery of core outcomes and competencies.

All degrees—AA, AS, ADT—are aligned with CSU and UC transfer requirements, which are determined through an extensive state-level review that ensures rigor and currency. Because faculty and managers for CTE degrees rely on [select advisory committees](#) to assist in the development and revision of degree programs so that the contents and rigor of such programs remain appropriate.

Evidence

College Catalog, p. 65

Fullerton College's Curriculum Committee Website (<http://curriculum.fullcoll.edu>)

Staff Development's Teaching & Learning Certificate Program for Fall 2015, and Fall 2016 Minutes from Manufacturing Technology Machining/CNC Advisory Committee Meeting (4/21/16)

Minutes from Cosmetology Advisory Committee Meeting (3/17/16)

Spreadsheet of Course SLOs Mapped to Institutional SLOs

II.A.14 Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Fullerton College offers a [wide array](#) of [career-technical degrees](#) and [certificates](#) and has several practices in place to ensure that graduates of these programs have appropriate knowledge and skills as necessary for the respective industries. The College hosts regularly scheduled

technical/vocational advisory committee meetings to help ensure students receiving our certificates and degrees in career and technical education (CTE) disciplines are prepared to successfully enter and thrive in the workforce and acquire external certification and licensure where appropriate. These committees meet either annually or semiannually depending on the discipline. Industry and business professionals provide [review and input](#) pertaining to curriculum design, capital outlay, staffing, and program direction. [Formal minutes are kept](#) and a review of the minutes and progress toward previous recommendations is part of the regular process. Recommendations offered by advisory committees are also used to support department's strategic action plans cited in their program review (See Strategic Action Plan #2, on page 24 of Cosmetology's [2014 self-study](#) for Program Review.)

Several programs also participate in regional and statewide advisory sessions hosted by organizations such as Vital Link, the regional deputy sector navigators (California's Doing What Matters initiative), and Sandvik USA where representatives from high schools, ROPs, and community colleges gather with industry professionals to discuss regional workforce and economic development needs. Fullerton College faculty have regularly participated in representing employment sectors in advanced manufacturing, advanced transportation, fashion, small business, and digital media.

Analysis and Evaluation

The College meets the standard. First, graduates who complete CTE certificates and degrees [demonstrate relevant competencies](#) by meeting the SLOs of their courses; additionally, evaluation of their preparedness for licensure and employment occurs through external exams. The [consistent dialogue](#) between industry professionals and college faculty via advisory groups helps ensure the effectiveness of institutional policies, which is demonstrated by the College's exemplary pass and [job placement rates](#).

The College operated a Police Academy program that was certified by California's Commission on Peace Officers Standards and Training (POST) each and every year up through the summer of 2015. Following POST's certification of the Fullerton College Police Academy (FCPA) cohort that graduated in May 2015, POST later raised questions during a regular review site visit. Subsequent to the initial onsite review, POST made a decision to suspend certification of the FCPA. Although the College does not agree with POST's assessment, the College responded quickly, working directly with POST to provide information and documentation to demonstrate that FCPA continued to meet the necessary standards. The resolution of this matter is still ongoing. At this time, the College is not offering any FCPA classes.

Evidence

2016-2017 College Catalog, pp. 76-78

Minutes from Business/CIS Division Advisory Committee Meeting (4/7/15)

Minutes from Business/CIS Division Advisory Committee Meeting (4/7/16)
Cosmetology Program Review (page 24, Strategic Action Plan #2)
Piano Teacher Evaluation Rubric
Minutes from Piano Teacher Advisory Committee Meeting (9/20/10)
CTE Job Placement Data

II.A.15 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum amount of disruption.

Evidence of Meeting the Standard

The institution's program elimination policy is clearly defined by the North Orange County Community College District [Board Policy 4021](#) and [Administrative Procedure 4021](#) that indicate that when programs are eliminated, students will be accommodated to a reasonable extent so that they may complete the program in a timely manner. All students are granted "[catalog rights](#)," which "are established when a student first takes classes at Fullerton, and they are maintained through continual enrollment at the College. These rights protect students from being held responsible for changes made to their academic programs in the years that follow their initial enrollment. Students maintain catalog rights by maintaining continuous enrollment at Fullerton College — that is, by receiving a grade of "A," "B," "C," "D," "F," "CR," "P," "NC," "NP," "RD," "W," or "I" on their transcripts for at least one course per academic year. Documented military or medical leave during the academic year is not considered an interruption of enrollment."

Analysis and Evaluation

The College meets the standard. An example of the institution's effective practice is the new "Communications Studies" AD-T, which is replacing the previous "Speech" degree. In the fall of 2015, the curriculum committee reviewed and critiqued a complete overhaul of the Speech courses, the Speech AA and the Communication Studies AD-T, in order to permit the name change of the department, courses and programs from Speech to Communication Studies. In October of 2016, the curriculum committee approved the name change. The Speech department underwent a thorough six-year review just three years earlier, a review that required major clarification of instructional and evaluative methods, course content and scope, writing assignments and units/hours, as well as the usual six-year updates. All processes have been followed, in a collegial and inclusive way, in order to ensure that disruption of student progress is minimal. Also, the College's Counseling Division follows a procedure for [course substitution](#) when a needed class is not available, which allows students to enroll in an equivalent course in order to complete their degree or certificate program.

Evidence

NOCCCD Board Policy 4021

II.A.16 The institution regularly evaluates and improves the quality of instruction and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

All instruction programs at Fullerton College undergo Program Review every three years, where their quality and currency are evaluated, and this evaluation is linked to institutional planning. In [program review](#), faculty evaluate curriculum, student learning outcomes data, student achievement data, and other key performance indicators in order to ascertain how to improve instruction to better serve students. Each program review concludes with a set of “Strategic Action Plans” (SAPs), which are linked explicitly to both the College’s mission as well as institutional planning (see [page 33](#) of the most recent self-study done by the Foreign Language Department).

At the course level, all Course SLOs are evaluated at least once every three years. Individual faculty assess their students, and these assessments are evaluated by department faculty. Faculty “close the loop” by [analyzing the data](#) and identifying how the quality of instruction can be improved in order to increase student learning. The institution uses eLumen to store all [assessments, data, and data analyses \(qualitative and quantitative\)](#). Although department faculty create assessments appropriate to individual disciplines, and rely upon discipline-specific requirements and trends when analyzing the data, the institution maintains consistent rigor, depth, and breadth in its approach to [SLO assessment](#), whether the courses being assessed are college, pre-collegiate, career-technical, and community education, and whether the courses are offered face-to-face, online, or hybrid courses. Student Learning Outcomes Assessment is a core part of Program Review, and each program must document not only student learning data but also what faculty learned from the data and how they plan to use it to improve the quality and currency of instruction. Finally, each year the institution’s Office of Institutional Research and Planning (OIRP) publishes its [Institutional Effectiveness Report](#), which provides comprehensive data that the institution—at all levels—can use to improve the quality of instruction and currency of its instructional programs.

All courses undergo curriculum review every six years. This review is initiated by department faculty who examine and revise core concepts of the discipline, methods of instruction, appropriate assignments, and sample textbooks. The purpose of this is to maintain currency and

appropriate rigor. Next, the course revision is input into CurricUNET, where it can be reviewed and analyzed by other faculty and the deans. The College's Curriculum Committee reviews each course in six-year review, ensuring that all courses adhere to articulation requirements, state requirements, industry standards, and the most current innovations and scholarship in the specific discipline. Finally, [new courses are often proposed](#) in order to meet changing student needs and emergent pedagogical developments. These new courses undergo the same curriculum review process in order to maintain systematic rigor. Career and Technical Education review takes place every two years.

Analysis and Evaluation

The College meets the standard. Program Review for instructional programs takes place every three years, which allows for a rich analysis to be performed. For each cycle, Fullerton College's Program Review Committee [identifies](#) and shares [examples](#) of [exemplary](#) program reviews, which demonstrate a commitment to student learning, improvement of instruction and alignment to the College's institutional goals. Crucially, any request for funding for a program must be linked to a need identified in program review and should be predicated on maintaining currency and/or improving instruction. Maintaining currency and improving instruction are also at the heart of the institution's Student Learning Outcomes Assessment practice, in particular the final step of "closing the loop." As a specific example, the English Department, in their most recent assessment of two core courses, English 100: College Writing and English 103: Critical Reasoning and Writing, not only gathered data but analyzed it in meaningful ways that helped increase student success and pedagogical currency. In particular, faculty substantially altered the types of assignments used to measure student mastery of core concepts in [English 100](#) in order to better meet the instructional objectives of the course. Additionally, in light of the improved results, the English Department decided to expand training sessions held for adjunct faculty to help them understand and teach the class. For [English 103](#), the SLO process was used to justify and assess specifically the [inclusion of information literacy into the curriculum as well as increasing the number and rigor of writing assignments](#). Such discussions are emblematic of faculty commitment to using the SLO process to enhance student achievement.

Finally, the institution's curriculum approval process also helps improve the quality of instruction and the currency of all instructional programs. This is evident in the new courses that have been proposed within the last accreditation cycle as well as important course revisions. As evidence of the latter, Fullerton College's Business/CIS division has changed the course titles and revised the curricula for [Business 181](#): The Entrepreneurial Mindset, and [Business 182](#): Mobile Applications for Business, have both been revised in order to reflect current trends in entrepreneurship. New courses include [Math 43](#): Intermediate Algebra for Statistics and Liberal Arts, which was created to form an alternate pathway for non-Math majors. Ethnic Studies created an entirely new set of courses in Chicano Studies (Ethnic Studies [150](#), [151](#), [152](#), [153](#)) in order to update instruction in that discipline, all of which have been approved to start in fall of

2017. Based upon feedback from an industry advisory group, and in order to better prepare aspiring paralegals, the discipline faculty created a new course and [made changes to the Paralegal Studies Certificate](#) offered by Fullerton College. Numerous other examples exist; in short, the curriculum review, curriculum revision, and curriculum approval processes all demonstrate rigor and integrity.

Evidence

Program Review Template

Fall 2014 Program Review for Foreign Languages (page 33)

Minutes from Photography Advisory Committee Meeting (4/3/2016)

Fullerton College SLOA Committee's eLumen Handout

Fullerton College SLOA Committee's Preferred Practice Handbook

Fullerton College 2015-2016 Institutional Effectiveness Report

Fullerton College Course Outline of Record for Ethnic Studies 150F, 151F, 152F, 153F

Fall 2014 Program Review for Chemistry

Fall 2014 Program Review for Earth Science

English Department "Closing the Loop" Memo for English 100 (Fall 2015)

Course Outline of Record for English 103: Critical Reasoning and Writing

English Department "Closing the Loop" Memo for English 103 (Fall 2014)

Course Outline of Record for Business 181

Course Outline of Record for Business 182

Course Outline of Record for Math 43

Paralegal (PLEG) Program Listing on CurricUNET

Action Plans

- The institution has reconstituted its Distance Education Advisory Committee in order to improve the rigor and consistency of its distance education classes as well as its processes for evaluating such classes.
- The institution recently established the Institutional Integrity Committee, whose mission will be to evaluate all institutional processes and practices across campus.

Please see the Quality Focus Essay for more discussion of these action plans.

II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

Evidence of Meeting the Standard

Under Board [Policy 4040](#): Library and Learning Support Services and Administrative [Procedure 4040](#): Library and Learning Support Services, the College provides a wide range of library and other learning support services for students and for those personnel who are responsible for student learning and support. Many of these programs and services fall within the Library and Learning Resources and Instructional Support Programs and Services Division. The LLRISPS Division serves the entire College (including faculty, administrators, classified staff, and students) through its various departments and programs. The division office provides strategic leadership, budget oversight, and personnel management for each area.

The [library supports student](#) learning and achievement by [providing](#) print [and](#) online resources and information literacy instruction. Using professional journals, course outlines, and faculty input, librarians select materials that support the academic curriculum as well as students' personal information and research needs and interests. While the library houses physical materials, it also provides 24/7 off-campus access to the library's [subscription databases](#) with periodical articles, eBooks, reference works, reports, and more. An interlibrary [loan service](#) is available for materials unavailable at the library. To assist with research skills using the library resources, faculty librarians interact with students on a daily basis through consultations, reference desk interviews, and classes. For students desiring extended personalized assistance, the library offers the opportunity to "[Book a Librarian!](#)" and set up a one-on-one research consultation. Off-campus students may [contact librarians](#) for research assistance through online live chat or via telephone during library hours. An email link is also provided for questions that will be answered within the next working day. The website also includes sections entitled "[Exploring Topics for Research](#)" and "[Evaluating Sources](#)." Additionally, classified professionals at the second floor help desk assist students with call number locations, basic catalog searches, and other queries.

Students gain information literacy skills through one-unit Introduction to Research classes and one-on-one research consultations. The library classroom is the site for customized library instruction sessions as well as the library's one-unit credit course, LIB [100 F](#): Introduction to Research/LIB [100HF](#): Honors Introduction to Research, where students learn the principles of research using the library's offerings, web resources, and sources at other libraries (via

interlibrary loan). The classroom has more than thirty computer stations for hands-on research. Students unable to attend on-campus classes or who need more flexibility in scheduling may take LIB 100/LIB 100HF online. In addition, the library supports instructors through online requests for library [instruction sessions](#). These sessions vary from 1-2 hours and are tailored to the individual faculty member's requests. Sessions may also include designated time for librarian-guided individual student research. Faculty from disciplines as diverse as English, counseling, speech, administration of justice, wellness, chemistry, paralegal studies, ethnic studies, history, journalism, reading, geography, and English as a Second Language bring students to these sessions. Due to high demand, librarians also make classroom visits to large classes. Online information literacy [information](#) and research [tips](#) on the library website also assist students. To aid in research, useful [websites](#) that have been evaluated by librarians are posted on [Pinterest](#).

In the library, students have a comfortable study environment with Wi-Fi access, black-and-white and color printing, more than 130 desktop and laptop computers, Disability Support [Services \(DSS\)](#) computer software and peripherals, photocopiers, and instructional software and hardware. Students may also check out study rooms for group projects or study groups. Each study room is equipped with dry erase boards, and students may check out markers and erasers when they request a room. In collaboration with the Business/Computer Information Systems Division and supported by Student Equity funding, a One Button studio has been installed to assist students in creating simple videos. The library also provides students with a robust collection of textbooks on reserve, other reserve materials, and supplemental tools they can borrow, including calculators, laptops, flash drives, headphones, and a complete set of artificial human bones for anatomical study. The library partners with EOPS to provide textbooks for the entire semester to EOPS students who bring their vouchers to the library. Additionally, students may purchase basic supplies such as blue books, Scantrons, pens, and pencils in the library.

To provide learning support services, the library currently has six full-time librarians, four adjunct librarians, eleven full-time classified professionals, two hourly circulation employees, and nine student workers. Librarians and the classified professionals in the library also work with other programs on campus to ensure that the needs of different student populations are being met. For example, the library continues to build its collection of veteran support resources. Currently, the campus serves more than 500 student veterans. During Summer 2015, the library was awarded a \$20,000 student equity [grant](#) for a program entitled Retraining Veterans for Civilian Careers. To fulfill the terms of the grant, the acquisitions librarian contacted the Academic Support Center and the Veterans Resource Center to collaborate on enhancing the [collections](#) of tutor and instructor handbooks, print books relating to reintegration learning for student veterans, and supplemental math, science, and English books. The grant includes specialized individual and group instruction and the procurement of print resources for checkout by veterans, veteran tutors, and the wider student body. Similarly, through conversations and meetings with the Disability Support Services director and staff members, the library has

designated staff who serve as contacts for DSS students. To aid in communication, DSS provided an UbiDuo face-to-face communication device for conversations with the hearing impaired. The library website has information specifically targeting [DSS](#) students.

Librarians and classified staff engage students in numerous ways. Several classified staff have partnered with other programs to assist in student success initiatives. As Student Support Professionals (SSP) under the Entering Scholars Programs (ESP), they make weekly online updates regarding campus services and events. They also visit classes several times throughout the semester to describe various services. Other classified staff have volunteered to participate in weekly one-on-one conversations with ESL students to improve students' conversational skills. During the summer, classified staff and a librarian always assist in the Smart Start Saturday tours for new students and family members. The librarians keep students informed regarding library news as well as campus news through Facebook and Twitter. To foster student interest and engagement on campus, a librarian has worked with students to create book displays in the main vestibule. Librarians organize and participate in campus [events](#) including the High School Senior and Parent Night, Major2Career Fair, WorldFest, Bienvenidos, a Banned Books Week [contest](#), a bookmark design [contest](#), and an LGBTQ documentary-viewing event developed in coordination with the Cadena Cultural Center. In collaboration with a reading faculty instructor and the [Friends](#) of the [Library](#), a librarian holds monthly book meetings with students to promote [leisure](#) reading. The Friends purchase student-selected books for students to read and discuss during the semester.

The library also provides additional support to faculty and administrators in accomplishing their goals. The library's [archival collection](#) was essential in preparing for the College's 2013-2014 Centennial events. Most the images and historical information used in centennial publications and displays were gleaned from the archives. The archives are used for a variety of reasons. For example, a faculty member trying to reinstate the Alpha Gamma Sigma Honor Society chapter on campus found valuable information in the archives because the founder of the society was a former President of Fullerton College. The library also provided archival material about the College's mission statement in anticipation of the current revision of the mission statement. The library website provides online access to archival material, including back issues of the student newspaper and a pictorial history of the campus.

In addition to the services offered by the library, Fullerton College provides a range of learning support services. For example, the Academic [Support Center](#) oversees a room in the library that holds various student success workshops and serves as a study hall for student athletes participating in the Incite program. Through the Staff Development Program and under the auspices of the Special Projects Manager for Educational Technology, the College offers personnel numerous opportunities throughout the academic year to meet the learning needs of students via, for example, the Teaching and Learning [Certificate](#) (TLC) program and the newly

established Online Teaching [Certificate](#) (OTC). Many of these workshops and other presentations are held in the Teaching Effectiveness Center (TEC) housed in the library building.

The Academic [Support Center](#), which is housed in the library building, includes the Skills Center, the Tutoring Center, the Writing Center, and a reading lab, and it offers logistical support and physical space for the Supplemental Instruction (SI) program, the Student Diversity Success Initiative (SDSI), Fullerton College Math Initiative for Level Enhancement and Support (FC MILES) and Incite (Academic Support for Student Athletes Program).

The Skills [Center primarily](#) serves four different student populations: students in reading classes with required lab assignments, those in ESL classes with required lab assignments, those referred to take make-up exams, and those visiting on a drop-in basis. The [services](#) in the Skills [Center](#) emphasize improving academic [skills](#) such as reading, learning [strategies](#), test-taking, and critical thinking. Individual academic skills development is offered in English, foreign languages, basic math and science, reading, and writing. The Skills Center Lab provides 108 computers open to all students and includes three ADA-compliant workstations. Staffing in the Skills Center Lab generally includes two faculty members (one each from Reading and ESL), at least two Instructional Assistants, one hourly worker, and two college work-study students. The 1410 Reading Lab houses 30 computers for students in scheduled basic skills reading classes. Staffing in the 1410 Reading Lab generally includes a faculty member (the instructor of record) and an instructional assistant.

The [Tutoring Center](#) offers walk-in tutoring for accounting, developmental English, English as a Second Language (ESL), economics, chemistry, math, and physics, and one-on-one and small-group appointment tutoring for most other subjects. The walk-in services are unlimited; however, the appointment subjects (English, psychology, music, paralegal studies, etc.) are limited to one hour per week per class unless the student is involved in SDSI, EOPS, or DSS. Students served by these programs are eligible for “above-and-beyond” tutoring services, which involve one-on-one tutoring support and/or additional tutoring time. The Tutoring [Center](#) also provides an ESL Specialist Tutor and Cosmetology Study Hour dedicated to assisting cosmetology students prepare for their state licensure exams. The Tutoring [Center](#) also has thirteen computers with software for accounting, statistics, visual arts, Inspiration, and Microsoft Word 2013. The center is also equipped with five dry erases boards and three tutoring rooms with varying capacity from four to eight students. In addition, the Tutoring Center regularly receives updated textbooks from faculty for tutors to use when assisting students, and it provides a variety of workshops in foreign languages and conversation practice for ESL students either individually or in small groups with a tutor. For students who cannot meet face-to-face with a tutor, the center offers free [online tutoring](#) in a range of subjects, including writing, all levels of math, accounting, statistics, economics, biology, chemistry, and Spanish. Students can access online tutoring anytime from any internet-capable computer and may receive up to seven hours of free tutoring each semester.

The Writing [Center offers](#) tutoring to students from all disciplines who seek help on their writing assignments at any stage in the writing process from brainstorming through editing. The majority of tutees are from English and ESL classes. Students can visit the [Writing Center](#) for half-hour sessions either by appointment or on a walk-in basis. During their time in the center, students work individually with a trained tutor to receive personalized help on specific writing assignments. Students from Disability Support Services with DSS Writing Center Authorization are given a one-hour tutoring sessions rather than the usual thirty minutes, and students enrolled in ESL and English classes below ENGL 100 F (College Writing) may also request one-hour tutoring sessions thanks to Student Equity funding. EOPS students are allowed to book twice as many appointments per week as non-EOPS students. For students who cannot meet with a face-to-face tutor, the Writing Center offers free [online tutoring](#) through its partnership with Smarthinking. Through the Smarthinking portal, students can chat with a tutor and receive support on any writing assignment in real time. Through online tutoring, students can submit completed drafts of essays and receive detailed feedback from a tutor. The Writing Center is also piloting a joint project with Incite to offer specific tutoring sessions for student athletes who are part of Incite. Additionally, throughout each semester, the Writing Center offers approximately fifteen faculty-led one- to two-hour [workshops](#) on topics such as MLA documentation, verb tense review, paragraph development, and integrating quotations. Finally, the Writing Center has a small library of writing resources such as handbooks, grammar textbooks, computer software, and writing handouts. These are available for student use in the Writing Center. The center has nine computers with Microsoft Office 2013 software. The Writing Center is staffed by eleven faculty tutors from the English and ESL departments, eighteen to twenty-two paid hourly trained tutors hired each semester, and as many as fifteen students enrolled in ENGL 280 F: Language Arts Tutoring Practicum, who must complete three lab hours each week by tutoring in the Writing Center.

In addition to the services offered in the LLRISPS, the division oversees a range of special programs and services targeting different student populations and offering opportunities for improved student learning. One of these programs, the Entering Scholars [Program \(ESP\)](#), focuses on providing academic support and fostering connections for students on campus by incorporating activities and support services such as in-class tutoring and personalized classroom visits from counselors and campus staff. The goal of [ESP](#) is to [target](#) first-year students in English, ESL, and reading courses and offer them a curriculum of study skills, educational planning, self-exploration, engagement, and learning resources. Between counselor visits, tutoring by embedded peer tutors, and presentations from classified staff members known as Student Support Professionals (SSPs), freshmen become familiar with the multitude of resources available to them in the first few weeks of the semester, enabling them to build skills, gain confidence, and succeed throughout their career.

[Incite](#) is an academic support [program](#) for student athletes that provides academic guidance and counseling, academic progress monitoring, academic skill-building resources, tutorial assistance, and weekly academic success workshops. The ASC has dedicated computer lab space to create a supportive environment for Incite students to complete academic work. During the study hall hours, students can utilize individual and group tutoring offered by two onsite tutors, or they may take advantage of the labs designed for their use twice daily, five days a week. The [Incite program](#) offers assistance with textbooks by purchasing student-requested books that may be checked out in the library and a set of calculators housed in the study hall. Life skills coaches also offer one-on-one skill building and mentoring sessions to student athletes, allowing for deeper relationship building between the students and program staff. To date, student athletes have participated in 351 one-on-one life skills coaching sessions. The success of the program is reflected in the recent surge of participation. During 2015-16 academic year the program served 303 student athletes; however, the program has grown to 573 students served in 2016-2017, reflecting an 89% increase.

The Student Diversity Success Initiative ([SDSI](#)) is a supplementary support [program](#) that aims to improve the educational experiences of at-risk students at Fullerton College. African American and Latino males are the target populations, but since its inception, [SDSI](#) has welcomed any student who is identified as at-risk. SDSI students gain access to a variety of resources/services, participate in life skills coaching on how to navigate through their academic and/or personal difficulties, attend counseling appointments twice a semester to develop educational plans and track their progress on meeting their educational goals, attend a variety of academic and cultural workshops, and have access to computers in the Skills Center. Beginning in Fall 2016, the program implemented a book loan program in partnership with the library and the Laptop Loan Program through support from the NOCCCD Innovation Fund. The Laptop Loan Program offers semester-long loan access to thirty portable laptops for students who do not have personal computers.

Another component of SDSI is the Fullerton College Math Institute for Learning Enhancement [Success](#) (FC [MILES](#)), a math enhancement program designed to help students develop their math skills outside of the traditional classroom and to move into higher levels of math students who initially place into basic skills math courses. FC MILES acts as a supplemental resource for students who seek to improve their math skills, particularly those students who have experienced difficulties with basic skills mathematics in a traditional classroom setting. FC MILES utilizes McGraw-Hill's ALEKS online software as the primary vehicle for improving students' math abilities and supplements the software with lessons from math faculty members and assistance by tutors. Students completing the semester requirements for the program have the opportunity to review their file with a math instructor for potential placement into a higher math course the following semester. Currently, students are required to be SDSI participants during their time in FC MILES. Under SDSI guidelines, participating students meet with life skills coaches two

times per month and a program counselor on two occasions during the semester. These practices represent efforts to provide holistic support for students in their academic development. After students complete the program, they are given the opportunity to meet with math faculty, discuss their progress with the math software, and in some instances, take advantage of the opportunity to enroll in a higher level math course.

Fullerton College started its campus-wide Supplemental Instruction ([SI](#)) [Program](#) in 2013 as a pilot program with 18 basic skills and 11 transfer level courses and then grew to 55 total sections by Fall 2015 with the addition of funding from Student Equity. It follows the University of Missouri at Kansas City (UMKC) model of SI, and the College is in the process of becoming officially UMKC certified. [SI](#) strategically [targets](#) courses such as traditionally difficult courses, basic skills courses, and “momentum” courses (courses that tend to create a bottleneck in students’ academic progress). SI has had a strong response from faculty, with sixty faculty requesting SI for 129 separate sections for Spring 2016. The program offers an online [orientation video](#) for interested faculty members. The main component of the program is the SI [leaders](#), [students](#) who have mastered the course material and received a high grade in the course. The leaders attend a series of orientations and training sessions on how to be effective in marketing strategies, dealing with challenging students, ice breakers, and other aspects of creating successful sessions; they also participate in training throughout the semester on such topics as mindfulness, equity, and managing stress. During the semester, the leaders attend the actual SI class to build rapport with the students and serve as model students by taking notes and participating in class discussions. Each week, the leaders hold two fifty-minute collaborative learning study sessions focused on the most difficult concept covered in class. Since the leaders have already taken the class, they are able to guide students through useful study techniques, provide continued practice, and help students connect deeper with the material. The program has an online orientation for interested faculty members.

The College maintains four [computer labs](#) on campus. Two are for general use, one is primarily for computer-assisted design students, and the fourth is primarily for graphics design. Three of the labs remain open until 10 p.m. Monday through Thursday with limited hours on Friday. Two of the labs remain open on Saturday.

The Mathematics/Computer Science Division operates the Math [Lab](#) for students enrolled in any math class. The lab, located in the Library/Learning Resources Center, provides individual tutoring, lectures on DVD, computer tutorials, online homework programs, individual and group study areas, access to math textbooks, and review sessions for specific courses and on specific topics. A faculty member from the math division is on duty each hour the lab is open. Since Summer 2013, the lab has also provided boot camps, workshops, small group discussions, topic review sessions, and exam review sessions

The College provides library and other learning support programs at times that are convenient for students and offers a range of services to distance education students. Many services remain open late at least one night during the week to accommodate students in night classes, and students in Friday and Saturday classes have consistent access to learning support services throughout the semester. The library remains open 7:30 a.m.-9 p.m. Monday through Thursday, 7:30 a.m.-4 p.m. on Friday, and 10 a.m.-2 p.m. on Saturday. In response to an Associated Student Senate [resolution](#), the library extended its hours during the last two weeks of the [Fall](#) 2016 semester. The expansion was so successful that the library offered the additional hours during [Spring](#) 2017. The Academic Support Center hours differ based upon the service area. The Skills Center remains open 8 a.m.-8:30 p.m. Monday through Thursday, 8 a.m.-3:30 p.m. Friday, and 10 a.m.-2 p.m. Saturday during the regular semester and is also open during summer session. The Tutoring Center remains open 9 a.m.-8 p.m. Monday through Thursday and 10 a.m.-2 p.m. Friday and Saturday. The Writing Center is open 9 a.m.-7 p.m. Monday through Thursday and 10 a.m.-2 p.m. on Friday. The Math Lab is open 7:30 a.m.-8:45 p.m. Monday through Thursday, 8 a.m.-3 p.m. on Friday, and 8 a.m.-2 p.m. on Saturday.

Fullerton College has increasingly provided services to students who are taking online classes and/or who need to access information outside of the hours that the College holds traditional face-to-face classes. For example, the library's databases can be accessed off campus 24 hours a day, and the library's catalog is also available online for searches. In fact, the majority of library books and periodicals are now online resources. Students can also renew books, place requests to hold a book for pick up, request a research consultation with a librarian, and access various research guides and tutorials. Students may participate in an online chat service during open hours. In the Academic Support Center, the Tutoring Center and Writing Center are offering online tutoring through Smarthinking; a [link](#) from their [webpages](#) shows the hours of operation and subjects available for tutoring. Many subjects have tutoring available 24 hours a day, 7 days a week. The Writing Center website also includes [videos about](#) services, instructional videos, copies of handouts, links to resources on writing topics and sites offering basic instruction, and interactive practice and tests. The Tutoring Center website includes contact [information](#) for [tutors](#) in various subjects so that students can make private appointments outside of the normal campus operating hours. Additionally, the Skills Center provides three different [slideshow orientations](#): General, ESL 80-185, and Reading 142 so that students can become familiar with how to use the center's services.

Fullerton College – Smarthinking Usage History

	Hours Purchased	Hours Used	Sessions	Distinct Users	Average Hrs Per Student	Average Sessions Per Student	Month End Balance
Jan - Dec 2015	375	0.00	0.00	0.00	0.00	0.00	375.00
2016 January		0.00	0.00	0.00	-	-	375.00
2016 February		8.25	14.00	9.00	0.92	1.56	366.75
2016 March		47.38	79.00	36.00	1.32	2.19	319.37
2016 April	800	55.85	93.00	39.00	1.43	2.38	1063.52
2016 May		67.52	109.00	48.00	1.41	2.27	996.00
		179.00	295.00	132.00	5.07	8.41	996.00

As a part of the evaluation of the level of services being offered to evening, weekend, and online students, the Student Success Committee (SSC) in 2016 developed a [grid](#) of hours of operation for all campus divisions, departments, programs, and other offices. The grid also included descriptions of online services offered. The SSC has made a series of [recommendations](#) for using the grid, including potential methods of distribution, and the President’s Advisory Council is considering action on the recommendations.

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 17. The library and learning support services are evaluated at regular intervals to determine the quantity, currency, depth, and variety of services to offer. The College has committed to serving its day, evening, weekend, and online students through library services and through other learning support services. The College continues to evaluate the level of library and learning support services available for evening, weekend, and distance education students, and it regularly analyzes the level of services to ensure that it continues to be sufficient in quantity, currency, depth, and variety to support student learning. Data on user rates and student satisfaction surveys (included as part of the program review self-study process) indicate that these services are heavily used and viewed favorably by students.

Evidence

- NOCCCD Board Policy 4040 on Library and Learning Support Services
- NOCCCD Administrative Procedure 4040 on Library and Learning Support Services
- Library Program Review 2015-16 Self-Study
- Fullerton College Library webpage
- Library Mission webpage
- Library Databases A-Z webpage
- Library Inter-Library Loan webpage
- Library Book a Librarian webpage

Library Ask a Librarian webpage
Library Exploring Topics for Research webpage
Library Evaluating Sources webpage
Course Outline for LIB 100 F
Course Outline for LIB 100HF
Library Request for Instruction Session webpage
Library Information Services webpage
Library Pinterest page
Library Disability Support Services webpage
Library Student Equity Proposal 2015-16 (Retraining Veterans for Civilian Careers)
Library Veterans' Resource Collection Student Equity Report 2015-16
Library Banned Books Essay Contest Flyer
Library Bookmark Contest 2017 Flyer
Friends of the Library webpage
Library Archives webpage
Academic Support Center webpage
Academic Support Center Program Review 2015-16 Self-Study
Teaching and Learning Certificate Overview
Online Teaching Certificate Overview
Skills Center webpage
Skills Center Program Review 2015-16 Self-Study
Skills Center Services webpage
Tutoring Center webpage
Tutoring Center Program Review 2015-16 Self-Study
Tutoring Center Online Tutoring
Writing Center webpage
Writing Center Program Review 2015-16 Self-Study
Writing Center Online Tutoring
Writing Center Workshops Spring 2017 Flyer
Entering Scholars Program (ESP) webpage
ESP Program Review 2015-16 Self-Study
Incite Program webpage
Incite Program Review 2015-16 Self-Study
Student Diversity Success Initiative (SDSI) webpage
SDSI Program Review 2015-16 Self-Study
FC News Center Article: "FC Miles Helps Student Go the Distance in Math"
Supplemental Instruction (SI) webpage
SI Program Review 2015-16 Self-Study
SI Faculty Orientation Video
SI Leaders webpage

Computer Lab Hours of Operation webpage
Math Lab webpage
Associated Students Resolution 007: Extending Library Hours during Finals Week (5-30-2016)
Library Finals Extended Hours Fall 2016 Flyer
Library Finals Extended Hours Spring 2017 Flyer
Smarthinking: Live, On Demand Tutoring Hours of Services webpage
Writing Center Video Workshops webpage
Tutoring Center Private Tutoring webpage
Skills Center Orientations webpage
Student Success Committee Tiered Campus Office Hours Grid 2016
Student Success Committee Recommendations for the Campus Office Hours Grid 2016



We commit to equity for all we serve.



Every year, Fullerton College hosts nearly 2,000 kindergartners at Kindercaminata, an event focused on instilling the importance of a college education and exposing children to various career options. Across the Fullerton College campus in the main quad, classrooms, labs, and the athletic fields, more than 500 faculty, staff, and students are on hand at interactive, hands-on workstations introducing children to a wide range of careers and jobs.

II.B.2. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

Board [Policy 4040](#) on Library and Learning Support Services and Administrative [Procedure 4040](#) provide broad objectives for the selection of instructional materials and give primary responsibility to the College's librarians for collection development in consultation with faculty and deans from each academic area. AP 4040 encourages the provision of materials that will enrich and support the curriculum, stimulate growth in factual knowledge, provide a background of information that enables students to make intelligent judgments in their daily lives, and provide materials that represent the diversity of the District. It also states that in selecting materials for student use, the librarians and others involved in collection development place principle above personal opinion and reason above prejudice.

Using its Collection Development Policy and Related [Procedures](#), the Fullerton College Library selects educational equipment and materials to support student learning and enhance the achievement of the College's mission. Under these procedures, the librarians contact faculty at least once a year to make recommendations for the selection and deselection of material in the collection. A librarian is always included as a member of the Curriculum Committee, and the curriculum process includes an opportunity for programs to state a need for additional materials. The librarian who serves on the Curriculum Committee has a responsibility to review new and revised course outlines of record (CORs) to identify topics for collection development and requests for supplementary materials. Librarians also maintain a record of research topics from reference interviews and consultations with students and other faculty members. [Librarians](#) also survey faculty and students to determine students' research and other needs, and the library responds to requests from faculty members for special additions to the collection such as the recent work on creating the Amanda Walzer Memorial [Collection](#) in honor of a beloved English instructor. The data from the surveys are included in the [program review](#) and are used to determine additional acquisition needs.

Using the processes outlined above, the librarians and library assistants select resources to support student learning, including materials such as scientific calculators, print books, e-books, journals, magazines, newspapers, primary sources, and trade journals/magazines for both on- and off-campus use. The [library currently houses](#) nearly 90,000 print books and more than 176,000 ebooks, as well as a print periodicals and a variety of databases offering access to primary sources, periodicals (journals, magazines, newspapers, and trade publications). The library faculty and staff maintain the physical condition of the print collection by conducting an annual print inventory, the biannual acquisitions process, and collaboration with vendors and the NOCCCD Information Services to ensure access to e-resources on and off campus. Data on in-

house collection usage and total number of searches for different databases are collected and analyzed on an annual basis and used as a part of the program review process. Included in these statistics are the number of new books and the number of withdrawn books. Comparative data reveal the growth in use of the databases over a three-year period.

Subscription Title	2012-2013	2013-2014	2014-2015
EBSCO	4,919,189	5,928,930	8,048,105
Gale Virtual Reference Library	15,904	19,954	20,286
CountryWatch	5,434	3,764	5,177
CQ Researcher	30,670	38,233	27,333
NoodleBib	2,850	2,396	1,559
RAND California	3,027	1,049	536
Gale Opposing Viewpoints	35,279	35,776	50,633
JSTOR	19,168	36,276	28,738
LexisNexis	16,145	20,835	24,352
Springer	307	2,325	243
Total Searches	5,047,973	6,089,538	8,206,962

Library materials are funded through a variety of means: general funds, grants, lottery funding from the state, equipment funding, program review funding, and the Telecommunications and Technology Infrastructure Program (TTIP) funding from the state when it is available. The inconsistency of reliable funding sources has made it difficult for the library to maintain, for example, a collection of current print books even though the library adds to the collection yearly, a need identified through service area outcome assessment (SAO). Data on print and online resource usage rates are included in the library’s program review as are comparative acquisition budgets from other regional community college libraries and results from the library’s own collection development survey of faculty and students.

Academic Computing Technologies oversees and maintains four open labs. Two of the labs are PC-based, a Mac-based lab is devoted to computer graphics, and the fourth lab is reserved for computer-assisted design (CAD) and mechanical engineering students. ACT also [oversees a lab](#) that is available for reservation by instructors. Library staff ensure that the printers, copiers, computers, and other equipment in the library building are in proper working order, and ACT staff are responsible for the maintenance of equipment in the labs and classrooms. Faculty, staff, and administrators report repair needs about computing equipment through the Service [Request System](#).

The Academic [Support Center](#) oversees three areas within the Library/Learning Resource Center building: the Skills Center, the Tutoring Center, and the Writing Center. For the labs overseen by the Skills Center, faculty in the reading, English as a Second Language, and foreign language departments make recommendations about new materials and software, and surveys of student and faculty users—as well as user data—assist [Skills Center](#) staff in determining what support materials and software should be added or upgraded. The [Tutoring Center](#) and the [Writing Center](#) similarly rely upon recommendations from faculty and student users in determining which resources to purchase. The maintenance of the equipment in these areas, primarily computers in the lab spaces, is overseen by ASC and Academic [Computing Technologies](#) staff.

Analysis and Evaluation

The College meets the standard. Faculty, staff, and administrators in the library, Academic Support Center areas, and Academic Computing Technologies are responsible for ensuring that materials and equipment are up-to-date. User rates and other appropriate data are collected for determining the need for additional equipment and materials, and faculty and deans of other academic areas submit requests for materials. Student and faculty surveys also provide these areas with suggestions for collection development.

Evidence

NOCCCD Board Policy 4040: Library and Learning Support Services
NOCCCD Administrative Procedure 4040: Library and Learning Support Services
Library Collection Development Policy and Related Procedures
Library Procedure Manual 2017-18
Amanda Walzer Memorial (email message)
Library Program Review 2015-16 Self-Study
Library Annual Report 2014-2015
Library Annual Report 2015-16
Library Cumulative Annual Book Item 2015-16
Computer Labs (Academic Computing Technologies FCNet Support Services) webpage
Service Request System Login link
Academic Support Center webpage
Skills Center webpage
Tutoring Center webpage
Writing Center webpage
Academic Computing Technologies Program Review 2015-16 Self-Study

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

All Fullerton College programs and services are evaluated on a three-year Program Review cycle; each area also completes an annual program review update to identify recent changes. The library and other learning support services underwent program review in 2015-16. The College collects a variety of data beyond student learning outcome/service area outcome assessment data for use in making improvements. Overall user rates and comparisons of success rates for students who use campus learning support services and those who do not, for example, are consistently incorporated into program review and other evaluations of the library and other learning support services.

The library's [program review](#) included SLO assessment data and user data to improve student offerings. For example, one of the needs identified by students was additional print books. The data revealed that the use of print books had declined by almost 50 percent, due in part to the age of the collection, and loans of print books declined by about 30 percent since the 2009-2010 academic year. Meanwhile, database usage increased by 543 percent. Through a service area outcome assessment, library faculty and staff identified an interest and a need for additional and more current print books. The library's collection of eBooks partially addresses this need, and the campus has provided additional funding for purchases. Many students also stated a preference for printed materials, particularly more recent books. The Library's Strategic Action [Plan](#), a component of Program Review, addresses this issue with a request for a budget line item to purchase more current print books on an annual basis.

Since the circulation counter is often the first point-of-contact for students using the library, student workers are a key component to successful interactions with the student population. The reception and service provided by circulation student workers can influence students' perceptions and experience of the campus. As a consequence, the circulation staff has addressed the procedural knowledge of student workers staffing the front desk since 2015. The objective is to determine weaknesses in student training and work performance in order to address and remedy these deficits. By improving student training, the library can provide exemplary service and successful student transactions at the circulation counter. The full-time circulation staff also conducted exit interviews with student workers at the end of the year to gain their perspective on circulation services. The interviews gave students an opportunity to suggest improvements, several of which were implemented: iPhone and Android chargers for loan, credit card payments, and additional supplies for sale. Through these assessments, the library helps the College address

the needs of students and increase course retention and success, which is one of the College's objectives.

One of the library's goals is to "maintain a current and relevant collection of print and electronic sources that support student research and encourage reading for fun and lifelong learning." A separate Strategic Action Plan item addresses another need identified through the assessment of SAOs and other data: the increased use of the library's databases. User data reveal that database searches have increased by 543 percent since 2009-2010. As a result, the need for consistent funding for database subscriptions was one of the challenges that the library included in its program review requests.

The library assessment of SLOs led to improvements in other services. The library revised its training of student workers and incorporated higher-level critical thinking components into library instruction sessions. The library's program review also led to development of a long-term goal to increase the effectiveness of these instruction sessions and to address the need for increased availability of technology such as laptops for student checkout and greater availability of computer printing.

As a result of its program review self-study, the library was also able to have a public address system installed. The system allows for announcements in times of emergencies such as when the building needs to be evacuated and for the opening and closing of the building each day. The cost of the project was lower than anticipated in the initial funding request, so the library was able to incorporate other sections of the building (DSS Adaptive Computer Lab, Academic Support Center, Math Lab, and Teaching Effectiveness Center/Staff Development) into the PA system.

Learning support services housed in the library undergo their own program review processes, and a component of those reviews is a description of how SLO/SAO assessment data were used to improve services provided to students and student learning. The Academic [Support Center](#), for example, used its Service Area Outcomes Assessment to secure categorical funding from Extended Opportunity Programs & Services (EOPS) and Disability Support Services (DSS) to purchase laptops and additional desktops for student use in the ASC. Within the Academic Support Center itself, each unit also used assessment and other data to make improvements. The [Skills Center](#) modified its orientations based on student feedback, added a "smart classroom" within the ASC area, added two "smart labs" in the Skills Center, purchased thirty computers with a printer on a cart for reading classes (allowing the class to convert quickly to a lab), purchased thirty computers on a cart for student use in room 801C (used by various programs), purchased thirty computers with backpacks for students enrolled in the SDSI Laptop Loan Program, purchased new printers for student use, and upgraded the computers in the student labs. The [Tutoring Center](#) used its assessment results to increase the number of tutoring hours,

increase tutor training on such topics as Growth Mindset and Habits of Mind, and hire additional staff in the area who serve students. The [Writing Center](#) used the results of its SAO assessment to hire additional tutors for high-demand time periods, and it has increased communication with faculty and staff across campus to ensure that information about the Writing Center's services, including the online tutoring pilot, personal statement assistance, workshops on a variety of topics, and special tutoring opportunities for EOPS and basic skills students, is widely disseminated. The Math [Lab](#) expanded the number of review sessions and began including Math 151 F: Calculus I and Math 152 F: Calculus II in these sessions after reviewing assessment results.

All of the College's learning support services, particularly such well-established ones such as the Transfer Achievement Program (TAP), undergo program review and develop strategies for improvement of services and student learning based upon the assessment of outcomes and other data. [TAP](#), for example, identified a need for additional training of the students who facilitate the supplement instruction (SI) sessions, an essential part of the [program](#). That need has been included among the responsibilities of the recently created position of campus SI manager and faculty SI coordinator. Based upon student achievement and other data, TAP has also been investigating strategies to increase student success by offering, for example, pre-semester workshops that review pre-algebra skills for students planning to enroll in MATH 20: Elementary Algebra.

Tutors and SI leaders are evaluated on a regular basis, and the instruments used for these evaluations vary from program to program. The manager and/or coordinator of each program supervises tutors and SI facilitators. For example, the Writing Center trains its student tutors first in ENGL [280](#) F: Language Arts Tutoring Practicum, a course team-taught by English and ESL faculty members. Tutors are [evaluated](#) by [faculty](#) in the Writing Center during the semester that they take the class. SI leaders are [observed](#) twice during their first semester, initially by a program coordinator and then later either by a coordinator or mentor. They also complete a self-reflection on their observations and undergo peer observation. The embedded tutors for the Entering Scholars Program undergo similar [evaluations](#), and both the [workshops](#) and the [presenters](#) for the Basic Skills Student Success Workshops are evaluated. All tutors and SI leaders meet with the manager and/or coordinator to discuss strengths and possible areas of improvement.

Several campus programs underwent their first-ever program review during 2015-16: the Entering [Scholars Program](#), [Incite Program](#), Student Diversity [Success Initiative](#) (SDSI), and the campus [Supplemental Instruction](#) (SI) program. Data for the previous three years were available for these programs to use in evaluating their services to students, and the 2018-19 program review will include descriptions of the improvements that these programs will make based upon the SLO/SAO assessments that will take place in the interim.

Analysis and Evaluation

The College meets the standard. The College evaluates library and other learning support services on a consistent basis through the program review process and other additional means. The evaluation of each program includes an examination of student learning outcome and/or service area outcome results, and these data, along with other information such as user rates, are included as part of the program review documentation. The program review template used for all reviews includes a section requiring a description of how the program uses assessment results to improve student learning and services provided to students.

All learning support services have identified areas for improvement based upon the data regarding student use and assessment of outcomes. These assessments have led to numerous improvements, which have been documented in program reviews, including increased levels of services available to students and documented improvements in student learning. Each program review includes strategic action plans that identify needs and goals, including requests for funding and the impact that these plans will have on student success.

Evidence

Library Program Review 2015-16 Self-Study
Academic Support Center Program Review 2015-16 Self-Study
Skills Center Program Review 2015-16 Self-Study
Tutoring Center Program Review 2015-16 Self-Study
Writing Center Program Review 2015-16 Self-Study
Math Lab Program Review 2015-16 Self-Study
Transfer Achievement Program (TAP) Program Review 2015-16 Self-Study
ENGL 280 F: Language Arts Tutoring Practicum Course Outline
Writing Center ENGL 280 F Tutor Evaluation Checklist 1
Writing Center ENGL 280 F Tutor Evaluation Checklist 2
SI Observation Record
ESP Session Observation Form Spring 2017
Basic Skills Student Success Workshop Evaluation Spring 2017
Basic Skills Student Success Workshop Presenter Evaluation Spring 2017
Entering Scholars Program (ESP) Program Review 2015-16 Self-Study
Incite Program Review 2015-16 Self-Study
Student Diversity Success Initiative (SDSI) Program Review 2015-16 Self-Study
Supplemental Instruction (SI) Program Review 2015-16 Self-Study

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard

The Fullerton College Library collaborates with library consortia to provide additional services to students and employees. One of these, the Community College Library [Consortium \(CCLC\)](#), negotiates discounted group subscription rates for online databases [and](#) regularly evaluates the quality of database products. Through the Cal West [Consortium](#), a cooperative of five community college libraries in Southern California (Fullerton College, Cypress College, Golden West College, Coastline College, and Orange Coast College), the library shares an integrated library system and cooperates in reciprocal borrowing privileges. The various subcommittees of this cooperative meet when necessary to discuss pertinent issues, system features, and upgrades to the integrated library system. The Online Computer [Library Center \(OCLC\)](#) has [access](#) to millions of records at almost 57,000 libraries worldwide, giving students and faculty access to extensive library holdings on demand. The Fullerton College Library is also able to process [interlibrary loans](#) through OCLC and save cataloging time through copy-[cataloguing](#) of [OCLC](#) bibliographic records. Interlibrary loan materials may be requested through the library's circulation desk. Further details about interlibrary loan procedures are included in the library's procedure [manual](#).

NOCCCD Board [Policy 4040](#) and Administrative [Procedure 4040](#) on Library and Learning Support Services grant responsibility to the librarians for consulting with faculty and deans from each academic area to develop and maintain a well-rounded, well-balanced collection of instructional materials and resources of the highest possible quality. Through this consultation process and based upon student demand, the library [selects databases](#) that are appropriate for student research assignments and carefully monitors annual usage statistics. [User data](#) reveal that database searches have increased by 543 percent since 2009-2010. Subject specific library instruction session requests from instructors sometimes state that certain databases, Gale Opposing Viewpoints in Context and CQ Researcher, for example, be included in the session because they are well suited for assignments that require defense of arguments. Through CCLC, the library is able to take advantage of discounted group subscription rates and receive feedback regarding the usefulness of such resources. In addition to serving as a cooperative buying platform to obtain discounted pricing, the CCLC also provides product [reviews](#) for individual databases. Through a CCLC member listserv ([CCEARinfo](#)), libraries receive information on products, current issues, and product trials. Since the consortium is comprised of community

colleges, the databases are evaluated with community college students in mind. For example, the database [LexisNexis](#) was [rated](#) a 2 (recommended with reservations) by the CCLC, but the Fullerton College Library decision to renew the database was balanced with usage statistics, faculty input from the paralegal studies program, and pricing. High interest from the administration of justice faculty was also taken into consideration. The library also uses surveys, usage reports, and comment cards to evaluate how students are using library resources—particularly related to library databases—and the level of student satisfaction with the services provided. The systems librarian and library assistant conducted a survey regarding technology, and the acquisitions librarian, catalog librarian, and library assistants conducted a collection survey that was used in the creation of the most recent program review.

Through the Cal West [Consortium](#), member libraries share the technical support for the Voyager integrated library management system. The Cal West Consortium meets when there is an issue that needs the cooperative efforts of the members such as the implementation of upgrades or a new library management system. Members share information gathered at these meetings with their respective campuses.

The Tutoring Center and Writing Center are offering free [online tutoring](#) through an agreement with Smarthinking. Through the Smarthinking portal, students can chat with a tutor and receive support on any writing assignment in real time. Through online tutoring, students can submit completed drafts of essays and receive details feedback within 24 hours from a tutor.

Fullerton College Academic [Computing Technologies](#) provides assistance in ensuring the security and maintenance of the library's staff and student computers. The District Information Services is responsible for the overall maintenance of the integrated library system (Ex Libris Voyager) for the Cal-West Consortium and the Internet that students and employees use to access these services. Documentation of the agreements with the CCLC and the Cal West Consortium is maintained in the offices of the District Information Services.

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 17. The Fullerton College Library successfully collaborates with other schools to be able to provide more resources to faculty and students than would be available using only on-campus resources. The library website provides information about its databases and interlibrary loans, and students and faculty may access the databases through the website. Forms are available in the library for students and employees to request interlibrary loans and to request purchases of books and other materials, and the website provides clear information about these services. The most recent version of the William T. Boyce Library Procedure Manual outlines policies and resources in the library, including the availability of online databases and the process for requesting an interlibrary loan. Evaluation of the library's services occurs regularly through the campus program review process. All non-

instructional programs, including the Library Administrative Office, undergo program review on a three-year cycle. The usage rates of databases and interlibrary loan are included as a part of this evaluation process. The library faculty and staff regularly evaluate resources and make recommendations for improvements.

Evidence

Community College Library Consortium (CCLC) webpage

CCLC Library Participation Report FY2016

Cal-West Libraries Borrowing Policies Spring 2017

Online Computer Library Center (OCLC) webpage

OCLC Member Benefits webpage

Library Interlibrary Loan webpage

OCLC Registry Profile Summary webpage

Library Procedure Manual 2017-18

NOCCCD Board Policy 4040: Library and Learning Support Services

NOCCCD Administrative Procedures 4040: Library and Learning Support Services

Library Databases A-Z webpage

Library Program Review 2015-16 Self-Study

CCLC Reviews webpage

CCL-EAR LexisNexis Review Fall 2015

Cal-West Systems Meeting Agenda 11-29-16

Writing Center Online Tutoring webpage

Academic Computing Technologies Program Review 2015-16 Self-Study

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard

All programs at the College, including student support services, are evaluated on a three-year cycle of program review. Student and support services underwent program review during the 2015-16 academic year. As a part of the program review process, programs and services are asked to summarize how they support the College's mission and how they help the College to achieve its goals, including student success.

[Admissions](#) & [Records](#) admits and registers students; maintains, retrieves, and distributes student records and transcripts; serves as the final evaluation of all graduation requirements; and reports attendance data to the College, District, and State. [It also](#) educates students on admissions, registration, transcript ordering, graduation, and all other Admissions & Records processes. All processes overseen by Admissions & Records may be completed online, from applying for admission to applying for graduation. It also offers "A&R Online Chat" for students who have questions. Each semester Admissions & Records posts a [Quick Guide](#) on its website to provide updates, an overview of the registration process, and information about various programs and services on campus.

The Assessment [Center provides](#) assessment testing in English, English as a Second Language, reading, math, and chemistry for use in determining appropriate course placement. [It also](#) offers competency for graduation exams and proctoring services. The center coordinates new student orientations and makes appointments for students attending group advising, and its staff members participate in the coordination of the Early Commitment Program for high school seniors and the College Readiness Program collaboration between the Counseling Division and the Fullerton Joint Union High District, Anaheim Union High School District, and Placentia-Yorba Linda Unified School District. Students may make appointments for assessment testing online, and the center provides an overview of the different placement tests as well as sample questions.

The goals of the [Cadena Cultural and Transfer Center](#) are two-fold. The Cadena [Cultural Center](#) has as its primary purpose fostering awareness and appreciation of diversity through cultural celebrations, tours, guest speakers, seminars, educational screenings, and student forums. It also collaborates with departments and programs across campus on events and maintains an online calendar of "Campus Cultural & Diversity Events," and its website provides links to diversity resources. The Transfer [Center supports](#) students in their transfer experience by providing services such as advising and counseling, college fairs, transfer seminars, application assistance,

and university tours. It also serves as the primary means of providing transfer information for counselors advising students. On its website, the Transfer Center provides a welcome video, an event calendar that includes dates for visits by university representatives, general education patterns, guides to requirements for different majors, and links to transfer information for the California State University and University of California systems. It also links to the Common Application for private universities.

The Career and Life Planning [Center assists](#) students in career and academic major decision-making by providing counseling, career research assistance, career center orientations, classroom presentations, workshops, and group sessions. Its website offers a series of self-assessments, many of them free to students, and a variety of career resources for students to use in determining a major and potential career path. It includes a [calendar](#) of activities sponsored by the CLP with [links](#) to descriptions of the activities and events. Since the last [program review](#) cycle, the Career and Life Planning Center acquired the Workforce Center and has been providing students with a broad range of career development services in one location. These additional services include an online job board (through the District portal, MyGateway), resume and cover letter writing workshops, and interviewing skills workshops. It also hosts an annual job fair, bringing dozens of employers to campus to meet with and recruit students.

The Counseling and Student Development [Division](#) oversees the Counseling Center and Counseling Resource Center as well as the Career and Life Planning Center, Cadena Cultural and Transfer Center, Assessment Center, Disability Support Services, Extended Opportunities Programs & Services, CalWORKS, and Foster Youth. The [Counseling Center](#) provides academic, career, and personal counseling and assists students in preparing their Student Educational Program Plan to meet the requirements for college majors, career preparation, and transfer. Counselors also assist students in the appropriate selection of math, English, and other basic skills classes and in the clarification of career and personal goals. The Counseling Center, in conjunction with the Assessment Center, provides orientations and group advising for new students. The counselors in the center provide information on College and District policies, procedures, and regulations as well as information on transfer, major preparation, and general education requirements. The Counseling Division offers a variety of courses on such topics as study skills, career exploration and development, and educational planning. The division's website customizes information for new, returning, or continuing students, and forms for prerequisite evaluation and alternative assessment petitions are available through the website. Online counseling is offered through email. The website includes a list of topics that are appropriate for online counseling as well as a list of the kinds of information that requires confidentiality and must be provided in person. Beginning Fall 2016, an enhanced method of online counseling was piloted using the Zoom videoconferencing application. Through this new method, student counseling comparable to an "in-person" contact occurs when the student logs in and begins the session through the student's MyGateway account (NOCCCD Student Portal).

Disability Support [Services \(DSS\)](#) provides mandated educational support services for students with disabilities and acts as a resource for staff and faculty on campus. [DSS provides](#) test-taking accommodations, specialized counseling, alternate media, note-taking assistance, interpreting services, learning disability assessment, assistive and adaptive technologies, classroom furniture accommodations, Adaptive Computer Lab classes, referrals to campus and community resources, and priority registration. The components of the DSS program include the student intake process, authorizing of accommodations, learning disability assessment, provision of accommodations specialized academic counseling, and instruction in the adaptive computer lab classes. Students can request the forms for disability verification, test-taking (“Request for Testing Appointment”), “Request for Online Testing Accommodation Authorization,” and “Request for Alternative Media.” DSS provides a guide to accommodations and services as well as two videos, “Struggle: A Student’s Perspective” and “Struggle: An Instructional Perspective.”

Extended Opportunity Programs and Services ([EOPS](#)) [provides](#) a range of services to students who meet state-mandated criteria for being educationally disadvantaged and who have been historically underrepresented on college campuses. Specifically, [EOPS offers](#) outreach, orientation, and registration services to incoming students, counseling and advising services through the use of a case management model that promotes academic progress, basic skills throughways, and other student support services such as tutoring, financial aid services, and transfer services. Students complete the EOPS application online, participate in an online orientation and workshops, and receive notifications about services, including academic progress reports and book award deadlines, through email or text alerts. EOPS also maintains Facebook and Twitter accounts to provide information about the program and its services.

EOPS oversees the [CARE \(Cooperative Agencies and Resources for Education\)](#), [CalWORKs \(California Work Opportunity and Responsibility to Kids\)](#), and the Foster Youth Success [Initiative \(FYSI\)](#) programs at Fullerton College.

- The CARE program provides academic and financial support services and activities for single, head-of-household EOPS students with at least one child under the age of 14 years, and who are receiving county cash aid. The primary focus of CARE is to assist students in achieving academic success by offering educational support services to enhance persistence, retention, graduation, and transfer.
- CalWORKs/TANF recipients are parents attending college as part of the welfare-to-work program and who have at least one dependent child under the age of 18 living at home. CalWORKs students are not necessarily EOPS students. The ultimate goal of the CalWORKs program is employment.
- The [FYSI Program](#) is committed to supporting all college bound students exiting the foster care system. The FYSI support network includes many of the student support services and

programs on campus and also extends to local agencies that deliver services and aid to foster youth students.

The Financial Aid [Office evaluates](#) its processes on an on-going basis to ensure that it keeps up to date on trends, federal and state regulations, and available technology to deliver aid. The [office has](#) responded to student needs by continuing to implement new technology to streamline the aid delivery process for students on campus and distance education students. Among the innovations in recent years was an electronic verification portal for financial aid applicants who must complete federal verification. Students may now complete all forms online, upload supporting documentation with either a smart phone or scanner, and they can now e-sign their submissions, reducing the number of visits to the Financial Aid Office. Since the initial implementation of this feature, the Financial Aid Office has expanded it to include other financial aid forms, such as professional judgments, dependency overrides, and Satisfactory Academic Progress appeals. Previously, students had to visit the Financial Aid Office and wait in line, so these changes have allowed evening, weekend, and distance education students to submit anything needed without a visit to the office. The office also has financial aid counselors who assist students with SEPP forms for satisfactory academic progress appeals, default prevention, and financial literacy.

Fullerton College [Health Services](#) aims to promote optimum student health through offering health education, medical (clinical) health services, and mental health services; maintaining environmental health and safety; and providing management and coordination of health services programs. Among the [services offered](#) to students and the campus community are diagnosis and treatment of short term illnesses, appointments with a physician or nurse practitioner, crisis intervention and psychological counseling, emergency/first aid, first responder campus emergencies, registered nurse assessment and screening, health education and counseling, hearing and vision screenings/referrals, immunizations, lab tests, medications and/or prescriptions, birth control, pelvic and breast exams, orthopedic supplies, and wellness physicals/pre-employment evaluations. Students may access a variety of health guides and health referral resources on the center's website, links to resources on a range of health topics, and answers to frequently asked questions (FAQs). The center also utilizes peer health [educators](#) to [provide](#) information to other students about health issues through programs, workshops, events, and presentations.

The International Student [Center provides](#) services to international students on F-1 or F-2 student visas and to students who are seeking F-1 student visas. The [center provides](#) academic counseling, resources on housing and American host families, opportunities to participate in cultural activities and social events, orientation and Welcome Week activities for new students, and a mentoring program called California Cousins. It currently serves about 300 students from more than 40 countries. The website provides links to resources and information about the

center's events as well as information about the governmental regulations that student visa recipients must follow.

The Office of Special [Programs houses](#) a range of programs and services for students: Honors Program, Service Learning, and Orange County Teacher Partnership Pathway. The Honors [Program offers](#) a range of courses that meet general education requirements. [Participants](#) can [receive](#) priority consideration at various colleges and universities with which Fullerton College has honors transfer agreements. The program's website provides information on eligibility for the program and the value of receiving honors certification, and it lists honors courses being offered and the faculty members who teach and have taught in the program. It includes a welcome video, application for the Honors Program, frequently asked questions about the program, and information on research conferences. Students who participate in [Service Learning](#) submit forms (available on the website) that detail their service in non-profit organizations, leadership in Associated Students or Inter-Club Council, or participation in the Honors Program or the Puente Project. The service learning website provides a list of opportunities for volunteering with local agencies and information on the different levels of recognition for the number of hours of volunteer service. The Orange County Teacher Partnership [Pathway provides](#) future teachers with counseling services (education plans and transfer information), information on internships and part-time employment, and outreach to high school students planning to attend college and prepare for a career in education.

The Puente [Project has](#) as its goal to improve persistence and success rates for underserved students and increase the number of community college students who transfer to four-year colleges and universities. It provides academic counseling and guaranteed English, math, and counseling courses. Students in the [program can](#) participate in college field trips and opportunities to work with mentors and network with community leaders. The project is overseen by the Counseling Division, and students may contact the Puente counselors through the division's website.

The Office of Student [Activities promotes](#) student success by providing guidance to student government, campus clubs, and student organizations and by developing cultural and social programs. [Student Activities](#) helps student leaders to become involved at all levels of the College's participatory governance model. Through the Associated Students and Inter-Club Council, the office oversees a range of campus events, including club rushes, finals week hospitality, the Teacher of the Year program, Commencement, and the annual Students of Distinction ceremony. Student Activities also manages the Student Center. The Student Activities website includes the necessary forms for starting a new club or reactivating an existing club. It also has a variety of other forms used by clubs such as fundraising, distribution of printed materials, and requests to host an activity on campus. The website provides details about other

relevant campus processes, including guidelines for social media accounts and procedures for submitting a master calendar request.

The Transfer Achievement Program ([TAP](#)) [provides](#) block scheduling of classes in English, math, reading, counseling, and other participating departments to eligible students who are planning to transfer to a four-year college or university. [TAP students](#) take classes in college success and in career and life planning while enrolled in basic skills classes and classes required to complete general education requirements for transfer. They also have required supplemental instruction (SI) and participate in events such as the annual New Student and Family Orientation, Cadena Cultural and Transfer Center workshops, and the end-of-semester celebration for students who have successfully completed the program.

The [Umoja Program](#) provides educational support to African-American and other students to increase academic success, retention, degree completion, and transfer rates. Its goal is to develop a sense of community among African-American students, other students, faculty, staff, and administrators. In addition to providing space on campus at the Umoja Center for students to study and connect with each other, the program offers workshops, counseling, tutoring, and mentoring opportunities. The program's website includes upcoming events and links to Umoja's social media (Facebook, Twitter, and Instagram).

The Veterans Resource Center ([VRC](#)) [supports](#) veteran students, eligible dependents, and service members with specialized academic planning, certification for Veterans Affairs education benefits, and veteran-specific support services including mental health counseling and academic support. The [VRC also](#) hosts and participates in workshops and programs on topics such as financial planning, employment development, university transfer, career and resource fairs, and student forums. The website for the VCR includes a welcome video, a handbook for veteran students, and a schedule of math and English tutoring offered in the center. Veteran students may also access a range of forms, including those required by the U.S. Department of Veterans Affairs, and links to information about a variety of education benefits.

Analysis and Evaluation

The College meets the standard. All student support services at Fullerton College have undergone at least one cycle of program review. Part of the program review process is the program's self-evaluation of how well it supports the College's mission, vision, and core values. The most recent cycle for non-instructional programs occurred in 2015-2016, and each program review document described how individual student support services help the College to achieve its goals. Programs develop strategic action plans and can make resource requests based upon whether the request is supported by the data and analysis included in the review. Programs also complete annual updates to identify any changes that could result in additional resource requests.

The process of program review has maintained the focus of each program on its contributions to student achievement and on its relationship to the College's mission statement.

Evidence

Admissions & Records webpage

Admissions & Records Program Review 2015-16 Self-Study

Admissions & Records Quick Reference Spring 2017

Assessment Center webpage

Assessment Center Program Review 2015-16 Self-Study

Cadena Cultural Center webpage

Transfer Center webpage

Cadena Cultural and Transfer Center Program Review 2015-16 Self-Study

Career and Life Planning Center webpage

Career and Life Planning Center Activities webpage

Career and Life Planning Center and Workforce Center Program Review 2015-16 Self-Study

Counseling Department webpage

Counseling Center Program Review 2015-16 Self-Study

Disability Support Services (DSS) webpage

Disability Support Services Program Review 2015-16 Self-Study

Extended Opportunity Programs and Services (EOPS) webpage

EOPS Program Review 2015-16 Self-Study

CARE (Cooperative Agencies and Resources for Education) webpage

CalWORKs (California Work Opportunity and Responsibility to Kids) webpage

Foster Youth Success Initiative (FYSI) webpage

FYSI Program Review 2015-16 Self-Study

Financial Aid webpage

Financial Aid Program Review 2015-16 Self-Study

Health Services webpage

Health Services Program Review 2015-16 Self-Study

Peer Health Educators (Health Services) webpage

International Student Center (ISC) webpage

ISC Program Review 2015-16 Self-Study

Office of Special Programs webpage

Honors Program website

Honors Program Review 2015-16 Self-Study

Service Learning (Office of Special Programs) webpage

Orange County Teacher Partnership Pathways (Office of Special Programs) webpage

Puente Project webpage

Puente Project Program Review 2015-16 Self-Study

Office of Student Activities webpage

Office of Student Activities and Associated Students Program Review 2015-16 Self-Study
Transfer Achievement Program webpage
Transfer Achievement Program [TAP] Program Review 2015-16 Self-Study
Umoja Program webpage
Veterans Resource Center (VRC) webpage
VRC Program Review 2015-16 Self-Study

II.C.2. The institution identifies and assesses student learning outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

The most recent program review cycle for student and support services occurred during the 2015-2016 academic year. Programs and services were asked to assess service area outcomes and student learning outcomes and describe how the data from these assessments have led to improvements in services for students and in student learning. While programs and services are expected to discuss the results of each SAO/SLO assessment, the following examples serve as highlights. Each program review contains longer discussions of how assessment data are used to make improvements.

[Admissions](#) & [Records](#) noted in its most recent program review self-study that its assessment of SAO/SLO assessment data had led to an adjustment in deadlines to meet a goal of evaluating transcripts from other colleges and telling students the results prior to the next registration period. In order to help students complete the registration process independently, it also created a [video](#) entitled “How to Register for Fullerton College Classes” that provides students with detailed information regarding the registration process. The video illustrates how to register for classes, pay fees, and obtain their schedule/bill without having to contact the staff in Admissions & Records. The video has been viewed more than 25,000 times on YouTube since its completion.

Using its SAO/SLO assessment data, the [Assessment Center](#) participated in the New Student Orientation to inform incoming students of the College’s retesting procedures and options for how to be exempt from taking the assessment test. This gives students the ability to be appropriately placed higher in a course sequence. Results from quizzes at the end of the New Student Orientation indicate that high percentages of students are now aware of the retake policy (83.9 percent) and the exemptions process (75.7 percent).

Due to student feedback and SAO/SLO assessment results, the [Cadena Cultural and Transfer Center](#) increased the number of transfer workshops it offers (more than double from Fall 2014 to Fall 2015) and expanded its hours of operation during selected evenings and Saturdays. It also

noted in its program review self-study the need for more outreach and advertising in order to increase awareness of campus events. Students who attended Cadena Cultural Center forums reported increased knowledge of diversity issues, and the center plans to build upon that result. The center also gathers data to make improvements and decisions about offerings: pre- and post-surveys for transfer [seminars](#), evaluations and surveys for individual [events](#) hosted by the center, a [qualtrics](#) survey at the end of each semester, and a [survey](#) of participants in the Northern California University Tour. For example, the data collected from previous tours is used to plan the following year's visits.

Since its last program review self-study, the Career and Life [Planning Center](#) has increased awareness of its services through additional classroom presentations and the creation of a SharePoint site for counselors to use in identifying the status of student assessments for COUN 151 F: Career/Life Planning classes. Based on previous SLO/SAO data, the center created a new [workshop](#) entitled "Uncertain about Your Major?" to address the 47 percent of students who indicated they had no career goal. Information on this workshop and other activities sponsored by the CLP is available on the [center's website](#).

The [Counseling Center](#) made a number of changes based on assessment of SAO/SLO data in its last program review. Counselors offered ESL group advising sessions and plan to continue offering this service. The center also extended the time that attendees at the Family and High School Senior Nights would have to visit resource booths, get additional information, and ask questions. The Counseling Center's program review self-study also noted that increased numbers of students completed the online orientation, promoting greater awareness of matriculation/Student Success and Support Program (SSSP) processes, educational options, and campus services available to students. The center also noted a need for additional staffing to respond to the greater demand that SSSP places on counseling and to help high school and other outreach efforts.

The Counseling Department also improves student support programs and services on a continuous basis by conducting [surveys](#) and focus groups. In Spring 2016, the department and the Office of Institutional Research & Planning set out to capture data on the experiences of students repeating math and/or English basic skills courses. The Counseling Department has access to information regarding a student's probation and dismissal status; however, information had not been collected preemptively to identify where students struggle and what support services would be helpful. Students repeating a math or English class were asked to complete an [online survey](#) about their experiences. Additionally, the OIRP and Counseling Department conducted a follow-up focus group whose themes included:

- Students experienced a learning curve navigating college

- Students experienced challenges with Blackboard (the online course management system used by the College) and completing homework online.
- Students felt the resources offered on campus (Math Lab, Writing Center, Tutoring Center, and Supplemental Instruction) are critical.

The survey and focus group data revealed to the Counseling Department and OIRP that students are aware of support programs on campus but do not access them with much frequency. The OIRP and the Counseling Department conducted a [follow up study](#) to find out why students do not access student support services. The results from the students' experience study, including the focus group, and the follow up surveys on access to student support services provided a framework for the department to develop a new "post [appointment survey](#)" and a new "online [counseling survey](#)." The results from the last two surveys have been given to various groups within the Counseling Department for discussion of possible changes to current practices that support student success.

As a result of its SAO/SLO assessment, Disability [Support Services](#) developed a two-fold plan to follow up with students who were struggling academically. The plan included additional specialized academic counseling appointments and more academic assistance in the Adaptive Computer Lab (ACL). This resulted in students receiving additional specialized academic counseling appointments, fewer students failing to make a request for services in a timely manner, and students reporting that they were doing better in their classes as a result of attending the ACL workshops. The staff and faculty of DSS also provide staff development workshops and training on compliance issues for the rest of the campus and provide much needed guidance regarding physical access issues on campus and plans for future construction.

Extended Opportunity [Programs](#) and [Services](#) and its subsidiary programs used the results of SAO/SLO assessment to develop online services such as an online application process and online orientations. Additionally, all new EOPS students must attend three hours of tutoring in the Writing Center and/or Tutoring Center, and continuing students are expected to attend either tutoring sessions or student success workshops. [CalWORKs staff](#) have collaborated with Orange County services and regional coordinators to standardize request forms and clarify processes to ensure that eligible students receive services such as funding for books, transportation, and child care more quickly after verification of each student's major, career goal, and intake appointment date. [FYSI](#) underwent its first program review in the most recent cycle and has been collecting data on its SAO/SLO assessment results for evaluation and program improvements.

The Financial [Aid Office](#) uses annual surveys in addition to SAO/SLO assessments to make improvements. According to its program review self-study, the office has focused on communicating to students about the ever-changing and extremely complex requirements for financial aid. It has developed online interactive workshops on financial literacy, student loans,

Satisfactory Academic Progress, and general financial aid information that can be accessed on the office's [website](#) via YouTube-style [videos](#). Financial Aid now disburses funds for eligible students the first week of school, where previously it had been the fifth week of the semester; installed a virtual line [system \(Q Less\)](#) to allow students to sign in and return when called rather than having them wait in line for long periods of time; and communicated all upcoming academic year financial aid changes at an annual Financial Aid Awareness event in the spring. These changes have decreased the application processing time from greater than six weeks to less than two weeks.

Through the assessment of service area outcomes, [Health Services](#) has identified several areas in need of improvement, including the installation of a sound baffling system to maintain privacy and the installation of hygienic flooring that can be easily cleaned. These areas are included in the Strategic Action Plan section of the Health Services self-study along with requests for funding for additional personnel to increase the capacity for mental health and emotional counseling and health education. As a result of its program review, Health Services purchased additional computers/tablets to support the conversion to an electronic medical record system. Health Services also oversees the Student Health Advisory [Committee](#), which discusses health issues of Fullerton College students and to possible ways to improve student health. The [committee](#) meets at least once each semester to gain feedback and input on health initiatives.

The International [Student Center](#) created a [series](#) of [orientations](#) for its students, including a New Student Immigration Orientation and an F-1 Visa Orientation. Data revealed that students attending these orientations, in particular, met the outcomes of maintaining a satisfactory visa status and understanding the academic requirements to achieve their academic goals (associate degree and/or transfer). As a result of these assessments, the center has continued mandating student participation in the orientations.

In its program review self-study, the [Puente Project](#) assessed its continuing work creating close connections between the Puente counselors and faculty and the Puente students as well as creating a strong sense of community between the students. A prime example of this bonding is the annual Northern California College Tour involving the counselors, faculty, and students. One of the items included in the Puente Project's Strategic Action Plan is the development of a peer-mentoring program for each new cohort of students.

The Office of [Student Activities](#) developed new Service Area Outcomes and Student Learning Outcomes as a result of program review. Data on the new SAOs (new policies and procedures and redesigned website) is being collected and will be used for the next review cycle. The new SLOs required a new assessment instrument to determine increases in student learning and achievement, particularly with respect to leadership development. As the data are collected for these SLOS, an annual cycle of assessment will determine need for improvements. The office

also collects data on the number of students who visit the Student Activities office, the Associated Students office, and the Student Center as well as the reason for the visits. During campus events, the office collects additional information through student surveys and uses it to make recommendations for improvements.

The Transfer [Achievement Program](#) relies on both annual student surveys and statistical data, including the results of SAO/SLO assessment, to make improvements. The monthly meetings of counselors and faculty involved in the program help identify concerns about student performance and permit early intervention efforts. The TAP program review self-study noted the additional training of the student facilitators who conduct supplemental instruction portion and how SI is designed to assist students to be more successful in their courses.

Based on student feedback and SAO/SLO assessment, the Veterans [Resource Center](#) identified a need to increase faculty awareness of veteran student issues and conducted a series of sensitivity and awareness workshops. Data in the program review self-study also reveal that participation in the VRC activities correlates with higher retention and success rates for veteran students, and the center has encouraged a higher number of veteran students to maintain a current Student Educational Program Plan (SEPP).

Analysis and Evaluation

The College meets the standard. All student support services have identified service area outcomes and student learning outcomes, and all programs and services must report on the assessment of SAOs/SLOs during program review. Self-studies must include examples and analysis of improvements that were made in services provided to students and improvements in student learning and achievement that resulted from SAO/SLO assessment. Strategic Action Plans often include resource requests based upon assessment results as well as other data analyzed during program review.

Evidence

Admissions & Records Program Review 2015-26 Self-Study
“How to Register for Fullerton College Classes” video (Admissions & Records)
Assessment Center Program Review 2015-26 Self-Study
Cadena Transfer Center (CTC) Program Review 2015-26 Self-Study
CTC Survey TBX 101 (Transfer Basics) Post 2016-17
CTC Events Survey 2016-17
CTC Qualtrics Survey Fall 2016 Report
CTC Northern Tour Survey 2015
Career and Life Planning Center Program Review 2015-26 Self-Study
Uncertain about Your Major Spring 2016 Flyer
CLP Center Activities webpage

Counseling Center Program Review 2015-26 Self-Study
Counseling Department Survey Results 2017
Repeat Course Survey (Counseling)
SSSP Support & Services Survey (Counseling)
Counseling Appointment Survey
Online Counseling Survey
Disability Support Services Program Review 2015-26 Self-Study
Extended Opportunity Programs and Services Program Review 2015-26 Self-Study
CalWORKS Program Review 2015-16 Self-Study
Financial Aid Program Review 2015-26 Self-Study
Financial Aid Answers 24/7 webpage
Financial Aid Save a Spot in Line webpage
Foster Youth Success Initiative (FYSI) Program Review 2015-16 Self-Study
Health Services Program Review 2015-26 Self-Study
Student Health Advisory Committee webpage (Health Services)
International Student Center (ISC) Program Review 2015-26 Self-Study
ISC Calendar of Events Spring 2016 webpage
Puente Project Program Review 2015-26 Self-Study
Office of Student Activities and Associated Students Program Review 2015-16 Self-Study
Transfer Achievement Program [TAP] Program Review 2015-26 Self-Study
Veterans Resource Center Program Review 2015-26 Self-Study

II.C.3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard

Fullerton College is committed to ensuring that students have access to services whether they take classes on campus or online, whether they take classes during the day or at night, and whether they take classes during the week or on weekends. Many services are available through the individual program websites, and most program offices remain open late at least one day each week. Many also have Saturday hours, especially during the first weeks of each semester. State-allocated Student Equity funds [provided](#) opportunities to expand and enhance services in order to reach more disproportionately impacted students. These [funds](#) also allowed the creation of new programs and services to reach more disproportionately impacted students to help them become more successful.

All students use Admissions & Records to apply for admission, register for classes, request transcripts, apply for graduation, and access other services. All [forms](#) for these and other processes may be downloaded from the Admissions & Records [website](#), and most processes are

completed online. The [office](#) is [open](#) 8 a.m.-5 p.m. Monday, Wednesday, and Thursday; 8 a.m.-6:30 p.m. Tuesday; and 8 a.m.-12 p.m. Friday. Admissions & [Records](#) is also open Saturdays during the first weeks of each semester to [assist](#) students in completing registration. Registration and payment of fees may be completed online through the North Orange County Community College District's [portal](#), [MyGateway](#).

The Assessment [Center provides](#) placement tests for English, English as a Second Language, math, reading and chemistry. The [center](#) is [open](#) Monday through Friday 9 a.m.-12 p.m. and 1-4 p.m. It is also open selected Saturdays from 9 a.m.-1 p.m. during peak times. Students must take the placement tests in person and testing is done by appointment only, but students may make their [appointment online](#). The website for the center also includes [sample questions](#) and indicates how many questions each test covers and how much [time](#) is [allotted](#) for each test.

The Cadena Cultural and Transfer Center has two functions. The Cadena Cultural [Center hosts](#) a variety of cultural celebrations, tours, guest speakers, seminars, educational screenings, and student forums. Cadena's [events](#) are [held](#) on campus in the center itself, on the Quad, in the College Center, or in the Student Center, and it collaborates with other departments across campus on events. The Transfer [Center provides](#) students with opportunities to learn more about transfer institutions through visits from university representatives and through campus tours, to gain assistance in their applications for transfer, and to learn from its website about the different general education patterns, guides to requirements for different majors, and links to [transfer information](#). Both centers are open 8 a.m.-5 p.m. Monday through Friday, remaining open until 7 p.m. Tuesday. The Transfer Center was also open one Saturday during [Fall](#) 2016 and two Saturdays during Spring 2017.

The Career and Life Planning [Center serves](#) students with counseling, career research assistance, workshops, labs/group sessions, and an annual job fair involving dozens of prospective employers. The center is open 8 a.m.-5 p.m. Monday to Thursday and 8 a.m.-12 p.m. Friday, and it extends its hours on Tuesday until 7 p.m. by appointment. The center's website includes links to [career resources](#) on major/career decision-making and an online job board through the District's MyGateway portal.

Students may receive academic, career, and personal counseling at the [Counseling Center](#), which is [open](#) 8 a.m.-5 p.m. every weekday except Tuesday, when the center remains open until 7 p.m. The [center](#) is also open two to four times a month on Saturday 9 a.m.-1 p.m., depending upon demand. Students can get assistance in preparing a Student Educational Program Plan (SEPP), selecting appropriate classes, and clarifying career and personal goals. Counselors in the center also provide orientations and group [advising sessions](#), and they advise students on general education requirements, major preparation, and transfer requirements. The Counseling Division's comprehensive website includes information on the registration process, prerequisite validation,

and alternative assessment petitions. Students may receive [online counseling](#) through email, and the website provides a list of the kinds of topics that are appropriate for online counseling. Online counseling has been limited to addressing general questions in a fashion similar to drop-in general information (GI) counseling. During the Fall 2016, the Counseling Department piloted Zoom software, which provides videoconferencing services, for real-time, full capability counseling sessions. The pilot program was initially limited to providing full-service online counseling services to thirteen students enrolled in a COUN 140 F: Educational Planning course. Five of the students enrolled in the course participated in an online counseling session to develop a comprehensive student educational plan. The second phase of the Zoom pilot program launched in Summer 2017 and include the option to have a full-service counseling appointment available to students registered in one of seven online/hybrid sections of COUN 151 F: Career/Life Planning. In Fall 2017, all counselors teaching online will schedule two online counseling appointments per week utilizing Zoom. Students who wish to complete the Student Success and Support Program (formerly matriculation) in order to obtain priority registration use the Counseling Center extensively.

Disability Support [Services provides](#) support services to students with verified disabilities to enhance student success at the College. It provides such educational services as specialized academic counseling, registration assistance, interpreting services, learning disability assessment, assistive and adaptive technologies, and classroom furniture accommodations. It also acts as resource for faculty and staff in the timely and effective provision of such services as test taking accommodations, note-taking assistance, and the use of alternative media. Services are provided in person, and the DSS [website allows](#) students to access the disability verification form, testing forms, an alternative [media form](#), a guide to accommodations and services, and links to [additional resources](#). The office is open 8 a.m.-5 p.m. Monday through Thursday and 8 a.m.-noon Friday. It remains open until 7 p.m. Tuesday to accommodate the needs of students taking night classes and those unable to attend at other times, and students may make a Saturday appointment with a learning disability specialist if necessary.

Extended Opportunity Programs and [Services provides](#) entry, retention, and transition services for educationally and economically needy students. Students who meet the state-mandated [criteria](#) for [EOPS](#) receive counseling and advising services, case management regarding academic success, as well as outreach, orientation, and registration services. The EOPS office also oversees [CARE](#) ([Cooperative](#) Agencies and Resources Education) for single, head-of-household students with at least one child under the age of 14; [CalWORKs](#) ([California](#) Work Opportunity and Responsibility for Kids) for parents attending college as part of the welfare-to-work program who have at least one dependent child under the age of 18 living at home; and the Foster Youth Success [Initiative](#) ([FYSI](#)) for students exiting the foster care system. EOPS websites offer downloadable application forms as well as information about available services. Online students can also participate in an orientation and workshops through the website.

Counselors often complete program contacts through email or phone. The office is open 7 a.m.-7 p.m. Monday through Wednesday, 7 a.m.-5 p.m. Thursday and Friday, and twice a month from 8 a.m.-2 p.m. Saturday.

The Financial Aid [office provides](#) need-based assistance to students. Any student who receives financial aid must meet Satisfactory Academic Progress as defined by the U.S. government. However, rather than immediately disqualifying a student who does not meet the SAP policy, the Financial Aid office grants a semester of “financial aid warning,” when the student is notified of the deficiency but still receives the aid without interruption. Students may also receive aid up to the maximum of 90 attempted units, and students may appeal to have any remedial or English as a Second Language units removed from their attempted unit total in order to extend their eligibility for federal financial aid. The office has been issuing interactive [award letters](#) that contain pictures and videos of the terms on the letter. This letter is distributed through email as well as through the District’s MyGateway portal. Students may also access a [series of videos](#) to obtain information, and they may opt to receive text messaging of status updates to their accounts. The website for Financial Aid allows students to complete and submit all [forms online](#), freeing students from having to wait in lines at the office. Students may also “check in” and save a [spot](#) in the [line](#) at the office through the website. Financial Aid [Fridays](#) are a [series](#) of workshops that allow students to get assistance filling out forms, verification, or information on the financial aid process. The office itself is open 8 a.m.-5 p.m. weekdays, with extended hours on Tuesday until 6:30 p.m. It is also open Saturdays during peak times.

Health [Services](#) assists students with their [physical](#) and mental [health needs](#). The staff includes physicians, nurse practitioners, registered nurses, psychologists, health educators, medical assistants, and clerical personal. All currently enrolled full- and part-time students at the College may use the services. The center is open 9 a.m.-5 p.m. every day of the week except for Tuesday when the hours are 10 a.m.-6:30 p.m. Consultations with physicians and nurse practitioners, diagnoses, and treatments are free of charge to students with low cost fees for services such as clinical laboratory testing, radiology referrals and follow-ups, medications and/or prescriptions, minor surgeries, and referrals to community hospitals and specialists. The center’s website provides a variety of health guides, links to [resources](#) on health [topics](#), and answers to frequently asked questions.

The International [Student Center](#) is [open](#) 8 a.m.-5 p.m. [weekdays](#) and extended hours as needed during peak times. The ISC oversees admissions of international students on F-1 and F-2 visas and provides them with academic counseling, orientation and Welcome Week activities, cultural activities and social events, and mentors through the California Cousins program. While the center does not offer its services online due to federal government regulations, its website does provide links to resources, information about the center’s events and services, and [information](#) about government regulations that student visa recipients must [follow](#).

The Office of Student [Activities provides](#) oversight for the Student Center, Associated Students, and the Inter-Club Council as well as services such as the Students of Distinction awards, Teacher of the Year award, and Commencement. It also provides information to students on grade grievance procedures, student policies, standards of student conduct and discipline, and student rights and responsibilities. Student Activities also serves as the location for approval of publicity on campus and for the sale of FC Days [discount tickets](#) to members of the campus. One of its primary goals is to provide opportunities for students to develop leadership skills through involvement in clubs and student government. The office maintains a website that provides information on campus processes such as guidelines for social media accounts and a variety of [forms](#) that clubs [use](#) for their activities. The office hours for Student Activities are 8 a.m.-5 p.m. weekdays. Hours are extended until 6:30 p.m. Tuesdays and may be extended as needed during peak times or for special campus events.

The Umoja [Program provides](#) monthly workshops, academic counseling, and mentoring to improve the academic success, retention, degree completion, and transfer rates of African-American and other students. Its goal is to develop a sense of community among African-American students, other students, faculty, staff, and administrators. The program's website provides links to Umoja's social media accounts and includes information on upcoming events. The Center also [provides tutoring](#) and access to computers for student use.

The Veterans Resource [Center provides](#) specialized academic planning, certification for Veterans Affairs education benefits, and veteran-specific [support services](#) to veteran students, eligible dependents, and service members. It also hosts workshops and programs on financial planning, employment development, and university transfer, and it offers mental health counseling and academic support. The website for the center provides a useful [handbook for](#) veteran students and access to a range of forms, including those required by the U.S. Department of Veterans Affairs. It also provides a link to the center's welcome [video](#) on YouTube. The center is open 8 a.m.-5 p.m. Monday and Thursday, 8 a.m.-7 p.m. Tuesday and Wednesday, and 8 a.m.-12 p.m. Friday.

As a part of the evaluation of the level of services being offered to evening, weekend, and online students, the Student Success Committee (SSC) in 2016 developed a [grid](#) of hours of operation for all campus divisions, departments, programs, and other offices. The grid also included descriptions of online services offered. The SSC has made a series of [recommendations](#) for using the grid, including potential methods of distribution, and the President's Advisory Council is considering action on the recommendations.

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 15. Fullerton College provides a wide range of student support services in order to meet the needs of students and to assist them in achieving their educational goals. While these services are primarily available on campus during weekdays, students enrolled in night classes may use services at least one night each week; Tuesday is the most common day for extended hours. Services are frequently offered Saturdays during peak times such as the start of the semester or even the weekend before the semester begins. Online students have access to a variety of information through the websites of different programs and services, and most services that can be provided online are now available in that method. Forms that students need to access for Admissions & Records, EOPS, and Financial Aid, for example, can be completed and submitted online. Additionally, students may receive counseling through email, and most programs have a means for students to make appointments online. Beginning in Fall 2016, an enhanced method of online counseling was piloted using the Zoom videoconferencing application. Students using this new method can receive counseling comparable to “in-person” contact. All programs provide online information on the services being offered, and most have provided a means to contact the program for additional information. The College continues to evaluate the level of student support services available for evening, weekend, and distance education students, and it continues to analyze if the level of services continue to be appropriate, comprehensive, and reliable enough to support student learning.

Evidence

Student Equity 2016-2017 Programs Funding Summary 2016-17 (spreadsheet)

Student Equity Allocation by Year 2014-17 (spreadsheet)

Admissions & Records Downloadable Forms webpage

Admissions & Records Location webpage

Admissions & Records Welcome webpage

NOCCCD MyGateway Login webpage

Assessment Center webpage

Assessment Center Location webpage

Assessment Center Accommodations (Appointment) webpage

CTEP Sample Assessment webpage (Assessment Center)

CELSA Language Skills Assessment webpage (Assessment Center)

Cadena Cultural Center webpage

Cadena Cultural Center Events webpage

Transfer Center webpage

Transfer Center Transfer Programs webpage

Cadena Transfer Center Evening and Weekend Services Fall 2016

Career and Life Planning Center webpage

Career and Life Planning Center Resources webpage

Counseling Department webpage

Counseling Center Location and Hours webpage
Counseling Group Advising webpage
Online Counseling webpage
Disability Support Services webpage
Disability Support Services Accommodations webpage
Disability Support Services Alternative Media webpage
Disability Support Services Resources webpage
Extended Opportunity Programs & Services webpage
EOPS Flyer
Cooperative Agencies and Resources Education (CARE) webpage
California Work Opportunity and Responsibility for Kids (CalWORKS) webpage
Foster Youth Success Initiative (FYSI) webpage
Financial Aid website
Financial Aid Sample Award Letter 2016-17
Financial Aid Answers 24/7 (videos) webpage
Financial Aid How to Apply webpage
Financial Aid Save a Spot in Line webpage
FAFSA Financial Aid Fridays Feb.-May 2017
Health Services Clinical Services webpage
Health Services Psychological Services webpage
Health Services Resources webpage
International Student Center (ISC) webpage
ISC Location and Hours webpage
ISC Maintaining F-1 Status webpage
Student Activities webpage
Student Activities FC Days Discount Tickets webpage
Student Activities Club and Organization Forms webpage
Umoja Program webpage
FC Hornet Article: "FC's Umoja Program" webpage
Veterans Resource Center webpage
VRC In-House Services webpage
VRC Student Veteran Handbook
VRC Orientation YouTube video
Student Success Committee (SSC) Tiered Campus Office Hours Grid 2016
SSC Recommendations for Campus Office Hours Grid 2016

II.C.4. Co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its

students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The Office of [Student Activities](#) oversees co-curricular programs at Fullerton College primarily through its work with the Associated Students and the Inter-Club Council. In providing leadership opportunities and practical learning experiences through student government and club activities, the [office fulfills](#) the College's mission by giving participants hands-on experience that complements their educational, personal, and professional goals. Associated Students and the Inter-Club Council (ICC) have been active in the governance of the College, and they have made a difference in how students are perceived in meetings with the other constituents of the College.

[Associated Students](#) serves as the official [representative body](#) for the College's almost 24,000 students. Its executive officers and senators serve on a variety of campus and district committees, ensuring that student perspectives are included in decision-making processes. Its Senate meets weekly to discuss campus issues and to make recommendations to other governing bodies. It also oversees standing committees that work on various issues (finance/budget, activities, curriculum and education, environment, judicial, and resolutions, planning, and research). Several of these committees meet weekly; the rest meet every two weeks. They make recommendations to the entire Senate. The executive officers (Execs) meet at least twice a month to discuss issues of concern to students and to make recommendations to the Senate as well. Student leaders are also active in regional and state-wide leadership, including the Student Senate for California Community Colleges (SSCCC). A student trustee elected by the student body attends meetings of the District Board of Trustees to share information about campus events and student concerns. Associated Students also run a Care Bank for students who have short-term, immediate financial need and a Legal Clinic for students needing legal advice.

The Inter-[Club Council](#) represents almost fifty [active](#) student [clubs](#) and organizations and is responsible for coordinating with A.S. on campus events such as club rushes. ICC also partners with other departments and programs and has been instrumental, for example, in providing food for the Chris Lamm & Toni DuBois-Walker Memorial [Food Bank](#). It also provides opportunities for co-sponsorships with departments and programs hosting events on campus. ICC also assists students wishing to create a new club or reactivate an existing club, and it also has representatives on campus committees to provide student perspectives on issues affecting students.

As a body governed by AB 1725, Associated Students conducts its meetings using Robert's Rules of Order and the Brown Act. The ICC similarly follows the requirements of the Brown Act and uses parliamentary procedure to conduct its meetings. Both bodies are supervised by a

faculty advisor on 60 percent reassignment and by the Director of Student Activities to ensure their activities are conducted according to sound educational policy and standards of integrity.

Associated Students funds its activities through the sale of ID cards to students, faculty, and staff and through the sale of A.S. benefits (discounts at campus services and local businesses). These funds are used to host campus-wide events such as Quadchella, Halloween Haunt, Homecoming, a series of club rushes throughout the year, and year-end celebrations such as Teacher of the Year and Students of Distinction. A.S. also funds the Inter-Club Council, which provides student clubs and organizations opportunities to attract new members through club rushes and which serves as a central location for the sharing of information about club activities.

Fullerton College is also committed to conducting its athletic programs with sound educational policy and standards of integrity. An integral part of California's extensive community college system is the California Community College Athletic [Association \(CCCAA\)](#), of which Fullerton College is a member. California Education Code provides the CCCAA the opportunity and authority to establish the rules and regulations to administer the athletic activities of student-athletes in the state. The CCCAA [Constitution documents](#) all governance aspects of the intercollegiate athletic programs, including recruitment, eligibility, college and conference responsibilities, playing rules, competition/participation, due process, appeals and penalties, contests and seasons of sports, post-conference competition and administration, policy change processes, finance, and awards program procedures. The Athletic Director (AD) and the Dean of Physical Education ensure compliance primarily through two means:

- Completing the Statement of [Compliance](#) and Statement of In-Service [Training](#)
- Having student-athletes sign the [Form](#) 1, acknowledging that they understand and have been informed of the CCCAA's decorum policy

All intercollegiate coaches must also pass the Rules Compliance Exam issued by the CCCAA on an annual basis.

The College adheres to Title IX standards (as demonstrated by the College's Equity in Athletics Disclosure Act [Completion Certification](#)) in athletics and ensures that programming can enhance the College experience for all students. The men's intercollegiate athletic programs consist of baseball, basketball, cross country, football, soccer, swimming and diving, tennis, track and field, volleyball, and water polo. The women's intercollegiate athletic programs consist of basketball, beach volleyball, cross country, golf, soccer, softball, swimming and diving, tennis, track and field, volleyball, and water polo. In recent years, the athletic teams have been successful in [several sports](#). The women's water polo team was conference, Southern California Regional, and state champions for 2014-2015 and conference champions for 2016-2017. The men's basketball team was conference champions for 2016-2017, and the football team was conference champions in 2014-2015 and conference, state, and national champions in 2016-2017. The College's intercollegiate athletics are educational in nature and are overseen by an academic division,

Physical Education. The [mission](#) of the athletics [program](#) is to emulate a code of conduct that exemplifies hard work, commitment, and accountability and to endeavor to be a winner on and off the fields and courts of play. Academic integrity, positive sportsmanship, and achievement of one's full potential as a productive member of the community are expected of all student-athletes.



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



The Hornet football team marked the program's 100th year by winning the California Community College Athletic Association State Championship. After defeating American River College 29-27 on Dec. 10, 2016, the Hornets were also named National Champions by JC Football.com.

The Athletic Department dedicates itself to providing a comprehensive and outstanding community college environment where teaching, student learning, and public service are of the highest quality. It strives to provide equitable opportunities for all student-athletes and staff, regardless of gender, ethnic background, or sexual orientation. The Hornet Athletic Programs strengthen and enrich the life of our academic community, they engage graduates with the College long after they leave our campus, and they reinforce the College's commitment to diversity and community.

The intercollegiate athletics programming is designed to promote a respect for diversity and inclusion, to assist student-athletes in identifying and applying transferable skills, to encourage student-athletes to effectively access campus resources and to develop character, integrity, and

leadership skills. All student-athletes are required to complete a Student Educational Program Plan (SEPP) with the respective athletic counselors. The College provides one academic counselor on a 50 percent assignment to provide academic counseling support for approximately 500 student-athletes. The 2015-2016 Counseling Department [Program Review](#) identified a need for a full-time athletic counselor. As a result of this identified need, the College is currently in the process of hiring a full-time athletic [counselor](#) with a start date of July 1, 2017. The Athletic Director contacts the counselors and/or the eligibility clerk to verify all student-athletes have completed the appropriate paperwork. The Athletic Director, Physical Education Division staff, and the coaching staff schedule time for student-athletes to meet with the athletic counselors during off-seasons to assist students with scheduling courses.

Student-athletes are required to be actively enrolled in 12 units to be eligible, and they must complete 24 units with an overall 2.0 GPA in order to compete for a second year. Fullerton College's [Incite Program](#) enables student athletes to utilize the academic resources of the Academic Support Center, Athletics Department, and Counseling Division to promote academic success and increase retention, graduation, and transfer rates. Incite offers academic guidance and counseling, progress monitoring, skill-building resources, success workshops, and tutorial assistance. Through Incite, student-athletes are required to submit [progress reports](#) to the Incite staff. The Incite athletic academic support staff dedicates a room for "study hall" where students gather and offer support to one another in accomplishing assignments. Through Incite, student-athletes have access to tutors, writing labs, and math labs, as well as other academic support services. Additionally, the Athletic Director works closely with Admissions & Records to complete weekly verification that student-athletes are enrolled in the minimum 12 units required by the CCCAA Constitutional [Bylaw 1: Student-Athlete Eligibility](#). Annually, student-athletes are recognized for their achievements in the classroom at the Athletic Academic [Awards ceremony](#).

Although the Athletic Director controls the day-to-day operations on intercollegiate athletics, the Dean of Physical Education oversees the budget, which is housed within the Physical Education Division's budget. The Fullerton College Business Services Office provides internal institutional controls.

The funds for intercollegiate athletics, Associated Students, and student clubs and student organizations are housed in the Bursar's Office through athletic team accounts and student accounts where a dedicated employee is assigned to monitor and manage their accounts. The Fullerton College Associated Students and the student clubs and organizations they govern undergo an annual audit insuring compliance.

The campus provides multiple extracurricular events throughout the year, most of which are organized and supported by individual departments and programs. Events such as

KinderCaminata, Dia de los Muertos, an annual Kwanzaa celebration, and guest speakers often involve several departments. The Cadena [Cultural Center](#), for example, hosts Bienvenidos, a welcome event, in September and [Worldfest](#), a diversity [festival](#), in April; both events involve many campus volunteers, clubs, departments, and programs. The Student Equity Committee has [allocated](#) additional funding from state-allocated equity funds to support many such events at the College in recent years.

Analysis and Evaluation

The College meets the standard. It offers co-curricular and athletic programs that are suited to the mission of the College and that contribute to the educational experience of students at the College. Its co-curricular and athletic programs are conducted following state laws and governing board/association policies and procedures to ensure that standards of integrity are being met. The co-curricular programs are supervised by the Office of Student Activities, and athletic programs are supervised by the Athletic Department under the auspices of the Physical Education Division. Funds for both co-curricular and athletic programs are deposited in bursar's accounts and are subject to regular audits to ensure their compliance with generally accepted accounting principles.

Evidence

Office of Student Activities webpage
Office of Student Activities and Associated Students Program Review 2015-16
Associated Students webpage
Associated Students Constitution
Inter-Club Council webpage
Active Clubs and Organizations Spring 2017
Chris Lamm and Toni DuBois Memorial Food Bank webpage
California Community College Athletic Association (CCCAA) webpage
CCCAA 2016-17 Constitution and Bylaws
CCCAA Statement of Compliance
CCCAA Statement of In-Service Training
CCCAA Student Eligibility Report Form 1
Equity in Athletics Disclosure Act Completion Certificate
FC Athletics Hornet Championships webpage
FC Athletics Mission Statement webpage
Counseling Center Program Review 2015-16 Self-Study
Athletic Counselor Position Info (email message)
Incite Program webpage
Incite Progress Check Form Summer 2016
Incite Progress Check Form Fall 2016
CCCAA D-Bylaw 1 2016-17

FC Academic Athletics Awards webpage
Cadena Cultural Center webpage
Cadena Cultural Center WorldFest Spring 2017 webpage
Student Equity 2016-17 Programs Funding Summary

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Board [Policy 5110](#) on Counseling and Administrative [Procedure 5110](#) on Counseling require the provision of counseling services and indicate the range of academic, career, and personal counseling that students should have available to them. Fullerton College provides a range of counseling and academic advising programs to support student development and success. The [Counseling Center](#) is the hub of academic, career, and personal counseling for new, returning, and continuing students. Counselors use a variety of service delivery methods including group advising sessions, individualized scheduled counseling appointments, drop-in General Information (GI) counseling, classroom presentations, and various course offerings.

The Counseling Division also offers [online counseling](#) and an [online orientation](#) for students (available through MyGateway, the District's portal). Students may receive online counseling through email, and the division's website provides a list of the kinds of topics that are appropriate for online counseling. However, online counseling has been limited to addressing general questions in a fashion similar to drop-in general information (GI) counseling. During Fall 2016, the Counseling Department piloted Zoom software, which provides videoconferencing services, for real-time, full capability counseling sessions. The pilot program was initially limited to providing full-service online counseling services to thirteen students enrolled in a COUN 140 F: Educational Planning course. Five of the students enrolled in the course participated in an online counseling session to develop a comprehensive student educational plan. The second phase of the Zoom pilot program launched in Summer 2017 and include the option to have a full-service counseling appointment available to students registered in one of seven online/hybrid sections of COUN 151 F: Career/Life Planning. In Fall 2017, all counselors teaching online will schedule two online counseling appointments per week utilizing Zoom. Students wanting to complete the Student Success and Support Program (formerly matriculation) in order to have priority registration for classes use the Counseling Center extensively.

The Counseling Department has been collaborating with the NOCCCD Information Services to launch Degree Works, an electronic Student Educational Program Plan (SEPP)/degree audit system so students can access their SEPP and check their academic progress online. Beginning in late October 2016, counselors started using Degree Works exclusively to develop, track, and store SEPPs with students they have counseled. Students are given instructions on how to access their SEPP during counseling sessions. Students may now [access](#) their SEPP and [check](#) their academic progress online. As of April 2017, more than 8,800 SEPPs and related counselor notes have been [created](#) and stored in Degree Works (out of 9,600 SEPPs created since the previous October), greatly improving students' access to updated and accurate information regarding their academic goals and necessary steps to achieve their goals. The department and District Information Services have also been working collaboratively to decrease the length of time to input transcripts from other colleges into the degree audit function.

Counseling and advising services are also available through collaborative efforts with other campus departments, academic programs, and community partners, housed inside and outside the Counseling and Student Development Division. These collaborative partnerships reach a greater number of students at various stages of their educational career. In addition to the Counseling Center, counseling and advising services are offered by EOPS, DSS, Foster Youth, CalWORKs, the Transfer Center, the Career and Life Planning Center, Financial Aid, the Veterans Resource Center, the Academic Support Center (SDSI and Incite), the International Student Center, Incite, Umoja, and [outreach](#) to local high schools. Fifty sections of COUN 100 F: Orientation for College Success classes were offered during Spring 2017 at several local high school districts: Anaheim Union High School District, Fullerton Joint Union High School District, and the Placentia-Yorba Linda Unified School District. Many of these counseling and advising services are evaluated through the program review process for the Counseling Center; the rest complete individual program reviews.

Within the Counseling Division, the College supports programs such as the Puente Project, Transfer Achievement Program, Honors Program, and STEM 2 Learning Success Community (STEM SLC) to strengthen and support student success academically and personally under the organizational area of Student Services. These programs combine a structured curriculum, academic advisement, and student support service components to prepare students to be successful and transfer to a four-year institution. Affiliation with these programs enhances the commitment to higher learning and helps establish a supportive relationship with an assigned counselor.

- The mission of the [Puente Project](#) is to increase the number of community college students who transfer and enroll in four-year institutions, earn college degrees, and return to the community as mentors and leaders through a successful model of accelerated writing instruction, intensive academic counseling, and mentoring by members of the professional community. Students take English and counseling classes as a cohort for one academic year

during the fall and spring semesters. The six-year transfer rates for Puente students tend to be at least 20% [higher](#) than those for all Fullerton College students, and their persistence rates are similarly [higher](#) than for first-time freshmen.

- The Transfer Achievement [Program \(TAP\)](#) is designed to encourage and support students in their goals of transferring to a four-year college or university. This goal is met by offering a comprehensive student-centered instructional and peer-supported program tailored to meet the needs of current community college students. Students who place into basic skills English, math, and reading classes are eligible to participate in TAP. The students enroll in a counseling class as a part of a cohort and attend mandatory supplemental instruction sessions. Retention, success, and transfer rates for TAP students have remained consistently [higher](#) than those for non-TAP students.
- The Fullerton College Honors [Program encourages](#) highly motivated students as they begin their academic studies and prepare for transfer to a four-year college or university. The program has a counselor dedicated to meeting with honors students to help develop education plans. Students may be eligible to transfer with Honors Certification. The [program](#) instituted a cohort model in 2015-16 involving English, sociology, and library research methods classes, and its [success](#) led to an expansion for the 2016-17 academic year.
- The [STEM](#) (Science, Technology, Engineering, and Math) 2 Success Learning [Community](#) (SLC) is comprised of students pursuing STEM majors who are eligible for CHEM 107 F: Preparation for General Chemistry) and college-level math. The [program](#) also has a “pre-STEM” route for students who need to take prerequisite courses before enrolling in chemistry and/or college algebra or calculus. The goal of the program is to fill two sections of CHEM 107 F for Fall 2017 and an appropriate math course: MATH 141 F: College Algebra or 151 F: Calculus I. The successful students would then enroll in CHEM 111AF: General Chemistry I and either MATH 142 F: Trigonometry or 152 F: Calculus II with a counseling support course (either COUN 101 F: The College Experience or another course). The program has recruited 7th-12th grade students from local schools for a series of [hands-on science camps](#) for Summer 2017, and it advertises [various STEM-related events](#) on campus throughout the year.

The College provides ongoing professional development opportunities for counselors and other personnel who are responsible for advising. Counselors, in particular, participate in a variety of training and professional development activities to remain current on legislative changes, articulation, transfer updates, and best practices in the discipline to provide accurate academic counseling to students. Counselors are also continuously trained in new technologies such as Banner, Canvas, Degree Works, and eLumen. Counselors receive these ongoing professional development trainings through counseling department [meetings](#), conference attendance, in-serve trainings, and professional guest speakers.

Counselors attend [monthly department meetings](#) to [share updates](#), [discuss developments](#) within the [division](#), [review concerns](#) and [ideas surrounding services](#) to [students](#), and [discuss](#) topics of interest to improve and maintain currency in the field. In-service training also takes place on such topics as academic probation/dismissal, transfer policies, new assessment tools, online resources, and updates regarding different majors. Faculty members from different disciplines are also invited to counseling meetings to update or inform counselors about changes in programs of study or pending curriculum. Twice each semester (pre- and post-registration cycles), Counseling Center staff (counseling faculty members, classified professionals, and the dean) meet to recap, review, and plan for the next registration cycle. Through these staff development activities, counselors stay current on counseling techniques, articulation, and other changes, helping to provide accurate academic advising. In addition, counseling staff are also informed of pertinent changes at the pre-/post-registration meetings, via email, and at division meetings. Evaluations of tenured, tenure-track, and adjunct counselors include an assessment of their effectiveness in advising students.

Counselors participate in other in-service trainings throughout the year. During Spring 2017, counselors participated in the 2nd annual District Counseling In-[service](#), which included representatives from Fullerton College, Cypress College, and North Orange Continuing Education. This in-service training facilitated communication through discussion of campus updates/policies, strengthened collegial relationships, and provided professional development via cross-training of academic programs and services. Fullerton College hosted the first [training](#) in Spring 2016 and Cypress College followed in Spring 2017.

Full-time and adjunct counselors also attend local conferences, forums, and symposiums throughout the year to stay current in transfer policies and career and educational trends, and to gather information that will assist in working with students. The most commonly attended conferences are the CSU Counselor Conference, the UC Counselor Conference, and the ETS (Ensuring Transfer Success) Conference. More specialized conferences/forums include Teachers, Educators, Partners and Collaborators (TEPAC) and Admissions Forum & College Exposure for Community College Counselors, both of which are sponsored by California State University at Fullerton. Counselors who attend these specialized conferences will share information and updates with other counselors during counseling meetings or through detailed notes via email. Counselors have also participated in the Counselor Career Technical Education High School Counselors' [Summit](#), which featured presentations by Fullerton College CTE faculty from printing technology, photography, digital arts, journalism, welding, machine technology, and construction. The department regularly hosts [breakfasts](#) with high school counselors, and the counselors participated in a half day Counseling Faculty [Retreat](#), which featured a presentation and discussion on culturally responsive practices.

The Transfer Center director attends [regional meetings](#) on transfer and disseminates information to counselors, and transfer updates are included in the Counseling Department meetings and counselor training sessions. Counselors attend University of California, California State University, and individual campus conferences and share information with other counselors when they return to campus. The Transfer Center also maintains a counselor [resources page](#) on its website.

Between 2015- 2017, eleven new full-time tenure track counseling faculty have been hired: three general counselors, a STEM counselor, a Career Technical Counselor, an Athletic Counselor, and three EOPS counselors. All of these counselors have had or will have the opportunity to participate in bi-monthly [New Faculty Seminars](#) provided by Staff Development. The New Faculty Seminars focus on trainings on topics such as Universal Design for Learning (UDL), Flipped Classrooms, Campus Resources, and Working with African-American and Latino Students: Lessons Learned from Umoja and Puente Training. These trainings build awareness and skills that improve interactions with students. New adjunct counselors also participate in a one week training [program](#) facilitated by the counseling department chair prior to beginning their assignment. The goal of the training is ensuring that new counselors are consistent in processes, practices, and procedures to comply with SSSP mandates and ensure accurate information is provided to students. Adjunct counselors participate in a follow up training during the first and second semesters of their assignment, and they are evaluated by full-time counselors.

Through individualized [counseling appointments](#), group [advising sessions](#), online [orientation](#), and educational and career planning [course offerings](#), counselors orient students to ensure the students understand the requirements related to their programs of study and receive timely, useful, and accurate information about academic requirements, including graduation and transfer policies. Through these various delivery methods, students are informed about educational program options and the requirements necessary to meet certificate, associate's degree, associate's degree for transfer, and/or transfer requirements. Students learn this information through one or more delivery methods during their time at Fullerton College. For example, students who participate in academic programs such Puente and TAP are required to take counseling courses where they learn about the requirements related to their programs of study. In addition, these students meet with the counselor assigned to their program at least once a semester to complete or update a Student Educational Program Plan (SEPP). Additionally, Fullerton College offers several in-person, hybrid, and online counseling classes that include educational planning as part of the curriculum. The counselors teaching these courses address academic requirements, graduation requirements, and transfer policies, and they collaborate with the students to develop a SEPP. Among these [courses](#) are COUN 100: College Orientation (taught at local high schools and at the Fullerton College campus) COUN 101: College Experience, COUN 110: Teaching as a Career, COUN 140: Educational Planning, COUN 141: Career Exploration, and COUN 151: Career/Life Planning.

As mandated by the Student Success and Support Program (SSSP) legislation, all new and returning students matriculating to Fullerton College who want [priority registration](#) must participate in an online [orientation](#); take a writing, math, and reading assessment for proper course placement; and participate in a group advising session. In addition, these students are expected to meet with a counselor for a follow-up appointment to develop a comprehensive plan geared toward their educational goal. Through this structured process, students are supported through the matriculation process and are guided toward the achievement of their educational goals.

- The online [orientation](#) assists students in making their transition to Fullerton College as easy as possible. Among other things, the orientation covers information explaining registration procedures, the course placement sequence, academic program options, counseling and other support services, Title IX, and students' rights and responsibilities.
- Students complete [assessments](#) for recommended placement in English writing or English as a Second Language, mathematics, and reading. The [assessments](#) are one measure to guide students in enrolling in the most appropriate course level. After students complete their assessment, they sign up for a group advising session where a counselor will review and use the results of their assessment along with other measures such as Advanced Placement scores, high school transcripts, and other college transcripts for a more comprehensive recommendation of course placement in English/ESL, reading, and math.
- During group advising [sessions](#), students learn about the educational options offered at Fullerton College, the various general education patterns (AA/AA-T/AS/AS-T General Education Pattern, CSU GE Pattern, or IGETC), how to interpret their assessment results, and how to read a class schedule. At the end of the session, students leave with an abbreviated one-semester educational plan that includes recommended placement in math, English, and reading, and general education and/or major preparation course options for their first semester of college. Counselors explain the math, reading, and English/ESL sequences and their impact on educational planning. Lastly, students are encouraged to schedule an individual counseling appointment to acquire more in-depth information on requirements related to their programs of study and information about academic requirements, graduation, and transfer policies. Additionally, students receive a packet with handouts that relate to the various topics discussed during the group advising session as well as handouts with information about the various student support services available on campus, academic programs, and a detailed step-by-step handout on how to register for classes. Included in the packet is an invitation for students to participate in one of the several registration workshops where they will receive one-on-one assistance with their course registration. Students who are [undecided](#) about their major are encouraged to enroll in a career guidance course and/or to utilize the [services](#) of the Career and Life [Planning Center](#).
- During individualized counseling [appointments](#), counselors may also discuss or share information related to educational options, career exploration, transfer requirements, major selection, university transfer options, the various general education patterns, and graduation

requirements. Students who are unsure about their educational goal or program of study are encouraged to take a career class and/or utilize the Career and Life Planning Center. Students who have identified an educational goal or program of study can work with a counselor to develop a comprehensive SEPP. Counselors use the online Fullerton College [Catalog](#) and/or www.assist.org to look up major preparation requirements and use the general education pattern sheets, if necessary, to ensure that the student is making progress towards her/his goal.

Follow-up appointments are encouraged to make updates to educational plans and ensure students have the latest pertinent information related to their educational goals. Through these follow-up appointments or even during an initial appointment, counselors will refer students to on-campus resources and/or programs, when appropriate or needed, to assist students in their personal growth, development, and ultimate success. Counselors pay close attention to signs or patterns that indicate that student is at risk or struggling in her/his courses or in college more generally and make timely recommendations for services or programs that may address their needs at the time. Some of these programs and/or services include the Academic Support Center, Disability Support Services, Financial Aid, and Extended Opportunities Programs and Services (EOPS).

The Transfer Center has numerous means by which it informs students of transfer requirements and deadlines for applications. The center's webpage includes [links](#) to counselor resources providing up-to-date information for individual four-year institutions, university systems, and other community colleges. Each year, the center distributes a calendar of events, it distributes a monthly electronic newsletter that reaches thousands of students and employees, and it posts a monthly events calendar on its website. Each semester, the Transfer Awareness Week includes panels, workshops, and tours, and representatives from dozens of colleges and universities who provide information about transfer institutions. Throughout the semester, the center offers a series of Transfer Basics [informational seminars](#) and [application workshops](#). Representatives from the Transfer Center make presentations to the Associated Students and Inter-Club Council each semester, and faculty members and others may request a presentation using the online [request form](#) on the center's website. The Transfer Center also maintains [Facebook](#), [Twitter](#), and [Instagram](#) accounts to [provide up-to-date information](#), and it has a welcome/introduction [video](#) on YouTube.

Representatives of the Transfer Center also promote greater awareness of transfer information by making announcements and presentations to the Faculty Senate each semester, and the Transfer Advisory [Committee](#) includes students, faculty members, and other constituents at Fullerton College and representatives from the UCs, CSUs, and private universities. Committee members are charged with sharing the information gathered from these meetings, and the committee also

serves as a means of gathering updated relevant information from the representatives from the four-year universities.

The College is continuously implementing interventions to assist students who have been put on academic and/or progress [probation](#). These students are [notified](#) of their status via [email](#) and directed to view an online probation workshop orientation and complete a quiz. They also have the option to attend the in-person probation [workshop](#). Lastly, students on probation are encouraged to schedule a counseling [appointment](#) to discuss their individual situation and to develop a [plan](#) to help get them back on track academically.

Analysis and Evaluation

The College meets the standard. Fullerton College offers a range of counseling and advising services in multiple locations and through multiple programs. A series of orientation opportunities guide students through the requirements related to their educational goal, and students receive information on various academic policies, graduation, and transfer requirements. The College also offers a range of counseling classes that provide students with valuable information about educational planning, career options, and personal development. Counselors are hired for their expertise and maintain currency in their field through numerous staff development opportunities.

Evidence

Board Policy 5110: Counseling
Administrative Procedures 5110: Counseling
Counseling Department webpage
Online Counseling webpage
Online Orientation webpage (Assessment Center)
Counseling Degree Works data (email message)
“How to View Your Student Educational Program Plan” (Counseling)
“Printing Ed Plans on DW for Testing” (Counseling)
Counseling Early Commitment Data (email message)
Counseling Puente Project webpage
Puente Project Program Review 2015-16 Self-Study
Transfer Achievement webpage
TAP (Transfer Achievement Program) Program Review 2015-16 Self-Study
Honors Program webpage
Honors Program Review 2015-16 Self-Study
FC Stem Information for Accreditation
STEM SLC Flyer 2017-18
STEM SLC Application 2017-18
2017 Hands-On Science Summer Camps Flyer (English)

2017 Hands-On Science Summer Camps Flyer (Korean)
2017 Hands-On Science Summer Camps Flyer (Spanish)
Natural Sciences Seminars 2016-17
Spring 2017 STEM Boot Camp
Free Science Tutoring at FC Spring 2017
Counseling Division Meeting Schedule 2016-17
Counseling Department 9-14-15 Meeting Notes
Counseling Department 9-28-216 Meeting Agenda
Counseling Department 11-2-16 Meeting Agenda
Counseling Department 11-16-16 Meeting Agenda
Counseling Department 2-8-17 Meeting Draft Minutes
Counseling Department 2-15-17 Meeting Agenda
Counseling Department 2-15-17 Meeting Summary Notes
Counseling Department 2-22-17 Meeting Summary Notes
Counseling Department 3-1-17 Meeting Agenda
Counseling Department 3-1-17 Meeting Draft Minutes
Counseling Department 4-26-17 Meeting Agenda
Counseling Department 4-26-17 Meeting Draft Minutes
Counseling Department 5-3-17 Meeting Agenda
Counseling Department 5-3-17 Meeting Draft Minutes
Counseling Department 5-17-17 Meeting Agenda
Counselor Joint In-Service Presentation 2017
District Counselor In-Service 2016
Counseling CTE Summit 2017 email message
Counseling High School Counselors Breakfast October 2016
Counseling Retreat Presentation Spring 2017
Transfer Center Directors Region 8 Meeting Agenda 12-9-2016
Transfer Center Directors and Articulation Officers Region 8 Meeting Agenda 12-9-2016
Cadena Transfer Center Counselor Resources webpage
New Faculty Seminar Schedule 2016-17 (Fullerton College)
New Faculty Orientation Agenda 9-16-2016 (North Orange County Community College District)
New Faculty Orientation Agenda 1-26-2017 (North Orange County Community College District)
COUN 100 F Faculty Training 2017
Counseling Appointments webpage
Counseling Group Advising webpage
Counseling Classes Flyer Spring 2017
Counseling Courses webpage
Counseling Priority Registration webpage
Assessment Center webpage
Uncertain about Your Major Spring 2016 Flyer

Career and Life Planning Workshops Spring 2017
Career and Life Planning Center webpage
Fullerton College Course Catalog 2016-17
Cadena Transfer Center Transfer Basics Seminar Webpage
Cadena Transfer Center Application Assistance Workshops Webpage
Cadena Transfer Center Request a Transfer Center Presentation! Webpage
Cadena Transfer Center Facebook page
Cadena Transfer Center Twitter page
Cadena Transfer Center Instagram page
Fullerton College Transfer Center (YouTube video)
Cadena Transfer Center Advisory Committee Meeting Notes Fall 2016
Counseling Academic Probation webpage
Admissions & Records Probation and Dismissal Policy
Counseling Probation Workshop Schedule Spring 2017
Petition for Readmission (Admissions & Records)

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.

Evidence of Meeting the Standard

Board [Policy 5010](#) on Admissions and Concurrent Enrollment identifies the students who may be admitted to colleges in the District. Fullerton College primarily admits anyone over the age of 18 with a high school diploma or equivalent as a regular student. Those not meeting these specific requirement may be admitted to the college under procedures described in Administrative [Procedure 5010](#) on Admissions, Administrative [Procedure 5011](#) on Admission and Concurrent Enrollment of High School and Other Young Students, and Administrative [Procedure 5012](#) on International Students.

Advising students on clear [pathways begins](#) even before the students enroll at the College. For the past three years, the Counseling Department has been providing Early [Commitment](#) sessions to area high school seniors. The program, designed to promote early student involvement and success through interactive learning, involves bringing students to campus on designated Fridays, having them meet with counselors for academic planning, having them participate in student services presentations, and taking a campus tour. Once they complete the Early Commitment program, participants typically meet all Student Success and Support Program (SSSP) requirements for fall registration. The sessions in Spring 2015 had 371 students from 10 high schools participate, and those in Spring 2016 involved 352 students from nine local schools. Data from the most recent spring semester are still being collected, but seniors from six high

schools participated. Through its [various outreach efforts](#), the Counseling Department provides information to prospective students about college [expectations and](#) various degree and certificate programs.

International students are the largest group of students who must adhere to different procedures than the open admissions policy. Administrative Procedure [5012](#) on International Students requires F-1 visa students to apply formally, demonstrate satisfactory English proficiency, complete the equivalent of an American high school diploma or be 18 years of age or older, and demonstrate financial ability. AP 5012 also specifies that F visa students are not accepted for admission into any program where the applications by qualified U.S. citizens exceed the number of spaces available. After reaching a high of 805 in 2009-2010, the [number of international students](#) each year has ranged from 564 to 658.

	Fall 2014	Spring 2015	
Part-time	15	15	
Full-time	273	288	
	288	303	591

	Fall 2013	Spring 2014	
Part-time	11	13	
Full-time	264	276	
	275	289	564

	Fall 2012	Spring 2013	
Part-time	7	15	
Full-time	287	269	
	294	284	578

	Fall 2011	Spring 2012	
Part-time	12	27	
Full-time	315	304	
	327	331	658

The staff members at the International Student Center are responsible for enforcing federal regulations that pertain to F visa students. Students must be informed about compliance with U.S. Federal Code and regulations of the Department of Homeland Security (DHS), U.S. Citizenship and Immigration Services (USCIS), and SEVP (Student and Exchange Visitor Program). USCIS requires that [students](#) apply, show appropriate financial support, and demonstrate sufficient English ability to attend [college](#). As part of DHS, SEVP manages schools, nonimmigrant students in the F-1 visa classifications, and their F-2 visa dependents. Through SEVP certification—which requires documentation regarding institution type, state licensing,

accreditation, programs offered, degrees available, distance education, and the number of semesters needed for degree or certificate completion—Fullerton College has permission to admit F visa students. SEVP [recertification occurs](#) every two years, and Fullerton College has been approved for recertification without incident since 2001. Due to this oversight and the amount of individualized attention they receive, F visa students normally earn associate degrees and transfer at a higher rate than non-F visa students.

All students admitted to the College receive counseling services that guide them to achieve their academic goals, as detailed in Standard II.C.5. Fullerton College defines clear pathways to complete degree, certificate, and transfer goals and advises students on those pathways before, during, and after the admissions process. In accordance with the College’s Student Success and Support Program Plan for 2014-2015, [counseling services](#) are available to all current and students. The types of counseling, advising, and other educational planning services and their method of delivery include counseling appointments, general information counseling, group advising, online counseling, counseling courses, and transfer basics seminars. Individual, in-person [counseling appointments](#) typically last 45 minutes and may include educational planning, abbreviated and comprehensive SEPP development, transfer advising, assessment/course placement, course clearances, review of unit overload requests, probation/dismissal advising, career counseling, career assessment interpretation, and course requisite evaluation/clearance. This service is offered and available to students throughout their academic career.

Individual, in-person general information counseling is a brief (10 minute) drop-in [meeting](#) with a counselor to address “quick questions” such as general course information, course requisite clearances, etc. Students are seen on a first-come, first-served basis. This service is offered and available to students throughout their time at the College.

Group advising (workshop format, in-person) [sessions](#) were developed to address the specific first-term educational planning needs of new students. Sessions serve groups of 10 students per counselor and cover topics such as assessment test interpretation, academic (certificate, degree, and transfer) options, and registration strategies. Students will also develop a first-semester abbreviated educational plan during the session and complete the assessment process through a multiple measure evaluation by the facilitating counselors.

Through the online [counseling webpage](#), students are able to submit general questions to a counselor via email. Questions must be general in nature, such as those related to basic course information, program availability, and College policies and procedures. Counselors typically respond within three business days via email. Students with detailed questions about their individual academic record or situation are asked to meet with a counselor through an appointment or drop-in session.

The Counseling Department has designed specific [activities](#), [coursework](#) and services such as those provided by the Career and Life [Planning Center](#) to assist students in their personal growth and development and to clarify the landscape of their academic and career-related ambitions.

The Transfer Center ensures that students are made aware of transfer requirements and deadlines through numerous means. A printed [calendar](#) of [events](#) for both the Transfer Center and the Cadena Cultural Center is distributed through various means, including flyers, email, and the center's website. The website for the Transfer Center also includes a monthly [calendar](#) of [events](#) and a link to the center's [Welcome/Intro](#) YouTube video. A [monthly electronic newsletter](#) goes to thousands of students, faculty members, classified professionals, and administrators on campus, and the [center maintains accounts](#) on [Facebook](#), [Twitter](#), and [Instagram](#).

The Transfer Center hosts a Transfer Awareness Week campaign each [fall](#) and [spring](#) semester with representatives of many four-year colleges and universities in attendance. The center has also created a series of Transfer [Basics informational](#) seminars and Application [Assistance Workshops](#). Representatives of the Transfer Center and the Cadena Center make presentations at the start of each fall and spring semester to the Associated Student Senate and the Inter-Club Council, and Cadena Cultural and Transfer Center staff make announcements throughout the year at Faculty Senate meetings. Faculty members and others may [request](#) a presentation through the center's [website](#). The Transfer Center Advisory [Committee](#) provides another avenue for the distribution of information to students, faculty, staff, and administrators as well as another means for gathering updated relevant information from university representatives on the committee.

The Transfer Center has developed a six-part series of [seminars](#) intended to guide students through the transfer process.

- Transfer Basics Intro: Tips for New Students
- Transfer 101: Basic Transfer Requirements to the CSU & UC
- Transfer 201: Competitive Admissions
- Transfer 301: Guaranteed Admissions
- Transfer 401: Exploring Transfer Options
- Transfer 501: How to Afford a University

This series is scheduled throughout the year and on request by College faculty, staff, or organization. The schedule for these seminars is advertised each term via the Transfer Center website, Facebook page, classroom presentations, and physical postings across campus.

International students have additional avenues through which they are advised on pathways to achieve degrees, certificates, and transfer goals. Several weeks prior to the start of each semester, F visa students attend an [academic orientation](#) specifically for them where they learn about academic terminology, course placement based on assessment scores, course sequencing,

academic options (certificate, associate degree, and transfer), CSU requirements, UC requirements, private institution transfer, out-of-state transfer, planning classes, interpreting the Schedule of Classes, and registration. One week before the semester starts, students also attend an orientation that includes information on F [visa regulations](#), SEVIS (Student and Exchange Visa Information System), the I-20 form, SEVIS registration, and reporting reduced course load authorizations, F visa employment, procedures for travel overseas and U.S. reentry, and transfer procedures. During this orientation, students also hear presentations from the Honors Program, STEM (Science, Technology, Engineering, and Math) Program, international health insurance providers, Health Services, and Campus Safety. Later that day, they receive a tour of the Learning Resource Center, Academic Skills Center, Cadena Cultural and Transfer Center, other support services, and the rest of the campus.

International students also receive individual [counseling sessions](#) at the International Student Center (ISC) throughout the semester. Two adjunct counselors support approximately 300 F visa students. Appointments are available Monday-Wednesday and Friday. In addition to counseling at the International Student Center, F visa students may opt to visit counselors at the Counseling Center for assistance. One of the adjunct counselors for the ISC regularly attends Counseling Department meetings on campus and appropriate counselor conferences sponsored by the University of California and the California State University Chancellors in order to remain current with requirements needed for completion of degrees, certificates and transfer. Pertinent information is shared with the other ISC adjunct staff.

The International Student Services Manager monitors F visa students' units weekly. By [law](#), students must complete a minimum of 12 units each semester unless they receive authorization to register in fewer than 12 units. Authorization [types include](#) academic difficulty, illness or medical condition, or enrollment in their final semester. Students are contacted by email, phone, or post mail when an unauthorized drop below full course occurs, and they are advised to meet with a counselor for assistance. In this way, students are supported to keep on track to meet their academic goals.

Analysis and Evaluation

The College meets the standard and Eligibility Requirement 16. The admissions process is monitored for compliance with board policy and administrative procedures. The International Student Center manager monitors international student enrollment on a weekly basis, and any at-risk students are urged to meet with academic counselors for assistance. The ISC manager also meets individually with any students who violate F visa status in order to assist with the USCIS reinstatement application. The few students who violate their F visa status are typically approved for reinstatement and continue on to graduate and/or transfer.

In terms of advising students on pathways to degree and certification completion and transfer options, the Counseling Department and the division's various programs and services have fully implemented the College's SSSP plan. Students have numerous opportunities and avenues through which they can learn about these pathways: orientations, individual and group advising sessions, coursework, workshops, and seminars.

Evidence

Board Policy 5010: Admissions and Concurrent Enrollment
Administrative Procedure 5010: Admissions
Administrative Procedure 5011: Admission and Concurrent Enrollment of High School and Other Young Students
Administrative Procedure 5012: International Students
Counseling Outreach to High School Students Fall 2016
Counseling High School Outreach and Assessments Fall 2016
Counseling Early Commitment Data (email message)
Counseling Family Night 2017 Outreach Flyer
Counseling Jump Start 2 College Flyer
Counseling MAS (Males Achieving Success) Conference 2017 Flyer
Counseling Summer Bridge Program 2016
Counseling Summer Transition Flyer 2015
International Student Center Program Review 2015-16 Self-Study
Student and Exchange Visitor Program: Schools and Programs (U.S. Immigration and Customs Enforcement) webpage
Getting Started with Recertification (U.S. Department of Homeland Security) webpage
Counseling Department webpage
Counseling Appointments webpage
Online Counseling webpage
Career and Life Planning Center Activities webpage
Career and Life Planning Center Courses webpage
Cadena Transfer Center Calendar of Events Fall 2016
Cadena Transfer Center Calendar of Events Spring 2017
Cadena Transfer Center Calendar website
Cadena Transfer Center January 2017 Newsletter (email message)
Cadena Transfer Center November 2016 Newsletter (email message)
Cadena Transfer Center October 2016 Newsletter (email message)
Fullerton College Transfer Center (YouTube video)
Cadena Transfer Center Facebook page
Cadena Transfer Center Twitter page
Cadena Transfer Center Instagram page
Cadena Transfer Awareness Week Flyer Fall 2016
Cadena Transfer Awareness Week Flyer Spring 2017
Cadena Transfer Center Transfer Basics Seminar Webpage
Cadena Transfer Center Application Assistance Workshops Webpage
Cadena Transfer Center Request a Transfer Center Presentation! Webpage
Cadena Transfer Center Advisory Committee Meeting Notes Fall 2016

International Student Center Calendar of Events Spring 2017
International Student Center F-1/F-2 Visa Advising webpage
International Student Center Counseling webpage
International Student Center Maintaining F-1 Status webpage
Reduced Course Load User Guide (U.S. Department of Homeland Security) webpage

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Fullerton College regularly evaluates its placement instruments and practices to validate their effectiveness while minimizing biases. The College's [Assessment Center](#) currently uses four placement instruments:

- College Test for English Placement (CETP) for English (writing/composition) and reading
- Mathematics Diagnostic Testing Project (MDTP) for math
- Combined English Language Skills Assessment (CELSA) for English as a Second Language
- A proficiency exam for CHEM 111AF: General Chemistry I

The [website](#) for the Assessment Center includes information about the number of questions for each segment of a test and the amount of time that students have to complete that section. The English [placement test](#), for example, has 35 reading comprehension questions and a 30-minute time limit, 30 sentence structure and grammar questions and 20 minutes, and 40 sentence and syntax skills questions in 15 minutes. Similarly, the algebra [readiness test](#) gives students 45 minutes to answer 50 questions, elementary algebra 45 minutes for 50 questions, intermediate algebra 45 minutes for 45 questions, and pre-calculus 60 minutes for 40 questions.

Appropriate scores for each level of placement for English, mathematics, reading, and ESL are validated every five years through a consequential validity study conducted by the Office of Institutional Research and Planning (OIRP) with the cooperation of faculty members within the disciplines. After the first two weeks of a course, students and instructors are asked to evaluate the appropriateness of student placement in course. The goal of these studies is to reach at least 75 percent concurrence on proper placement in accordance with the [guidelines](#) in the *Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges*. Through the OIRP, the College also conducts disproportionate impact studies on a regular basis in order to minimize linguistic and cultural bias in the local application of the test instrument.

The publisher of the current placement instruments (CTEP/CELSA/MDTP) also uses its own procedures to minimize linguistic and cultural bias in the test instrument and placement processes. Test publishers must do so in order to meet the California Community College Chancellor's Office [validation requirements](#).

Fullerton College is preparing to transition to the statewide Common Assessment Instrument (CCC Assess). The assessment coordinator, SSSP coordinator, and District Information Services regularly participate in technical and implementation videoconferences with representatives of the Chancellor's Office and the California Community Colleges. Additionally, OIRP, SSSP, and assessment staff continue to work with the Multiple Measures Assessment Project (MMAP) staff to develop and incorporate MMAP tools in the assessment process, including the CCC Assess instrument. Subject area faculty in English, reading, ESL, and math are working on the course competency mapping that will be incorporated in the CCC Assess placement instrument and process.

In 2015, the College received notification from ACT/Compass that the placement instrument being used at the time, eCompass, would be decommissioned effective November 30, 2016, and that the State Chancellor's [Office](#) would not extend its use. The College also was [notified](#) during Spring 2017 that the expected release of CCC Assess to the first cohort of colleges had again been [postponed](#). As of the date of the self-evaluation report, a revised implementation [timeline](#) has not yet been [released](#).

Due to delays in the implementation of the CCC Assess Instrument, the College decided to purchase alternative approved assessment instruments to use in the interim – CETP, MDTP, and CELSA. Validation studies (cut scores) have been conducted and the District's Student Information System (Banner) updated so that these alternative instruments can be used following the decommissioning of Compass and until full transition to CCC Assess is possible.

Analysis and Evaluation

The College meets the standard. Fullerton College regularly conducts consequential validation studies of its placement instruments to confirm that they meet current standards for validation. Both the validation studies and the disproportionate impact studies conducted by the College reveal that the current instruments are effective measures for student placement and do not present barriers for students on the basis of linguistic and cultural biases. Additionally, the Assessment Coordinator monitors the instrument expiration dates on the CCCO List of Approved Instruments and the CCCCO submission/approval calendar deadlines. The Assessment Coordinator notifies the Student Success and Support Program staff and the Office of Institutional Research and Planning staff of approaching validation cycles and assists in the coordination of data collection.

Evidence

Assessment Center webpage

CTEP Sample Assessment webpage

Math Assessment Sample Questions webpage
Standards, Policies, and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges (California Community Colleges Chancellor's Office)
"What Is Assessment?" webpage (California Community Colleges Chancellor's Office)
Update of Assessments 10-4-16 (California Community Colleges Chancellor's Office)
CAI Update 5-5-17 (California Community Colleges Chancellor's Office)
CAI Update 1-30-17 (California Community Colleges Chancellor's Office)
Timeline Update webpage (Common Assessment Initiative)

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

For records since 1989, the District uses the Ellucian Banner student information system to collect, store, and process permanent student record information in accordance with Board [Policy 5040](#) on Student Records, Directory Information, and Privacy and Administrative [Procedure 5040](#) on Student Records, Directory Information, and Privacy. Records from 1989-2000 are stored in the system in a manner necessary to produce a transcript, and student records since 2001 are stored in a field format. District [Information Services](#) ensures that all student records since 1989 are stored behind a firewall in a fully encrypted database to protect student records in the event of an intrusion. Incremental backups of these records are completed daily and stored locally, and weekly backups are stored offsite. The District is currently working on storing encrypted student records out of state in a secure facility to provide business continuity/disaster recovery of the student system. Student records prior to 1989 are stored at the College.

The College maintains, releases, and disposes of student records in accordance with state and federal regulations. Board [Policy 3310](#) on Records Retention and Destruction and Administrative [Procedure 3310](#) on Records Retention and Destruction guide the College's processes and procedures. In order to adhere to federal, state, and district guidelines, the Admissions & Records Office has developed Record Retention/Document Control [procedures](#) and a List of Document [Classes](#) that specifies the nature of each type of record and what records must be permanently maintained and which may be disposed after a specified length of time. Student records are stored electronically in the District student information system (Banner) or are scanned into the District imaging software (On Base) for storage.

In adherence with the Family Educational Rights and Privacy Act (FERPA), Fullerton College releases student records directly to the student. Board Policy [5040](#) and Administrative Procedure [5040](#) specify the conditions under which records may be released to other parties in addition to

the student. Administrative [Procedure 5045](#) on Student Records: Challenging Content and Access Log provides additional guidelines for ensuring the security and confidentiality of student records.

Students may request their transcripts electronically through MyGateway or in person at the Admissions & Records Office. Students must log in to MyGateway using their student ID number and a self-selected password. A student may authorize, in writing, other individuals to access their student records. Information regarding the release of transcripts can be found on pp. 14-15 of the 2016-17 Course [Catalog](#). FERPA information is available in MyGateway and as a [handout](#) from the Admissions & Records Office.

Analysis and Evaluation

The College meets the standard. The District maintains electronic student records permanently, securely, and confidentially with appropriate backups for all records since 1989. The District has never had a serious breach of electronic student records. The College's Admissions & Records Office is audited on a yearly basis to ensure compliance with federal and state regulations, including those involving the maintenance of student records. Staff members attend regional and statewide meetings to stay informed on any changes to these regulations such as annual and regional meetings of the CACCRAO (California Association of Community College Registrars and Admissions Officers) as well as the annual Student Success Conference. Board policies and administrative procedures clearly delineate the methods by which student records must be maintained throughout the District and to whom and the conditions under which student records may be released.

EVIDENCE

Board Policy 5040: Student Records, Directory Information, and Privacy
Administrative Procedure 5040: Student Records, Directory Information, and Privacy
North Orange County District Information Services webpage
Board Policy 3310: Records Retention and Destruction
Administrative Procedures 3310: Records Retention and Destruction
Record Retention/Document Control (Fullerton College Admissions & Records)
List of Document Classes (Fullerton College Admissions & Records)
Administrative Procedure 5045: Student Records: Challenging Content and Access Log
2016-17 Course Catalog Transcript Pages 14-15 (Fullerton College)
FERPA at a Glance (North Orange County Community College District)

Standard III: Resources



The mock injury team gave health professionals a chance to practice assisting the injured during the Great California Shakeout, October 15, 2015.



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited District in multi-District systems may be organized so that the responsibility for resources, allocation of resources, and planning rests with the district system. In such cases, the district/system is responsible for meeting the standards, and an evaluation of its performance is reflected in the accredited status of the institutions(s).

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

Employment of Qualified Administrators, Faculty, and Staff

The success of the College and the students it serves is directly connected to the ability of Fullerton College and the North Orange County Community College District (NOCCCD) to hire highly qualified personnel. At every level of the organization, the College and the District endeavor to recruit, hire, and retain the most qualified employees who understand and support the mission of Fullerton College and NOCCCD, meet the needs of a diverse student body, and provide exemplary support in student learning programs, services, success and improve institutional effectiveness. The College and the District adhere to hiring regulations, procedures, and protocols in order to ensure this endeavor is fulfilled. This results in uniformity, consistency, and compliance across the College and the District at all levels and with all constituent groups.

Fullerton College and NOCCCD work together to recruit and hire academic and classified personnel. The College's role involves identifying desirable qualifications for each job position, developing interview questions and evaluation criteria, screening applications for minimum qualifications, interviewing candidates, and recommending finalists. The District's Office of Human Resources forecasts employment needs, prepares advertisements, coordinates recruitment efforts, monitors applicant tracking, trains hiring committees, and finalizes offers of employment.

The College follows hiring policies and procedure for all employees that are developed through the participatory governance process. The policies and procedures are accessible on the District website. The Policies and procedures that govern recruitment and hiring practices are as follow:

- [Board Policy \(BP\) 2431 Chancellor Selection](#)
- [Administrative Procedure \(AP\) 2431 Chancellor Selection](#)
- [BP 3410 Unlawful Discrimination](#)
- [AP 3410 Unlawful Discrimination](#)
- [Board Policy 7120 Recruitment and Hiring](#)
- [AP 7120-3 Classified Employee Hiring](#)
- [AP 7120-4 Management Employee Hiring](#)
- [Tenure-Track Faculty Hiring Policy](#)
- [Adjunct Faculty Hiring Policy](#)
- [Adjunct Faculty Hiring Procedure](#)

The College's employment practices are overseen by the District's Office of Human Resources and governed by District policy, administrative procedures, and state and federal laws pertaining to employment. The College and the District have established and implemented comprehensive employment policies and practices. These policies and procedures are periodically reviewed and revised to ensure that the College and District are operating in the most effective manner and to ensure compliance with state and federal laws. All hiring committees receive comprehensive Equal Employment Opportunity (EEO) training and education prior to the committee beginning their work.

Extensive effort is dedicated to ensure that all recruitment results in the hiring of the most qualified candidate to match the needs of the academic department or operational area in which the employee will serve. All positions are aligned with the mission and goals of the College and the needs of departments. In the hiring of new full-time tenure track faculty, Fullerton College determines its unique needs and makes a request to the Chancellor for the specific Faculty Service Area Disciplines that are required to deliver student programs. Faculty hiring requests are made based on program and curriculum needs of the respective institutions and are integrated into the College's program review and planning process.

The College and the District use rigorous job-related hiring criteria for all faculty, staff and administrative positions in order to hire the most qualified staff available to the institution. This is accomplished by consistent application of hiring criteria, highly trained hiring committees, and accurate and complete job descriptions. Job descriptions are designed by faculty, staff, and administrators at Fullerton College with job-related criteria to support the needs of departments, divisions and programs. The College and the District follow minimum qualification requirements for all academic, classified, vocational, instructional, and administrative positions [set by the California Community Colleges](#).

To ensure that qualifications for each position match programmatic needs, hiring processes begin at Fullerton College with developing accurate and relevant job descriptions that are directly related to the College's mission and goals and accurately reflect position duties, responsibilities, and authority. The job descriptions for the classified employee are located on the [NOCCCD website](#) to ensure transparency and access to job classification information.

Fullerton College full-time faculty qualifications and hiring are in compliance with requirements of the Board of Governors of the California Community Colleges in consultation with the Statewide Academic Senate as outlined in the Statewide Minimum Qualifications for Faculty and Administrators in California Community Colleges. Fullerton College follows [NOCCCD administrative procedure](#) to establish qualifications for equivalency when necessary.

All open positions at the College are advertised in a comprehensive set of venues. The District Human Resources utilizes a standard set of advertising venues that are up to date. In addition, discipline experts are requested to provide discipline-specific advertising venues to augment the District's standard set. The College faculty, and College and District administrators and staff make a point of regularly attending the CCC Job Registry's annual job fair. The recruitment efforts by the College and the District are both focused and comprehensive and have yielded excellent hires in all employment categories from faculty to staff to managers.

College employees serving on hiring committees are trained by the District Office of Human Resources, which also ensures that hiring committee members are not permitted to serve unless and until they have completed the training. The District has also redoubled its efforts in equal employment opportunity (EEO) training for any and all who are involved in recruitment and hiring. Every hiring committee also has an EEO representative to ensure consistent hiring practices. All hiring committee members are also required to sign a confidentiality form. The College composes its hiring committees to provide an internal check and balance to ensure consistent application of the hiring process.

The College is committed to recruiting, hiring and retaining the most qualified personnel who are dedicated to student success. A strategy that has been implemented in support of this commitment is the "Hire Me" workshops offered on an annual basis in January and February for individuals seeking full-time academic positions at the College. Approximately 200 people seeking employment attend each session. The "Hire Me" training has been used as a model by other community colleges in the state.

Analysis and Evaluation

The College meets the standard. The College and the District follow practices governed by well-established board policies and administrative regulations that result in the employment of individuals who are qualified by appropriate education, training, and experience to provide and

support the College's programs and services. The College determines the hiring needs and criteria consistent with its mission, and the District creates hiring processes based on Board policy. The College and the District review hiring policies, processes, and practices to ensure that there are not artificial barriers in the employment processes and to ensure compliance with state and federal law and compliance with equal employment opportunity principles.

Evidence

Minimum Qualifications for Faculty and Administrators in California Community Colleges
NOCCCD Classified Job Descriptions
NOCCCD AP 7210 Equivalency

III.A.2 Faculty qualifications include the knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

Evidence of Meeting the Standard

The College's hiring process begins at the department level to ensure that positions requested match programmatic needs and that qualifications are clearly defined through accurate and relevant job descriptions. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Fullerton College full-time faculty qualifications and hiring are in compliance with requirements of the Board of Governors of the California Community Districts in consultation with the Statewide Academic Senate as outlined in the Statewide Minimum Qualifications for Faculty and Administrators in California community Districts. The District is permitted to establish local qualifications for equivalency; therefore, NOCCCD has an [Administrative Procedure in place for Equivalency](#).

Criteria, qualifications, and procedures for the selection of full-time faculty are clearly and publicly stated in a variety of sources accessible to the public on the District website during the recruitment process.

Faculty job announcements include expertise in the subject matter as a standardized hiring criterion. The minimum qualifications requirements are listed on the job announcements for all academic, vocational and instructional faculty positions set by *Title 5 Regulations on Minimum Qualifications, Subchapter 4, Article 1, Minimum Qualifications for Faculty and Administrators in California Community Districts*. (IIIA2.3) The Faculty Hiring Committees screen all applicant files to ensure they meet the minimum qualifications or have been forwarded to the equivalency

committee for review and determination as delineated in NOCCCD Administrative Procedure on Equivalency.

The responsibility of the faculty hiring committee is to screen all qualified applicants, interview candidates, and recommend finalists to the College President. The College President, in consultation with an appropriate member of the President's staff, determines interview questions and conducts final interviews. In consultation with representatives of the faculty hiring committee, the College President selects the most qualified candidate. The Department of Human Resources coordinates the offer of employment and hiring of the successful candidate.

Finalist application materials are screened a second time by the Human Resources staff to ensure minimum qualification have been met and degrees held by faculty are from institutions accredited by recognized U.S. accrediting agencies, and all required documents have been submitted and verified. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES). All successful candidates must submit official transcripts to the Department of Human Resources.

Analysis and Evaluation

The College meets the standard. The Human Resources department, through the consistent application and compliance with NOCCCD board policies and procedure in conjunction with Title 5 Regulations on Minimum Qualifications, Subchapter 4, Article 1, Minimum Qualifications for Faculty and Administrators in California Community Districts assures that all academic positions are hired according to all rules requirements and regulations resulting in Equal Employment Opportunity (EEO) hiring. All job-related criteria used in the selection of faculty result in EEO compliant practices and hiring the most qualified individuals to support the district vision, mission, values, and support success of our diverse student population.

Evidence

NOCCCD AP 7210 Equivalency
Minimum Qualifications for Faculty and Administrators in California Community Colleges -

III.A.3 Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The hiring process for [administrators](#) and [other employees](#) ensures that candidates offered employment have the qualifications necessary to contribute to the College and to sustain effectiveness and academic quality.

The hiring process for administrators and other employees responsible for educational programs and services begins with a screening committee establishing the qualifications needed to maintain the College's academic quality and institutional effectiveness. These qualifications are then used to develop interview questions and any relevant performance tasks. Human Resources staff reviews the screening committee recommendations to ensure job duties, requirements, and responsibilities are job-related and support the mission and goals of the program, department, College, and district.

All criteria, qualifications, and procedures for the selection of administrators are clearly and publicly stated in a variety of sources accessible to the public on the NOCCCD website, in PeopleAdmin (online application system) and the California Community College Registry. All employment opportunities published accurately reflect the position, minimum qualifications, desired qualifications and responsibilities. All job descriptions contain position details as follows: classification title, FLSA (Fair Labor Standards Act), salary, job title, position number, location, department, percentage of employment, months of employment, work schedule, primary purpose, essential functions, job description, working relationships, knowledge, skills, abilities, special requirements, minimum qualifications, desirable qualifications, working conditions, demonstrated commitment to diversity requirement and closing date.

All employment opportunities are published with the Minimum Qualifications as outlined in the Title 5 Regulations on Minimum Qualifications, Minimum Qualifications for Faculty and Administrators in California Community Colleges.

The screening committees screen application materials from candidates. Applications of finalists are screened a second time by Human Resources staff to ensure degrees held by applicants are from institutions accredited by recognized U.S. accrediting agencies. NOCCCD requires transcripts of all lower and upper division, and graduate level college/university course work including degree conferral date. Transcripts from countries other than the United States must be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES).

The screening committee recommends finalists for consideration to the College President. In consultation with a representative of the screening committee, the College President makes the final selection of administrators. All successful candidates must submit official transcripts to the Department of Human Resources for final hiring approval. The Department of Human Resources evaluates the candidate's official transcripts to determine that the candidate meets the minimum qualifications. The candidate's employment by the College does not commence prior to approval of his/her employment by the Board of Trustees.

Analysis and Evaluation

The College meets the standard. Qualifications for administrators and other employees responsible for educational programs and student success are grounded in the College's commitment to academic quality and institutional effectiveness. These qualifications are well defined and clearly communicated in all hiring materials, and the possession of these qualifications guides the hiring process. The addition of PeopleAdmin has increased the number of highly qualified and diverse applications to meet the requirements of the College in support of student success. This is borne out by NOCCCD's [Annual Commitment to Diversity](#) report.

Evidence

NOCCCD AP 7120-4 Management Employee Hiring
NOCCCD AP 7120-3 Classified Employee Hiring
NOCCCD Annual Report: Commitment to Diversity

III.A.4 Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Official transcripts are collected reviewed by the District for all faculty, administrators, and other employees whose employment requires a degree. [Required degrees](#) for all employees must be from institutions accredited by recognized U.S. accrediting agencies. Transcripts from countries other than the United States must first be evaluated by an agency that is a member of the National Association of Credentials Evaluation Service (NACES). Applicants who possess degrees from institutions outside of the United States are referred to NACES to have one of its members provide an evaluation report. [The District accepts evaluation reports from all members of NACES.](#)

The District requires an [equivalency committee](#) to determine that degrees from foreign institutions are at least equal to or greater than the prescribed minimum qualification. The determination of equivalency allows the District to place the applicant in the same position as if he or she possesses the prescribed minimum qualifications.

Analysis and Evaluation

The College meets the standard. The College and District follow procedures and policies that ensure all required degrees are from accredited institutions and the degrees awarded by institutions outside the United States have been evaluated for equivalency.

Evidence

NOCCCD AP 7210-3
NOCCCD Web site: Employment

III.A.5 The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard

Evaluations are efficient professional development tools for the institution to ensure that employee's performance is properly aligned with the needs and expectations of the operational/academic area and the goals of the program, department, College, and District. Evaluation processes seek to assess performance effectiveness and encourage skill development. Evaluations are formal, timely, and documented. Full-time and part-time faculty, administrators, and classified employees are evaluated at prescribed intervals using standardized evaluation forms.

The College follows established written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities along with other activities appropriate to their expertise.

The [evaluation process and evaluation schedule](#) for full-time faculty, [part-time faculty](#), and [classified staff](#) are contained in the respective bargaining agreements. Evaluation of Confidential Employees is specified in [AP 7230](#).

The College's evaluation procedures include regular comprehensive evaluation of all employees, including performance of assigned responsibilities, and participation in institutional professional services. Classified and faculty collective bargaining agreements, as well as procedures for management, provide for a structured and systematic process with regular evaluation cycles.

Full-Time Faculty Evaluations

The faculty evaluation process is delineated in the Collective Bargaining Agreement in Article 17 Evaluation of Probationary Tenure Track Unit Members Tenure Review and Article 18 Evaluation of Tenured Unit Members. The purpose of evaluation for faculty is to improve instruction and support services, provide useful and substantive assessment of performance, recognize and acknowledge good performance, and enhance performance in areas needing improvement. Faculty evaluations for probationary faculty are distinct from tenured faculty evaluations in that probationary evaluations are designed to provide probationary unit members the opportunity to demonstrate they possess the standards required for retention and tenure.

Faculty evaluations for tenured faculty are completed to ensure that the faculty member remains professionally competent and are engaged in on-going professional development to maintain current expertise in their academic field. The evaluation of both Tenure Track and Tenured faculty are completed to provide accurate appraisal of their performance and provide support to the faculty member.

The Faculty Evaluation Criteria are as follows:

- Breadth, depth and currency of knowledge approximate to the subject matter of the course
- Proficiency in written and oral communication
- Effective lessor presentation
- Classroom control
- Relevant out of class learning activities
- Documented, relevant and timely evaluation of student performance appropriate to the subject matter
- Concern for student safety, instructional equipment and school property appropriate to the physical condition of the teaching situation
- Courtesy respect and professional in student relations
- Appropriate evaluation of student performance
- Encouragement of student participation in the learning process
- Maintenance of office hours
- Meeting administrative clerical requirements
- Professional participation in department/division activities
- Participation in program and curriculum development and evaluation which include participation in the formulation of Student Learning Outcome and Student Learning Outcomes assessment cycle
- Courtesy, respect and professionalism in relationships with district employee and the public
- Evidence of professional growth
- Shared governance
- Educationally related state/national service

Part-time Faculty Evaluations

The part-time faculty evaluation process can be found in the Collective Bargaining Agreement in Article 9 Evaluation. The purpose of the part-time faculty evaluations is to improve instruction and support services by providing assessment that recognizes and acknowledges good performance and identifies areas needing improvement. The evaluative criteria are as follows:

- Breadth, depth and knowledge of subject matter
- Proficiency in oral and written communication
- Effective lesson presentation
- Classroom control

- Relevant out of class learning activities
- Timely evaluation of student performance
- Student Safety
- Meeting administrative requirements
- Course syllabi, handouts, assignments, examination, etc.
- Teamwork

Classified Evaluations

The process for classified evaluation is delineated in the Collective Bargaining Agreement Article 19 Unit Member Evaluation. It provides for evaluation of probationary and permanent classified employees. The purpose of the evaluation process for unit members is to strengthen communication between the Unit Member and the supervisor to work together to successfully fulfill work-related goals by providing a useful and substantive assessment of performance, recognition and acknowledgment of good performance and enhancement of performance by identification of areas needing improvement. Like all evaluation processes, classified evaluation process is administered through Human Resources.

Evaluation notices are provided to the supervisors in a timely manner. Classified employees receive four-month, eight-month and twelve-month evaluation during the probationary period before being recommended for permanent status by their supervisor. All permanent Classified Unit Members are evaluated once every two (2) fiscal years, as scheduled by the District. The evaluation shall be made upon the Performance Evaluation Form for Permanent Unit Members contained in Appendix H of the Collective Bargaining Agreement. Time lines for accomplishing evaluation procedures may be established such that the evaluation process is completed within the fiscal year for which the evaluation is scheduled.

Where a “C” rating of “Need Improvement” is indicated for any performance standard, recommendations for improvement must be provided. Recommendations for improvement shall address the performance standards and shall include the following: area needing improvement, timeline for addressing recommendations, and criteria for determining satisfactory performance.

Management Team/Administrative Evaluations

The evaluation process for management and administrative personnel is governed by Administrative Regulation 7240-7 and is currently under review to enhance the process by making it more relevant to ensure it is in alignment with program, department, campus and district goals in promoting student success.

The purpose of the management evaluation process is to encourage top performance in the service of students, the community, and the institution while identifying areas requiring improvement to enhance effectiveness and efficiency of the operation of the College and District in alignment with the goals of the program, department and Board of Trustees.

Evaluation criteria include innovation, communication, timely and inclusive decision making, staff recognition, leadership, organization, and professional growth. Evaluations are conducted to improve in District operations and individual growth and development.

Analysis and Evaluation

The College meets the standard. The District regularly reviews and revises employee evaluation processes in consultation with the collective bargaining units to ensure that they are an effective means to measure employee performance. As an example, in 2016, after negotiation with the faculty union, a pilot evaluation process was implemented to include the sharing of student evaluation of the faculty with the supervising Dean for use in the evaluation process. Prior to this pilot, the Deans only received a peer summary of student evaluations. The pilot program was initiated through collective bargaining to enhance the evaluation process and make it more relevant and comprehensive in the evaluation of ethics, effective teaching, pedagogy, and in concert with the institutional commitment to student success. In addition to sharing student evaluations with the faculty supervisor, the pilot program made changes to the student evaluation tool permitting students to complete it with ease of understanding and assurance of confidentiality. It is anticipated that this pilot evaluation process will result in a more robust, relevant, comprehensive, and meaningful evaluation process.

The NOCCCD Evaluation process of all employees is designed to assess effectiveness of personnel and encourage improvement. Any and all actions taken following evaluations are formal, timely, and documented. The evaluation process, for all employee groups, allows for increased employee performance, improved effectiveness and student success.

Action Plan:

Review and revise the management appraisal instrument.

Evidence

NOCCCD Collective Bargaining Agreement with United Faculty

NOCCCD Collective Bargaining Agreement with Adjunct Faculty United

NOCCCD Collective Bargaining Agreement with CSEA, Chapter 167

NOCCCD AP 7230 Confidential Employees – Evaluation

III.A.6 The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Evidence of Meeting the Standard

Faculty

Participation in the formulation of Student Learning Outcomes and the Student Learning Outcomes assessment cycle is a component in the evaluation of all fulltime faculty, both [probationary](#) and [tenured](#). Adjunct evaluations include a performance standard that measures whether syllabi clearly communicate student outcomes. Probationary faculty are evaluated each semester of their first year of tenure review and once a year thereafter during the four year tenure evaluation process. Once tenured, faculty are evaluated on a three-year cycle. Adjunct faculty are evaluated within their first year of hire, and every three years thereafter. Components of all evaluations require an examination of instructor syllabi to ensure that students are provided with the SLOs for the course. Furthermore, all faculty syllabi are checked each semester to ensure SLOs are included, and if not, the dean may make a note of that on the next evaluation.

There is clear contract language in the Tenure Review Article of the faculty contract that faculty have, within their professional responsibilities and as part of their professional obligation, the responsibility to participate in program and curriculum development and evaluation, which includes appropriate participation in the formulation of Student Learning Outcomes (SLOs) and the Student Learning Outcomes assessment cycle.

The tenure review process for probationary faculty consists of a team of three faculty and the dean who observe the probationary faculty member in the classroom, examine a detailed portfolio of materials relevant to the course(s) being taught, and review student responses on a student evaluation provided to students in the probationary members classes. While SLOs are not specifically mentioned on the template, students are asked to strongly agree, agree, disagree, or strongly disagree to questions such as:

- The course objectives and methods(s) of evaluation and grading were clearly explained
- Text and/or other reading materials were related to the objectives and subject matter of the course
- Coursework, assignments and other learning activities were related to the objectives and subject matter of the course
- Presentation of material in lectures, discussions and other learning activities was clear, organized and effective
- Examinations and/or other evaluations were related to the objectives and subject matter of the course

Similar questions are asked of students in classes of tenured and adjunct faculty being evaluated. A discussion of the student's responses to these and other questions are integral to the final evaluation report. In a pilot project for 2016-2017 thru 2017-2018, the dean is now permitted to see the written responses to these questions when evaluating tenured faculty, where in the past they were only notified that the student evaluations had been performed. This new procedure for tenured faculty, along with existing procedures for tenure-track and adjunct faculty, permits the dean to discuss the student responses and focus on whether the material, lectures and examinations were related to the objectives and subject matter of the course.

Another item on which fulltime faculty are evaluated is their participation in department/division activities where Student Learning Outcomes are formulated, where assessments are created and where results of those assessments are discussed. These discussions focus on using results of SLO assessment to improve teaching and learning.

Administrators

Academic administrators undergo an evaluation annually, with a comprehensive evaluation every three years. Each administrator is evaluated against a set of standard criteria, and then is asked to provide five to ten specific management responsibilities, goals, objectives or other specific job duties related to this position, which are agreed upon by the manager and the evaluation committee. Each academic dean is asked to include as part of their evaluation the support of faculty in the development and assessment of SLOs as one of his or her management objectives. The dean then provides evidence of how they support faculty, such as providing time for SLOA discussions at division meetings and or arranging relevant flex day activities.

Additional Personnel Responsible for Student Learning

Other personnel directly responsible for student learning include instructional assistants in the campus' many labs. [Job descriptions for instructional assistants](#) show that these individuals tutor and/or counsel students individually or in small groups in the assigned subject matter area; reinforce or follow-up on instructions provided in classroom or laboratory by the faculty; explain course concepts, principles and terminologies to students; track students' progress and provide feedback to instructor. Some of this feedback on progress may relate to the assessment of relevant student learning outcomes for a particular course. While the evaluation criteria for all classified staff at the College are identical, some specific reference to the role an individual might play in the improvement of student learning could be included as part of their evaluation.

Analysis and Evaluation

The College meets the standard. Evaluations of all faculty, academic administrators, and other personnel directly responsible for student learning include consideration of how employees develop, assess, implement, and/or support the use of SLOA data to improve teaching and

learning. The evaluation tools for each personnel group reflect the appropriate role in developing and assessing SLOs and/or using SLOs to improve teaching and learning.

Evidence

United Faculty Collective Bargaining Agreement Article 17: Evaluation of Probationary Unit Members

United Faculty Collective Bargaining Agreement Article 18: Evaluation of Tenured Unit Members

NOCCCD Job Description: Instructional Assistants

In reference to Standard III.A.7, 9, and 10, the following table details the number of employees at the College in each employment category from Fall 2011 to Fall 2016.

Table 1

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Overall Faculty and Staff	974	998	1,151	1,242	1,315	1,244
Job Classification						
Educational Administrator	17	18	16	15	17	22
Academic, Tenured/Tenure Track	284	287	287	281	307	348
Academic, Temporary	395	420	591	685	700	582
Classified	278	273	257	261	291	292

Source: Office of Instructional Research and Planning

III.A.7 The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Evidence of Meeting the Standard

The College endeavors to maintain a sufficient number of qualified faculty to support the institution’s mission and goal. The College follows a staffing system to determine the requirements of the institution that is based on data presented in program reviews, program plans, institutional priorities, and fiscal resources. Based on recommendations from the Faculty Allocation Committee, the College hired [44 new full-time faculty](#) in Fall 2015 and [53 new full-time faculty](#) in Fall 2016, bringing the current total of full-time faculty to 348.

The College uses part-time faculty to supplement its workforce to generate the number of FTES needed to achieve the established FTES targets. The number of part-time faculty will fluctuate

depending on the number of full-time faculty the College has, the FTES targets that are established and the number of overload sections assigned to full-time faculty.



We honor and build upon our tradition of excellence.



Natural Sciences professor Dr. Jo Wen Wu is one of four winners of the 2017 Hayward Award, given every year for excellence in teaching and commitment to students, profession, and institution. Presented by the Academic Senate for California Community Colleges, each awardee is nominated by their peers in the faculty senate. Dr. Wu was also the recipient of the Fullerton College Teacher of the Year award in 2016 and in 2013. She served as the FC Science Club advisor for 20 years and currently participates in various advisory boards and programs at Fullerton College and other educational institutions in the area. Dr. Wu has made science and student success attainable to the community through creating and participating in various educational science programs and activities.

Analysis and Evaluation

The College meets the standard. The College has sufficient number of faculty to provide a high quality education and achieve student success for all of our students.

The College has a relatively high number of full-time faculty as evidenced in the Faculty Obligation Numbers (FON). As NOCCCD has the fifth highest credit FTES, yet has the third highest Full-time Faculty Obligation Number in the State. When compared with other Districts, NOCCCD has one of the highest Full-time Faculty to Credit FTES Ratios in the state at 1.93 percent, the sixth highest in the state.

Close to 90 percent of the District's budget is dedicated to personnel. For the 2015-2016 year, eighty-seven percent (87.81 percent) of actual expenditures were dedicated towards personnel. The District is committed to providing a high quality education to the community; therefore, the District is continually evaluating services, programs and departments to ensure sufficient staffing to support services consistent with institutional goals in alignment with available fiscal resources.

Evidence

Fullerton College News Center, August 20, 2015

Fullerton College News Center, August 18, 2016

III.A.8 An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

The College conducts orientation training for new adjunct faculty as it relates to their teaching assignments, and they receive individual orientation from Human Resources that includes information on benefits, support services, calendars, bargaining agreements, retirement, employee services, and evaluation processes, among other topics. Individual academic divisions hold a variety of training and orientation activities as well.

The College also holds a [two-day series of workshops](#) designed specifically for adjunct faculty at Fullerton College. Adjunct faculty are compensated for participating in 10 hours of interactive workshops that cover such topics as classroom management techniques, developing active and student-centered classrooms, culturally responsive teaching, and tips for the full-time hiring process. In addition, adjunct faculty are encouraged to attend any professional learning opportunity offered by the College. Adjunct faculty are [compensated for their service](#) on Academic Senate, District Consultation Council, Technology Coordinating Council, and Council on Budget and Facilities.

Analysis and Evaluation

The College meets the standard. The College offers a welcoming atmosphere to adjunct faculty and provides and supports opportunities for adjuncts to participate and integrate into the campus life.

Evidence

Adjunct Academy flyer

Adjunct Faculty Collective Bargaining Agreement

III.A.9 The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard

The College has sufficient number of all employees in addition to faculty to support the achievement of its mission and goals.

To ensure that qualifications for each position match programmatic needs, the College hiring process begins at the department level to ensure that positions requested are clearly defined

through accurate and relevant job descriptions. Job descriptions are directly related to institution mission and goals and accurately reflect position duties, responsibilities, and authority. The job descriptions for the classified employee are located on the [NOCCCD website](#) to ensure transparency and access to job classification information.

Analysis and Evaluation

The College meets the standard. Through the institutional program review process, each unit completes a comprehensive program review to identify department/program offering and resource needs assessment. Through this process, each department, division, and campus validates the necessary staffing and resource requests in support of program offerings and services.

Evidence

NOCCCD Job Descriptions webpage

III.A.10 The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide community and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard

The College has sufficient number of administrators with the appropriate qualifications to support its educational, technological, physical and administrative functions.

The Chancellor reviews and recommends to the Board of Trustees the administrative structure necessary to operate the College for the needs of the programs and services that adhere to the mission, goals and priorities of the College and the District. It is within the [purview of the Chancellor](#) to establish the organizational structure, [the number of positions](#), and the administrative levels. The Chancellor works closely with the College President and Chancellor's Staff in making these recommendations of administrative changes. The Chancellor also shares these recommendations with the constituency groups and obtains support of these recommendations from the District Consultation Council. The decision to accept the Chancellor's recommendations [rests with the Board of Trustees](#), which must approve the changes before they can be implemented.

Analysis and Evaluation

The College meets the standard. The number of administrators increased as a result of special funding in Student Success and Support Program (SSSP), Student Equity and Basic Skills. With the infusion of funding for the Strong Workforce program in 2016, this classification is expected to grow even further. The program review processes at the campus level and at the District have revealed the need for more administrative staff.

Evidence

NOCCCD BP 7120
NOCCCD AP 7120-4
NOCCCD BP 7110

III.A.11 The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Written personnel [policies and procedures](#) are available online at the District's website for information and review. A process of regular [policy review](#) and update has been established. The Human Resources Department meets quarterly to review and recommend proposed changes in Board Policies and Administrative Procedures related to personnel. New or revised changes originate from the [CCLC](#) (Community College League of California) Policy and Procedures Subscriber Service. Recommendations are based on [legal updates](#) provided to subscribing districts.

The NOCCCD has various governance committees and organizational groups that coordinate operational, procedural and policy implementation. The Chancellor's staff is a District organizational group, comprised of senior administrative leadership of the District. The [Chancellor's staff](#) makes recommendations to the Chancellor on Board Policies and Administrative Procedures, which in turn are forwarded to the District Consultation Council for review and consideration in the case of Board Policies and for approval in the case of Administrative Procedures.

The District Consultation Council (DCC) is a governance group that meets monthly and makes recommendations to the Chancellor on a variety of topics, including Board Policies and Administrative Procedures. Members of the DCC represent District constituencies. DCC representatives serve as a liaison to bring information from the constituent group into the District-level dialogue and from the District-level governance group back to their constituents. Policy and procedure [recommendations by the DCC](#) to the Chancellor are approved by consensus. All District Board Policies are then [forwarded to the Board of Trustees](#) for their consideration and approval.

In order for the College to ensure equitable and consistent administration of policies and procedures they adhere to the District's [Board Policy 3410](#) and [Administrative Procedure 3410](#) – Unlawful Discrimination that includes information regarding recourse should employees or students perceive unfairness. This policy protects employees and students against discrimination on the basis of a wide range of characteristics including sex, gender, age, ethnic group and accessibility. District [Board Policy 3430 - Prohibition of Harassment](#) provides policy to ensure

that employees are protected from harassment including, but not limited to race, religion, physical or mental disability, and sexual orientation.

The District Office of Human Resources provides on-going education and training to employees to ensure fair and equitable administration of all policies and procedures. [On-going and regular training](#) is provided specifically to managers in administering personnel policies including FRISK (Facts, Rules, Impact, Suggestions, and Knowledge) training, Title IX training, and legal compliance training. Human Resources provides mandatory training to all [hiring committee](#) members on the fair and equitable treatment of applicants.

Once Board Policies and Administrative Procedures have been [approved by the DCC](#) and/or the Board of Trustees, the most recent adoption, update, or review date is added and they are posted on the District website. Additionally, a [notice is sent](#) to all District employees informing them of the new and/or revised Board Policy and/or Administrative Procedures.

Analysis and Evaluation

The College meets the standard. NOCCCD utilizes a well-established process that publishes, and adheres to written personnel policies and procedures that are available for information and review by students, employees and the public. The policies and procedures are fair and equitably and consistently administered. Through the shared governance process, all constituent groups have the opportunity to contribute to new and/or revised Board Policies and Administrative Procedures. Chancellor's Staff and DCC are responsible for stewarding this process in an inclusive, transparent and efficient manner.

Evidence

NOCCCD Policies and Procedures webpage
Community College League Legal Update #28
DCC Meeting Summary Sept. 26, 2016
NOCCCD BOT Meeting Minutes Oct. 25, 2016, item 6a
BP 3410
AP 3410
BP 3430
Email notice, HR Academic I
Email notice, Hiring Committee Training

III.A.12 Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The Office of Diversity and Compliance provides programs, analysis, and training to support the District's diverse personnel. This office is assigned compliance and investigatory responsibilities to resolve allegations of unlawful discrimination and conduct. An Equal Employment Opportunity Plan has been adopted and includes an annual evaluation of employment diversity.

The District is committed to Equal Employment Opportunity and Diversity. The District ensures diversity and EEO in its hiring practices, its retention and success of employees, and in creating a welcoming and supportive work environment. The District meets its goals in the following ways:

- The District promotes equal opportunity through a [Board Policy](#) on Commitment to Equal Employment Opportunity and Diversity
- The District has an [Office for Diversity and Compliance](#) that offers equity and diversity related programs and services
- The District has an [Equal Employment Opportunity Advisory Committee](#), which has representation from all constituency groups
- The District has adopted an [Equal Employment Opportunity Plan](#) for 2016-2019
- The District Director for Diversity and Compliance is an Ex Officio member of the campus Diversity Advisory Committees;
- All Search committees must attend training on Diversity, Bias and EEO.
- The District requires sensitivity and understanding of diverse student populations as a minimum qualification for all employment positions;
- Human Resources will be hosting an NOCCCD Job Fair in 2017- highlighting and accentuating diversity in hiring;
- Annual presentations and [reports](#) are provided to the Board of Trustees analyzing the hiring trends for the District and Colleges for the last five years
- Title IX training has been provided to over 300+ employees in 2015-16 (IIIA12.6);
- The People Admin system for applicant tracking was implemented in 2015-16 and has been effective in tracking all information regarding NOCCCD job applicants including information related to diversity;
- Trainings on non-discrimination and diversity are provided on a regular basis district wide;
- The Office of Diversity and Compliance investigates complaints of discrimination and harassment in a timely manner;
- The District has a [diverse workforce](#) that continues to increase.

Analysis and Evaluation

The College meets the standard. The District's primary mode of analysis and evaluation is through the District Equal Employment Opportunity Plan. The plan requires the District to

analyze and evaluate its progress with diversity and EEO every three years, with annual reports to the board. With the EEO plan, the District conducts the following activities:

- Annually collect employee demographic data at each college and the District Office. The Director shall prepare an analysis of the number of persons from monitored groups in each of the six EEO categories.
- Monitor initial and qualified applicant pools for employment on an ongoing basis.
- Data will be collected and analyzed with regard to all initial and qualified applicant pools to identify possible underrepresentation and irrational barriers to employment.
- Maintain data year-to-year and longitudinal analysis shall be conducted where there is at least three years of data to review.
- Beginning in 2017/18, the District will administer an exit survey for all voluntary separations.
- Beginning in 2017/18, the District will conduct demographic analysis of probationary releases (classified and academic).
- Campus climate surveys will continue to be conducted and the District will explore efficient use of this data in planning and institutional effectiveness as they relate to EEO.

Action Plan:

Implement EEO Plan 2016-2019

Evidence

BP 7100 Commitment to Equal Employment Opportunity and Diversity
District Office of Diversity and Compliance
District EEO Advisory Committee
District EEO Plan 2016-19
NOCCCD employee diversity report

III.A.13 The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

NOCCCD has a demonstrated commitment to ethical behavior throughout the District, which is evidenced in meaningful policies and practices. The mission of the North Orange County Community College District is as follows: “to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent. We are unequivocally committed to student success and lifelong learning.” Also included in the NOCCCD mission, vision and values are core values of respect and inclusiveness as noted below.

- Respect: We cultivate an atmosphere of courtesy, civility, and transparency with all students and employees in the District by promoting a willingness to collaborate and a responsibility for all to be engaged as collegial partners in carrying out the District's mission.
- Inclusiveness: We welcome and respect the diverse backgrounds and beliefs of our students, faculty, and staff, and the many communities we serve.

As demonstrated in the NOCCCD mission, vision and values, the District is committed to civility and transparency along with promoting all to be engaged as partners in carrying out the District's mission. In addition to this demonstrated commitment, NOCCCD has adopted both a [Board Policy](#) and an [Administrative Procedure](#) on Institutional Code of Ethics. This is a multifaceted AP that addresses conflict of interest, gratuities, maintenance of records, confidentiality, and employment practices. NOCCCD recently added to its staff structure an internal auditor who is responsible for the investigation of complaints regarding conflict of interest, fraud, and maintenance of records. Human Resources has a hotline where anonymous reports can be made by calling 714-808-4838. All reports are thoroughly investigated in a timely fashion.

Analysis and Evaluation

The College meets the standard. One of the institutional values for the North Orange County Community College District is professionalism, and all members of the institution are held to the highest standards of professional conduct. As an institution that continuously strives for excellence, the College values professional development and continuing education as a means to equip College members with the tools and skills necessary to conduct themselves with integrity.

Evidence

NOCCCD BP 3050 Institutional Code of Ethics

NOCCCD AP 3050 Institutional Code of Ethics

III.A.14 The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College has a firm commitment to supporting the professional learning needed for full-time and adjunct faculty, classified professionals, and managers to improve student success. Leading the effort to plan and provide opportunities for professional development is the [Staff Development Committee](#), a subcommittee of Faculty Senate that includes eight faculty representatives, three management representatives, two classified representatives, and two students. This committee determines staff development policies and priorities based on

communication with constituent groups; provides campus-wide staff development activities and workshops to meet identified needs; disseminates Staff Development funds and facilitates shared learning following committee-funded activities; and provides oversight and facilitates the use of the Teaching Effectiveness Center (TEC).

Since 2014, the College has steadily increased the reassigned time for the Professional Learning Coordinator from 3 to 9 units. The Staff Development Committee [recommended](#) an increase based in part by the role the coordinator had already taken on in expanding the range and frequency of professional learning opportunities while also reflecting a pending realignment of a number of related development initiatives started by other programs on campus under the umbrella of staff development.

Major Staff Development Components:

- The **Teaching and Learning Certificate Program**, developed by the Basic Skills Program in 2009, moved to Staff Development in 2014, where it was broadened to meet a wider range of learning needs on campus. Participants earn the [certificate](#) after completing 20 hours of workshops and training in five broad categories: Instructional Practice and Student Success, Habits of Mind, Equity and Diversity, Institutional Effectiveness, and Health and Wellness.
- The **Habits of Mind Initiative** was officially launched during Fall Convocation 2015. [Habits of Mind](#) is a campus-wide initiative aimed at fostering intelligent practice and mindful behavior in order to increase student and professional learning and success. In 2016, after a program analysis that concluded growth mindset and mindfulness were the habits that garnered the most interest, Staff Development developed what is now called the Mindful Growth Initiative. Initiative events provide opportunities for faculty, staff and students to learn together, building a campus-wide community committed to mindful growth. Habits of Mind is part of the TLC Program, and College employees can count these events towards the Teaching and Learning Certificate. The events are unique in their inclusion of student participants.
- The **Online Teaching Certificate** was started in 2016 based on recommendation from the Distance Education Advisory Committee. The Staff Development Committee worked with a planning group of faculty and staff to develop a [series of workshops](#) and training modules with a focus on current and innovative pedagogy, technologies, and best practices related to online teaching and web-enhanced instruction. Instructors can earn a [certificate](#) by completing 20 hours of workshops from core and supplemental categories, and the certificate can be completed in both a “boot camp” held over three days between semesters or by taking a series of workshops throughout the year. As of [May 2017](#) 17 full-time and adjunct faculty have earned the OTC, with a total of 125 full-time and adjunct faculty participating in workshops and trainings.
- The **Adjunct Academy**, a two-day series of workshops designed specifically for adjunct faculty at Fullerton College, was redesigned in 2015. Adjunct faculty are [compensated](#) for

participating in 10 hours of interactive workshops that cover such topics as classroom management techniques, developing active and student-centered classrooms, culturally responsive teaching, and tips for the full-time hiring process. As of May 2017, 210 adjunct faculty have participated in the Adjunct Academy.

- The **New Faculty Seminar**, started in 2014, is a [yearlong professional development program](#) focused on the needs of newly hired full-time faculty. Twice a month, new full-time, tenure-track faculty attend workshops and trainings on a variety of topics, such as learner-centered classroom practice, technology support for teaching, FC student demographics and student support services. The District also hosts a New Faculty Orientation and New Faculty Welcome event each year to provide an overview of relevant employment policies and benefits familiarize faculty with all of the campus locations within the district (beyond their own). As of May 2017, 107 new faculty have participated in New Faculty Seminar events.
- Each year, Staff Development provides \$5,000 to \$7,500 to support the [Classified Professional Learning Day](#) activities. In some years, the Staff Development Coordinator has collaborated with representatives from the Classified Senate to plan the program for this day. Staff Development also supports between two and seven classified staff annually to attend the statewide [Classified Senate-sponsored Classified Leadership Institute](#). Classified staff also participate in the College's Mindful Growth Initiative, TLC, and are supported with conference and training funding.
- The College supports professional development by providing **Conference and Training Funding**, which is available to all full-time and adjunct faculty, classified professionals, and managers. Each year, [money is awarded](#) to College personnel to attend conferences and trainings, and those employees then share what they have learned through a [dissemination plan](#) submitted with the funding request. The resulting workshops and trainings have focused on a range of topics, included cultivating mindfulness, supporting disabled students in the classroom, developing flipped classrooms, and managing challenging classroom discussions. From August 2015 to May 2017, 164 funding requests of up to \$2,000 were approved. The amount of money budgeted for conference and training has increased steadily in response to increased demand as well as increased cost. In 2016-2017, approximately \$77,000 was spent to send employees to conferences and training, up from approximately \$54,000 the previous year and \$30,000 in 2014-2015.
- The College also designates funds for [Targeted Conferences and Training](#), including \$25,000 in June 2016 to send a team of 10 to the National Conference on Race and Ethnicity to increase the knowledge and capacity for delivering equity-focused professional learning to the campus. A [second team](#) went in June 2017 with support from the District. In 2016-2017, the College spent \$25,000 to send the College's Behavioral Intervention Team to a national training program, a response to the high level of interest at the College in learning how to support students in crisis.
- In the 2017-2018 academic year, the College added two required **Flex Days** to the calendar, one each before the start of the fall and spring semesters. These flex days will allow the

entire College staff to participate in a variety of trainings and workshops. The Staff Development Committee has [piloted a format](#) for the first [flex day on](#) August 24, 2017 that involves a campus-wide workshop on Title IX requirements in the morning followed by a menu of options, including trainings and workshops proposed by departments and divisions, in the afternoon. Feedback on this approach will be collected and used by the Staff Development Committee to propose a format for the January 2018 flex day.

Evaluation of Professional Learning

To ensure the quality, appropriateness, and effectiveness of the professional development activities and offerings, each professional development workshop, training, and conference funded or offered by the College is [evaluated by participants](#), and the results are collected and evaluated by the Staff Development Committee. These results are used to determine future workshops and trainings and to make adjustments in the method and format of how professional learning opportunities are provided.

Analysis and Evaluation The College meets the standard. The range and depth of opportunities for professional development and learning offered by the College and supported by the District ensure that all employees can continue to develop the skills and knowledge needed to support the College's mission. There is a strong evaluative component to all of the professional development activities coordinated by the Staff Development Committee, which ensures that they continue to be meaningful and effective.

Evidence

Staff Development Program Review
Professional Learning Program Plan
TLC Overview and Statement of Intent form
Habits of Mind flyer
OTC Info Sheet
OTC Cover Letter
OTC Participation Count email
Adjunct Academy Flyer
New Faculty Seminar Invitation
New Faculty Seminar Schedule
Classified Professional Learning Day photos
Classified Leadership Institute screenshot
Staff Development Travel Funds spreadsheet
Sample Dissemination plan
Recommended Conferences

III.A.15 The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

All personnel records, archival and current, are maintained in locked cabinets under the control and within sight of the Human Resources (HR) Department. The Human Resources Office is also located on secure floor of the District Office building with key card access to authorized personnel only. Administrators and supervisors are authorized to view the personnel records of employees in their division/department or areas. The Human Resources Office maintains a log of such access to employees' personnel records. All employees have the right to inspect their own personnel records pursuant to the Labor Code.

Individual employees may review their own personnel records in the HR Office during regular business hours and by appointment. Annually, HR furnishes a sampling of personnel records for the District's financial audit (Vavrinek, Trine, Day & Co., LLP). When new employees are hired and processed, HR verifies the completeness of paperwork that is part of the initial hiring process.

[Administrative Procedure 7230-5](#) addresses the procedure for Personnel Files for confidential employees. Administrative Procedure 7240-5 addresses the [procedure](#) for Personnel Files for Management employees. Rules and/or procedures regarding personnel files for classified employees are found in the California School Employees Association Chapter 167 Bargaining Agreement, Article 4. Rules and/or procedures regarding personnel files for full-time faculty are found in the Collective Bargaining Agreement Between North Orange County Community College District and United Faculty CCA-CTA-NEA, [Article 4.7](#). Rules and/or procedures regarding personnel files for adjunct faculty are found in the North Orange County Community College District and Adjunct Faculty United Local 6106 AFT/AFL/CIO [Collective Bargaining Agreement](#). Information of a negative or disciplinary nature shall not be entered into an employee's personnel records unless and until the employee is given notice and an opportunity to review and comment on that information. The employee shall have the right to enter, and have his or her own comments attached to any negative or disciplinary statement. The review shall take place during normal business hours, and the employee shall be released from duty for this purpose without salary reduction. Employees are not entitled to review ratings, reports, or records that (a) were obtained prior to the employment of the person involved, (b) were prepared by identifiable examination committee members, or (c) were obtained in connection with a promotional examination or interview.

Analysis and Evaluation

The College meets the standard. It adheres to established Administrative Procedures and provisions of the appropriate Collective Bargaining Agreements. The College ensures that security and confidentiality of personnel files are maintained by keeping the files in secured cabinets and archived storage areas and limiting review of the files to supervisors and administrators and maintaining a log of personnel files that have been reviewed and the reason for the review. All employees may access their own file during normal business hours at the Human Resources office in the District Office.

Evidence

NOCCCD AP 7230-5 Confidential Employees- Personnel Files

NOCCCD AP 7240-5 Management Employees- Personnel Files -

Collective Bargaining Agreement Between North Orange County Community College District and Chapter 167 California Schools Employees Association

Collective Bargaining Agreement Between North Orange County Community College District and United Faculty CCA-CTA-NEA -

Collective Bargaining Agreement Between North Orange County Community College District and Adjunct Faculty United Local 6106 AFT/AFL/CIO

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

One of the primary objectives of the College is to ensure that facilities are constructed and maintained to guarantee access, safety, security, and a beneficial learning and working environment. The Director of Campus Safety and the Director of Facilities meet on a regular basis with the Vice President, Administrative Services (VPAS) to identify and address all types of safety concerns on campus including maintenance of equipment, the fire alarm system, any broken or substandard furnishings, and any issues that affect access. Identified needs that cannot be funded through existing budgets are brought to the [Planning and Budget Steering Committee \(PBSC\)](#) for consideration.

All new building plans and renovations conform to state building code standards as determined by the California Department of State Architects (DSA). Licensed architects are hired to provide plans and specifications for new construction, which are then reviewed and approved by DSA. Following DSA approval, the projects are publicly bid and awarded. A DSA inspector ensures that buildings conform to required specifications.

Fullerton College and the District proactively address barriers to individuals with disabilities. The [District's Americans with Disabilities Act \(ADA\) Transition Plan, approved on October 13, 2015](#), fulfills the requirements set forth in Title III of the [ADA](#) and identifies architectural barriers at District owned, operated, and utilized facilities, including Fullerton College. Along with identifying physical barriers in all facilities that limit access of its programs, activities, or services to individuals with disabilities, the [Plan](#) includes a [prioritization schedule](#) and the cost of removal or the barriers to achieve compliance with ADA, Title III. In addition, the Facilities Department works with the [Disability Support Services \(DSS\)](#) office to address any [student accommodations or accessibility](#) concerns on an ongoing basis.

The office of the Vice President of Instruction maintains a current [space inventory report](#) for the campus, a classroom inventory used for scheduling classes, and an office inventory to ensure that all full-time faculty have appropriate offices to prepare for classes and meet with students. All [full-time faculty](#) are provided with a desktop computer. In coordination with the office of Academic Computing Technologies, a [complete inventory](#) of [media](#) and [computer](#) equipment available in each [instructional space](#) is maintained. In [February 2016](#), the College approved [replacement cycles](#) for different types of [instructional and operational equipment](#) to help ensure user needs are successfully met. Staff, student and faculty [computers](#) are on a 3-year cycle, demo station projectors are on a 5-year cycle, and telephones are on a 7-year cycle. Fleet vehicles/equipment are appropriately maintained and replaced based on [aging schedules](#).

Analysis and Evaluation

The College meets the standard. Fullerton College uses internal and external measures to provide a safe and appropriate environment for student learning. Room capacity limits and state fire codes are strictly adhered to. An extensive fire alarm system is installed throughout the campus with sprinkler systems in newer buildings. Older buildings are not required to have sprinkler systems installed. Door closers compliant with fire-life safety are mounted where they are needed. Elevators are tested monthly to make sure that the campus is fully accessible to all students. The VPAS, Director of Campus Safety, and the Director of Facilities assess the campus through direct observation and from input received from students, faculty, staff, District Risk Management, Facilities staff, and community members. Campus wide, safety issues are addressed through the service request system where service requests can be tagged as “Safety”. Staff is sent to respond to immediate safety issues. Others are addressed according to the true hazard level. Input received is also reviewed during weekly meetings with the VPAS, Director of Campus Safety, and the Director of Facilities. Safety issues are rectified expeditiously. The campus is reviewing a written security assessment to increase safety and security across the entire campus. Initial steps taken by the campus include the installation of security cameras to view the Bursar’s Office area as well as the installation of bullet-resistant glass at the window counter.

To sustain ongoing safety at the College, the Maintenance and Operations staff is regularly trained on safety issues including the use of electric carts, confined space training, and hazardous materials disposal, and records of safety training are maintained. All College personnel are regularly offered training on the use of fire extinguishers and adult first-aid and CPR/AED workplace training. Standards from the Occupational Safety and Health Administration (OSHA) are met or exceeded on all campus projects.

Buildings are secured through a standard key system and, in newer buildings, by an electronic access program as well. All new buildings are now keyed to a Medeco master key system. At this time, the parking structure and Buildings 200, 400, 700, 800, 900, 1200, 1400, and 1700 are on the master system. The Director of Facilities is responsible for key control, and the Director of Campus Safety manages electronic security. To increase the lock down capabilities of the campus, mechanical devices such as door jamb magnetic strips and Lock Blok devices have been installed and are being used throughout the campus. Campus Safety added a one-command system that allows the locking of all electronic doors by hitting an emergency “locking” command button. This greatly enhanced the full campus lockdown procedures.

An emergency [communication system](#) is in place at the College with [emergency radios](#) placed in 45 separate offices of the campus. The radios are regularly tested, and broadcast messages are sent to determine the audibility of broadcasts and to familiarize staff with the use of the radio.

Radio communication is also available within the district office and is monitored during regular business hours by the executive assistant in the President's office. The telephone system on campus also has broadcast capability that may be used in case of emergency. A district-wide text-messaging alert system is also available to keep students and employees informed of emergencies. There are 35 emergency phones located throughout the campus. They connect immediately to all Campus Safety officers' radios. Fullerton College recently added two additional emergency phones to cover the far north side of the campus in buildings 1400 and 1700.

The Director of Campus Safety is primarily responsible for the [emergency preparedness](#) for the College and for ensuring compliance with relevant State and Federal laws such as Safety and Security reporting per the "[Clery Act](#)." [These plans include](#) the Emergency Operations Plan, Emergency Response Procedures, and other emergency or hazard response plans or procedures as assigned. The Campus Safety department is also responsible for coordinating or conducting emergency [training](#) and exercises and providing [training](#) to faculty, staff, and students. Thirty-five staff members of the Emergency Operations Center team have been formally trained in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) to assist in case of emergency, and many have been trained on the Emergency Operations Center (EOC) methodology. Emergency equipment backpacks are strategically located at departments throughout the College for use in case of emergency. Stryker chairs have been installed on campus in eighteen locations to allow for the evacuation of disabled individuals in case of emergency. Campus Safety personnel, as well as selected staff members, have been trained in the use of the Stryker chairs. The College also has increased the number of Automated External Defibrillators (AED) from 8 to 14 over the last two years. All campus safety staff, athletic trainers, health center employees, and several other employees have been trained in the use of these devices. Campus Safety conducts two campus-wide safety drills each year. The evacuation drill coincides with the State's Great California Shake-Out drill. The campus also participates in an active shooter lock-down drill once a year.

The College has a number of buildings on the periphery of the campus including the Ben Franklin House, the Wilshire Continuing Education Center, and the Berkeley Center. All standards related to safety, security, and clean environment apply to these facilities as well. Emergency radios and equipment are also distributed to these locations.

The College currently uses [Canvas as the primary course management system](#) for web-enhanced, hybrid, and online courses. Canvas provides students access to online classes as an alternative option to taking a course in the classroom at the College facility. Staff members from the Academic Computing Technologies Department maintain the Canvas system. The District supports MyGateway, which includes options for delivering course content and communication

between instructors and students electronically. Security controls are in place to ensure access to data and data management is secure and protected.

Evidence

Planning and Budget Steering Committee Website

PBSC Mission, Purpose, Guidelines

District's American with Disabilities Act Transition Plan (.zip file)

Board of Trustees Minutes, Page 5 – Approval of Transition Plan 10-13-15

Board Item – Transition Plan

Title III ADA Architectural Barriers - District Educational Technology Website

ADA Executive Summary with Prioritization Schedule for removal of barriers

DSS Website

Disability Support Services Accommodation Plan at Fullerton College

Space Inventory Report

Complete list of Computer Equipment (Comprehensive)

AV Equipment

PC and Apple Computers

Location of Instructional Computer Computers

PAC Minutes 2-24-16 – Approved Replacement Cycles

PBSC Notes 11-18-15 – Recommendation of Replacement Cycles

PBSC establishes reserve funding for computer and fleet vehicle replacement cycles

Computer Replacement Schedule

Equipment and Vehicle Replacement Schedule

District Incident Communication Plan

Campus Emergency Radio Locations

Emergency Preparedness Plan

Clery Annual Security Report

District Emergency Operations Plan

District Safety Training

District Environmental Health and Safety

Canvas Course Management System

Full-time Faculty Computers

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Fullerton College is committed to assuring effective utilization and continuing the quality of physical resources necessary to support its programs and services.

The College prepares an annual [Five Year Construction Plan](#) for submission to the California Community Colleges Chancellor's Office. This report outlines a program of major capital improvements (defined as \$250,000 or more in cost) regardless of source of funds. The Five Year Construction Plan is [presented to the President's Advisory Council](#) for review, comment, and approval. As part of the District Plan, the [Board of Trustees also approves it](#). In 2002, the voters of the district approved [Measure X](#), a \$239 million in general obligation bonds to be used to finance the acquisition, construction, and modernization of property and District facilities. Although funding from Measure X helped meet many of the facility project needs, additional resources were needed to meet the College's unmet construction needs and the District sought voter approval for a second bond measure. [In November 2014](#), the voters of the district approved [Measure J](#), the issuance of \$574 million in general obligation bonds to be used to finance significant upgrades, enhancements, and expansion to [facilities](#) at Fullerton [College](#), Cypress College, and the School of Continuing Education. Long-range capital [planning](#) is guided and informed by multiple sources: [Educational Master Plan](#), [Facilities Master Plan / Map](#), [Integrated Planning Manual](#), and the [Planning and Budget Steering Committee](#).

The Director of Facilities maintains an ongoing record of facilities issues and some are based on [input received](#) from the [work order system](#) where day-to-day issues arise. This information drives the scheduled maintenance planning and campus resource allocation for major repairs. Older buildings on campus pose challenges for regular maintenance and scheduled maintenance projects. A [five-year scheduled maintenance plan](#) is prepared and submitted each year to the State Chancellor's Office. A number of scheduled maintenance issues have been addressed as part of the construction projects. Storm drain improvements, a fire line, water lines, a sewer project, a street light on Lemon Street, and sidewalk and fire lane replacements have all been required by particular building projects and have benefited the College as a whole. Increases in funding provided by the Chancellor's Office over the last two years have helped address much of these needs.

Dedicated resources for equipment replacements and additions demonstrate the College's efforts to support its programs and services and achieve its mission. In February 2016, the College established ongoing funding plans for vehicle replacements and instructional and operational

computer-related equipment. The Planning and Budget Steering Committee made a recommendation to PAC to establish a reserve in the amount of \$1.5 million to be used for [computer and fleet vehicle replacements](#) using one-time mandated funding for the initial reserve and general funds for future replenishments. In [February 2016, PAC approved](#) and the College President accepted the PBSC's recommendation.

In an effort to respond to increasing interest in sustainability as expressed by the students and staff, the College installed three [\(3\) EV \(Electric Vehicle\) dual charging stations](#) that accommodate up to [six vehicles](#) at any given time. The College researched the associated costs to purchase, install, and maintain the charging stations as well as studied various sites to identify a location that would provide the best access to serve both the College and local community. On October 7, 2015, the Planning and Budget Steering Committee (PBSC) made a recommendation to the President's Advisory Council (PAC) to allocate up to \$40,000 to purchase three EV Charging Stations and to provide the service free to both campus and local community users. On [October 28, 2015, PAC and the College President approved](#) the funding to install the units and to provide the service free to users. Use of these charging stations have proven to be successful and are an example of good business that promotes the College's use of green technology and sustainability.

Analysis and Evaluation

The College meets the standard. The College adheres to a three-tiered approach to facilities safety assessments. The state-sponsored [Facility Condition Assessment Report 3D/I](#) is a document that provides supportive information for scheduled maintenance and renovation projects, as well as foundational information for bond issues. The report is on file with the California Community College Chancellor's Office.

The second tier of facilities safety assessment is the [Alliance of Schools for Cooperative Insurance Programs \(ASCIP\) Safety Audit](#) (Please contact the Fullerton College Facilities Department to provide full information), which is completed every three years in conjunction with the College's Facilities Department and the District's risk management staff.

The third tier for safety assessment is the inspection completed each year by the Fire Inspector from the City of Fullerton. The [Fire and Life Safety Inspection](#) identifies any issues that pose a safety threat. Any identified issues are reported to the College's Director of Facilities for remediation.

Issues identified from any of these sources are directed to various levels in the organization. Campus-wide issues are addressed through the facilities planning process. Division- or department-specific issues are addressed collaboratively with deans and other managers, and

funding is requested through the area Vice President or the College President. Many of the issues result in projects supported by scheduled maintenance funds or other campus project funds. The Planning and Budget Steering Committee (PBSC) has given more attention to these issues in the past few years. In 2016, the PBSC [approved an ongoing vehicle replacement plan](#); the vehicles are both vehicles that support the maintenance crew and vehicles that are part of the motor pool that supports instructional and athletic activities. PBSC also developed and [approved a technology/computer replacement plan](#). Both efforts were submitted to PAC and the President for consideration where they were approved. The replacement plans are intended to make planned, regular purchases to maintain equipment at a safe and useful level.

Evidence

Fullerton College Five-year Construction Plan
PAC Minutes 3-30-16 – Approved Five-year Construction Plan
Board of Trustees Minutes 6-28-16 – Facilities Master Plan Approved
Measure X Bond Issue
Measure J Bond – Fullerton College Bond Projects Website
Measure J Bond Issue
Board of Trustees Minutes 6-28-16 – Measure J Bond Approved
PAC Minutes 3-9-16 – Facilities Master Plan
Board of Trustees Agenda Item – Fullerton College Master Plan
Mid-term Update to the Educational Master Plan
Facilities Master Plan Update Presentation to Board 6-28-17
Facilities Master Plan Update – Map dated 2-1-16
Fullerton College Integrated Planning Manual
Planning and Budget Steering Committee
Fullerton College Service Tickets
TechExcel Service Wise System
Five-year Scheduled Maintenance Plan
PBSC Notes 11-18-15 – computer and fleet vehicle replacement cycles
PAC Minutes 2-24-16 - Replacement Cycles
Electric Vehicle Charging Stations Purchase
Electric Vehicle Charging Stations
PBSC Notes 11-18-15 – Electric Vehicle Charging Stations
Facility Condition Assessment Report
ASCIP Safety Audit
Fire and Life Safety Inspection Report
PBSC 11-18-15 Notes - Vehicle Replacement Plan
PAC 2-24-16 Minutes - Technology Replacement Plan

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Fullerton College employs multiple methods for planning and evaluating facilities and equipment. Such methods include capacity-to-load ratios and a review of the [Facilities Master Plan](#) through an [annual update](#) of the [Five Year Construction Plan](#). Facilities planning and assessment are ongoing processes. Preparation of the annual Five Year Construction Plan provides opportunities to evaluate and update facility needs identified in the [Facilities Master Plan \(FMP\)](#) included in the [2011 Comprehensive Master Plan \(CMP\)](#) in a manner that is aligned with the [Educational Master Plan \(EMP\)](#). In addition, annual assessments and updates are made to the [five-year Scheduled Maintenance Plan](#) and the [Space Inventory Report](#). Space utilization is reviewed in conjunction with course scheduling throughout each academic year.

Fullerton College regularly evaluates and plans for its facilities and equipment needs, taking utilization and other relevant data into account to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. Facilities and equipment needs are identified and requested through the annual Program Review processes as well as through maintenance inspections and maintenance assessments. Additionally, the College also evaluates, plans, and makes decisions regarding the replacement of equipment based on factors such as useful life, energy efficiency, and projected repair costs. For example, HVAC units and light fixtures are sometimes replaced if doing so decreases the total cost of ownership.

Analysis and Evaluation

The College meets the standard. Fullerton College utilizes [FUSION, a web-based application](#) that supports the integrated management and reporting on California community college facilities, to store essential data regarding the College's facilities. This information includes space inventories, capital construction state-funded projects, and five-year scheduled maintenance and master plans. The system also allows for tracking the condition of facilities and the status of projects. FUSION allows for a consistent, standardized approach used by all college districts and for improved efficiency for the districts as well as the California Community College System Office staff who are responsible for review and approving district submissions and compiling information system-wide.

The College's equipment is assessed on a regular basis through both institutional and departmental processes. In February 2016, the College approved [3-, 5-, and 7-year replacement cycles](#) for different types of instructional and operational equipment, such as projectors, staff, student and faculty computers, telephones, and fleet vehicles/equipment, to help ensure user needs are successfully met.

Resources are allocated to meet changing instructional and operational needs. The Program Review and Planning processes further serve to identify equipment needed to meet the institutional needs of the College. For example, the [2014-2015 Instructional](#) and [2015-2016 Non-instructional](#) Program Review Cycles led to the recommendation and approval of funding allocations totaling \$717,760 for instructional resource needs and \$222,627 for the non-instructional resource needs (includes student support services and administrative and operational areas). These funding allocations were initiated by recommendations from the Planning and Budget Steering Committee's (PBSC) to the President's Advisory Committee (PAC) and finally to the College President for final approval.

The College utilizes a [service request system](#) called [TechExcel – ServiceWise](#), which [allows users to request service or repairs to facilities or computer equipment and to request the purchase of new technology-related computer/media equipment or software](#). During FY 2014-15, there were a total of 7,005 service requests: 3,811 were facilities related and 4,194 were computer equipment related. Of the total requests, 286 were cancelled and 6,636 were completed during the year, leaving 83 open at the end of the year. The system allows time requests and service and the prioritization of service.

Evidence

Facilities Master Plan 6-28-16

PAC Minutes 3-30-16 – Facilities Master Plan Approved

Five-year Construction Plan

Facilities Master Plan

2011 Comprehensive Master Plan

Educational Master Plan

Five-year Scheduled Maintenance Plan

Space Inventory Report

Description of FUSION Web-based Application

PBSC Notes 11-18-15 – Replacement Cycles

TechExcel-ServiceWise System Service Ticket Trends

Description of TechExcel-ServiceWise System

Screenshot of TechExcel-ServiceWise System

Summary of TechExcel-ServiceWise System Service Tickets

2014-15 Instructional Program Review Example

2015-16 Non-Instructional Program Review Example

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Fullerton College conducts long-range capital planning in a manner that is integrated with and supports institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment. Long-range capital planning is guided and informed by multiple sources: [Educational Master Plan \(EMP\)](#), [Facilities Master Plan \(FMP\)](#), [Integrated Planning Manual](#), and the [Planning and Budget Steering Committee \(PBSC\)](#). The College's long-range capital plans support its strategic vision and reflect the total cost of ownership of facilities and equipment. The [Five Year Construction Plan \(FYCP\)](#) and all capital project proposals are based on the FMP and the priorities established by the strategic vision. The current FMP was developed through campus forums where input was sought from students, staff and the community.

The [2011 North Orange County Community College District Comprehensive Master Plan \(CMP\)](#) serves as the College's long-term plan and projects its future through 2020. After the passage of the Measure J facilities bond in 2014, the [District released the 2016 Mid-Term Update to the Educational Master Plan](#). The CMP includes the College's EMP and FMP. Included in the CMP are the basic building blocks and big picture guidelines for planning and decision-making throughout the District, including:

- Growth projections for instruction, student services and support of learning areas through 2020
- Identification of challenges
- A plan for the addition or remodeling of facilities to support the District's programs and services
- District Strategic Directions that serve as the basis for both the District-wide and campus Strategic Plans

The CMP is designed to be agile, useful, and elastic, resulting in a living document that continues to be explored and re-imagined as the demands and challenges of the years arise. Updates to the CMP are intended to address the evolving needs of the College and students served. The College has long-range capital plans in place that reflect projections of the total cost of ownership of new facilities and equipment and support institutional improvement goals.

In November 2014, the voters of the district approved the issuance of \$574 million in general obligation bonds to be used to finance significant upgrades, enhancements, and expansion to facilities at Fullerton College, Cypress College, and the School of Continuing Education. Key Measure J project priorities include:

- Upgrades to antiquated science labs, lecture halls, technology and instructional equipment to better prepare students for growing fields of study and high-skill careers
- Enhancements of classroom space and training centers for future nurses, firefighters and other first responders, as well as technically-trained workers
- Expansion of veterans' facilities and services, as well as job-placement centers to train and re-train veterans as they transition into the civilian workforce

Improvements also call for general health and safety repairs, energy-efficiency enhancements, and other needed facility renovations on each of the District's three campuses.

The [College's FMP](#) included in the 2011 CMP provided the foundation for the Measure J proposition. Following passage of the bond, the College initiated a full scale review of the EMP and FMP to ensure the most up-to-date information available prior to beginning the twenty-year construction program. The [College's updated EMP and FMP](#) were [accepted by the Board of Trustees on June 28, 2016](#). [Major capital projects](#) included in the updated 2016 FMP include:

- Renovation of several existing buildings
- New Centennial Parking Structure
- New Instructional Buildings
- New Welcome Center
- New Thermal Energy Storage & Chilled Water Plant Expansion
- New Horticulture / Vocational Sciences Complex and Lab School
- New Performing Arts Complex
- Update / Improve Infrastructure

The College prepares Five Year Construction Plans annually that outline a program of major capital improvements (defined as \$250,000 or more in cost) regardless of the source of funds. The Five Year Construction Plan is presented to the President's Advisory Council for review, comment, and endorsement. The construction plan is then approved by the President and, as part of the larger District plan, approved by the Board of Trustees and submitted to the California Community Colleges Chancellor's Office.

A critical component of capital planning includes projecting the total cost of ownership of new facilities and equipment. PBSC and the Facilities and Maintenance and Operations departments evaluate [life cycle costing and total cost of ownership](#) as standard practice in building planning and in equipment expenditures. Life cycle costing balances the expected life span of equipment with the cost of its purchase and installation. Total cost of ownership includes analysis of maintenance, utility usage, and serviceability. Unit Planning requirements include maintenance, life cycle costing, staff, service contracts, and equipment replacement. Projections include initial design, construction, and purchase costs along with ongoing maintenance and operations related costs. The process is designed to estimate all direct and indirect costs related to equipment and

facilities in a manner that helps ensure required resources are identified and sufficient to meet respective project costs and to ensure the College has a realistic estimate of costs when considering and prioritizing alternative and competing projects.

Analysis and Evaluation

The College meets the standard.

Evidence

Educational Master Plan

Facilities Master Plan

Integrated Planning Manual 2016-17

Planning and Budget Steering Committee (PBSC)

Five-year Construction Plan

2011 NOCCCD Comprehensive Master Plan

Mid-term Update to Educational Master Plan

Mid-term Update Educational Master Plan (EMP)

Board of Trustee Board Item – Facilities Master Plan

Facilities Master Plan Board Presentation 6-28-16

Board of Trustees Minutes 6-28-16 – Facilities Master Plan

Facilities Master Plan – Map

Life Cycle Costing of Building and Equipment Expenditures

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

[Fullerton College Academic Computing Technologies](#) (ACT) and the [District Information Services](#) (IS) [share responsibility](#) to provide adequate services, support, and equipment on campus. These two groups collaborate on all systems and software issues prior to purchase and utilization.

[Fullerton College ACT](#) supports all technology-related activities on campus. They are responsible for all faculty, student and staff computers (desktops, laptops, and tablets), campus supported software, phone and network connectivity, campus WiFi, and all technology and equipment in instructional classrooms and labs. [ACT supports roughly 2,500 computers on our wired network and about 6,000 users](#) connected to our [wireless network](#).

ACT is divided into two groups: Instructional Technology Services (ITS) and Systems Technology Services (STS):

- The ITS group (10 technicians) supports all computers, fax machines, scanners, web cameras and document cameras. ITS builds all software images for the entire campus, including computer labs, classroom demo stations, and staff and faculty computers. ITS also manages software additions and updates to all campus computers. Furthermore, IT is responsible for all classroom media. To control costs on printers and toner, Fullerton College contracted with The Circle to maintain and support all networked printers on campus.
- The STS group (9 technicians) supports all servers, SAN storage, wired and wireless networking switches and hubs, firewall, cabling, VoIP phone system, security surveillance and access control systems, all system applications (including email, virus protection, etc.) and web applications, as well as special purpose systems such as the Qless system, VGo, and HVAC/Energy Management. STS also provides training, faculty/staff technical consultations, coordination of the Help Desk, software licensing, installation requests, and staffs six campus open computer labs.

In 2008 Fullerton College switched its aging hardwired copper cable and static switch phone system to a computer based, data cable connected and Internet supported unified communications Voice over IP (VoIP) system. This allowed the campus to improve productivity and functioning while reducing costs. Among the benefits are:

- One set of cables for both voice and data instead of two.
- Ability to access voicemail from a computer.
- Ability to integrate e-mail and voice messaging.
- Ability to do moves, adds, and changes in a timely manner with fewer resources.

- Ability to integrate with wireless for mobile access.
 - Ability to integrate voice and video for voice calls.
- At present, the [campus has 1744 VoIP](#) phones installed.

ACT is also responsible for maintaining the College's instructional and operational computer-related equipment and ensures the equipment is replaced according to a 3-year computer replacement cycle. Dedicated resources for equipment replacements and additions demonstrate the College's efforts to support its programs and services and achieve its mission. In February 2016, the College established ongoing funding plans for instructional and operational computer-related equipment and fleet vehicle replacements. The Planning and Budget Steering Committee (PBSC) made a recommendation to the President's Advisory Committee (PAC) to establish a reserve in the amount of \$1.5 million to be used for computer and fleet vehicle replacements using one-time mandated funding for the initial reserve and general funds for future replenishments. On February 10, 2016, PAC approved the PBSC's recommendation and on February 24, 2016, the College President accepted the recommendation.

The College and District IS emphasize the effective use of technology in support of teaching and learning, student support and success, and administrative functions. Additionally, the College and District IS assist with contract optimization, technology standards, best practices, data interface to campus-specific systems such as distance education systems, security services and District mandated reporting requirements such as [MIS, IPEDS](#).

The College is provided with access and use of the following [programs by District IS](#):

- The wide area network infrastructure
- An enterprise resource planning system for student information, finance, financial aid and human resources (Banner)
- An educational planning system (DegreeWorks)
- An enrollment management system (SPMS)
- A rooms schedule/event management system (EMS)
- A library system (Endeavor)

ACT is committed to ensuring that faculty, students, and staff are able to fulfill the campus mission to prepare students to be successful learners. An administrator is constantly observing and gathering data to address achievement. All activities related to technology are enabled and supported by ACT. They include: some functions of distance education, Office of Campus Communications, Campus Safety, Program Review, Curriculum, Financial Aid, and Associated Students.

Distance Education and web-enhanced instruction: As of spring 2017, Fullerton College was utilizing Blackboard as the learning management system (LMS) for its online and hybrid

courses. Fullerton College offers approximately 130 courses in online-only formats per semester. Blackboard is also used for some face-to-face courses; however, faculty must request these to be generated on an individual basis and they are not automatically generated. Many instructors also use the file server and some other communication functions in MyGateway, the College's online portal.

In fall of 2016, the College conducted a small, informal pilot of the Canvas LMS. [In spring 2017, Fullerton College acquired its own instance of Canvas](#), and it conducted a campus-wide pilot. In an effort to pave the way for Fullerton College to become fully a web-enhanced campus, course shells for all courses on campus were created in Canvas so that they are available for use or training during spring 2017. In the spring 2017 pilot of Canvas, 109 instructors taught 6,000 students in 262 courses. On April 27, 2017, the Faculty Senate voted to adopt Canvas permanently. Canvas is now the official LMS of Fullerton College, and all courses on campus are available in Canvas. Blackboard will be phased out on May 30, 2018. The Distance Education manager is the system administrator of the Canvas LMS, and Canvas provides a dedicated Fullerton College helpline for technical support of both faculty and students. Distance Education also supports faculty and educational professionals on campus with training seminars, workshops, and one-on-one help by appointment.

The Fullerton College Office of Campus Communications creates and implements communications, public relations, and marketing techniques to enhance public awareness of and participation in the College's many academic programs, student services and activities. Its strategy is to utilize a cross-section of communication tools such as the Fullerton College News Center, website development, social media, videos, press releases, print publications, online newsletters, a text/voicemail/email emergency communications system, mass emails, and other methods of communication to keep both the College community and general public informed. Website development has improved drastically with the creation of the web content specialist position in January 2015. Since this new staff role was created, the Office of Campus Communications now offers website templates to the various programs at the College and staff assistance to build new websites. This has resulted in numerous new and improved websites and established standards for navigation and design. New websites utilize WordPress as the content management systems and are hosted on College servers. Older sites utilize Drupal or Dreamweaver for content management. The older sites will be phased out and replaced with WordPress sites as time, staffing and resources permit.

The campus uses a number of technologies that increase the safety and security of staff, students and visitors to the campus. Our Campus Safety Department manages the Lonel On-Guard system. The system has a number of different security operations. One is the electronic door lock or access system. The electronic door lock system allows the campus to open and lock doors during designated times of the day and day of the week. The One-Command system allows

Campus Safety Department to lock all electronic doors on campus with the push of a one-command security button. This process is critical during emergency situations when a lockdown of the entire campus is needed for safety and security concerns. The campus also has security cameras to digitally record throughout the campus, and they are monitored at the Campus Safety Department. The campus utilizes a Talk-A-Phone system throughout the campus. With the push of a button, an individual is immediately connected to the radios of all on-duty campus safety officers. The Campus uses the Re-Group text messaging system to send emergency text messages to all faculty, staff and students during an emergency. The campus also uses emergency radio systems to contact designated individuals in all buildings on campus during an emergency situation. Finally, the campus uses the Cisco phone system, located in all classrooms and offices, to immediate contact Campus Safety or dial 911 for police response or to announce/broadcast an emergency on campus.

Fullerton College utilizes technology to create, evaluate, and change curriculum on campus. The College uses CurricUNET, an Internet-based software application for curriculum development and approval. It serves as an online warehouse of our entire curriculum (current versions and archived historical versions), and as a tool to create, revise, and review curriculum proposals. Current course and program outlines are publicly available to anyone on CurricUNET. All curriculum proposals are entered into CurricUNET by faculty originators who initiate an automated workflow through a multi-level online review process from the department, division, and campus levels to the district and the Board of Trustees. Each reviewer receives an automatic email when a proposal is in their queue. The reviewer logs onto CurricUNET to review the proposal and then enters comments and recommendations. All comments and required approvals are recorded and stored in the online system. CurricUNET includes a reporting feature that is used by the Curriculum Chairs, the Curriculum Specialist, and Division Representatives to track proposals and create committee meeting agendas.

Fullerton College utilizes eLumen software to support the SLO (Student Learning Outcomes) process on campus. What makes eLumen unique is that it goes beyond simply SLO storage; it is an affordable solution to manage the mountain of data collected across the campus for continuing assessment cycles and facilitates the use of data to generate reports.

The College uses eLumen to:

- Automate and archive the collection, storage, and organization of the increasing amount of data and documents in a scalable manner over an indefinite period of time.
- Simplify the work of faculty by aggregating data for them.
- Utilize the wide variety of rubrics or assessment tools chosen by faculty for use in analysis.
- Generate SLO data for program review and may house program review templates
- Provide data that only the faculty of record for their course can see; all other instances of data are aggregated.

- Make the assessment process transparent and centralized.
- Easily access both historical and current data for conversations and report writing.
- Enable faculty to utilize cross discipline aggregated data across campus for their own use.
- Make the SLOA conversations more collaborative rather than isolated.
- Enhance institution-wide discussions based on data that measure broad outcomes in general education, majors, and student services.
- Enable decision makers to access data and report on assessment outcomes.
- Map assessment of student learning from the course level to the program level.

Fullerton College also utilizes technology to enhance directly the student experience. In the area of Financial Aid there have been continual improvements to the delivery process over the past five years. The application for financial aid is now almost exclusively online. The only part of the process that requires a student to come to campus is the ID verification process. Except for that important security check, the entire application is online. Students apply for financial aid now at www.fafsa.gov for the Federal application, or at the corresponding State site for the CADAAA (Dream Act application.) Students are then notified via their MyGateway account (student portal), email, and/or text message as to any additional requirements needed to complete their financial aid file.

Disbursements are also (since 2010) performed electronically. Financial aid is used first to pay direct expenses to the College. Anything in excess of that which can be used for books, supplies, transportation, and living expenses is wired to the College bank, Bank Mobile. Students at that point either elect a checking account through Bank Mobile, called the Vibe account, and they are then sent an ATM/debit card, or they elect to have those funds direct deposited over to an already existing checking account.

All Internet sites used by Financial Aid are official government sites, apart from Bank Mobile that is an education-oriented bank, and the District's MyGateway student portal. In fact, most of the Internet sites used by the College are mandated by the Department of Education and the California Student Aid Commission in order for the College to continue to participate in their programs. These include NSLDS, COD, G5, and Webgrants. Finally, all aid is processed and awarded in Banner, which communicates daily with the Department of Education systems, and files are sent and received daily to ensure compliance and efficient, seamless delivery.

The Associated Students rely primarily on campus Internet / Wifi, Microsoft Suite, and Adobe Creative Suite. This technology is used for office work, including reports, correspondence, marketing, and design. The Associated Students is responsible for campus-wide events, including club rushes, fundraisers, concerts, scholarship banquets, Teacher of the Year, Commencement Reception, and other events that help students find resources and leadership opportunities at Fullerton College.

Several measures are taken to ensure that the technology needs of the students, staff, and faculty are fully supported.

- Fullerton College uses the [ServiceWise web based system](#) whereby campus users submit repair requests and/or requests for technological support. The Service Request System (SRS) is also used to request quotes for equipment purchases.
- ACT provides a Help Desk that is staffed with technicians who assist all campus users with technology.
- The District conducts an [annual survey \(TechQual\)](#) to measure [campus satisfaction](#) with technology and technological services.

The [North Orange County Community College District mission statement](#) includes the need to serve and enrich diverse communities by providing a comprehensive program of educational opportunities that are accessible, academically excellent, and committed to student success and lifelong learning (III.C1.1). This commitment requires providing the latest, most efficient tools for students to learn and staff to facilitate tasks relating to this commitment. This includes the use of technological equipment and expertise. The District Board and Administrative Policies [BP 3720](#) and [AP 3720](#) – Computer and Electronic Communication Systems address the needs and delegates responsibility for computer and telecommunication use.

Analysis and Evaluation

The College meets the standard. One of the challenges with technology in the 21st Century is the pace of change. ACT evaluates the lessons of the past and tempers this with requirements for the next wave of technology development. Currently, ACT is faced with addressing staffing and funding issues.

As technology grows and computing needs increase, ACT is working with College staff to identify areas of improvement with limited funds available. Faced with prior workforce reductions and loss of expertise, ACT prioritizes problems and innovation requirements and works with various committees to provide resources. ACT has been able to continue upgrading much of campus technology. These include:

- Technology replacement plans for both instructional and non-instructional areas have been developed.
- All Faculty computers, laptops, and tablets now meet or exceed the minimum standards as established by the [campus technology plan](#).
- All classrooms are now equipped with the minimum technology required by the campus technology plan.
- All buildings and public gathering spaces (quad, athletic fields, etc.) are now equipped with Wi-Fi. ACT supports four tiers of wireless access for staff, students, and the visiting public.
- The network backbone is now running at 10GB.
- Two thirds of the campus's network switches have been upgraded.

- Single Sign On for students was deployed. Students can now login to the Fullerton College network using the same login and password as they use to access MyGateway.
- All analog security cameras have been replaced with digital IP cameras.
- Course offerings include innovative cloud based technologies (Office 365 and Azure). Cloud based technologies allow the campus to scale applications and improve disaster recovery options.

Evidence

Fullerton College ACT Functions

District IS Functions

Shared Responsibilities – TCC Charter, page 3)

ACT Program Review Report – Job Functions, page 3

ACT Program Review Report – Computers and Wireless Users

WiFi Maps

Campus VOIP Phone Count

Background Information for MIS/IPEDS

Background information on listed programs provided by District IS

Canvas as LMS <http://online.fullcoll.edu/canvas/>

Description/Background Information of SRS

TechQual Excerpt

TechQual Survey Results

NOCCCD Mission Statement

Board/Administrative Policies 3720 – Computer and Electronic Communication Systems

Campus Technology Plan

III.C.2 The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

At Fullerton College, planning for technology updates and replacements are decided through various steps:

- The College has developed [replacement plans for all instructional and non-instructional technology on campus](#). ACT maintains a comprehensive list of all technology on campus since 2015. In February 2016, the College established [ongoing funding plans for vehicle replacements and instructional and operational computer-related equipment](#). The Planning and Budget Steering Committee made a recommendation to PAC to establish a reserve in the amount of \$1.5 million to be used for computer and fleet vehicle replacements using one-time mandated funding for the initial reserve and general funds for future replenishments.
- The College plans for future technology through the [Program Review process](#). College

departments and divisions are required to complete a Program Review on a three-year cycle. Program Review requires College staff and faculty to plan for the technology needs they will face in the future as they strive to meet student needs. Needs endorsed by the [Program Review Committee](#) (PRC) are forwarded to Faculty Senate and then to the Planning and Budget Steering Committee (PBSC) for consideration. PBSC prioritizes the resource needs and forwards their recommendations to allocate funding to the President's Advisory Council, which makes final recommendations for acceptance by the College President. This process is described in the [Fullerton College Integrated Planning Manual](#).

- An [example from the 2014-2015 Instructional Program Review Cycle](#) resulted in the approval to purchase up to 25 laptop computers along with a charging storage cart and infrastructure to support the Social Science Division's Psychology lab room 1416. The laptops were purchased to run SPSS and Microsoft Office software to support students' research methods. The resource request was identified in the Psychology Department program review and endorsed by the Program Review Committee (PRC). The PRC forwards the endorsed resource requests to the Faculty Senate. Faculty Senate ratified 220 requests totaling \$25 million. The PBSC prioritized the endorsed needs and on October 7, 2015, approved a recommendation to PAC to approve funding for instructional resource requests in the amount of \$717,760. The \$717,760 included \$505,000 from previously approved instructional equipment funding and \$212,760 from campus carryover funds. PAC approved the PBSC's recommendation on October 14, 2015, and it was accepted by the College President on October 28, 2015.
- An [example from the 2015-2016 Non-Instructional](#) (Administrative and Student Support Services areas) Program Review Cycle resulted in funding that included computer equipment for the Natural Sciences Division Office in the amount of \$47,000. Program Review is a comprehensive process that begins with the division identifying their resource needs in their Program Review. All resource requests are reviewed by the Program Review Committee and endorsed resources are forwarded to Faculty Senate for ratification. On May 5, 2016, the Program Review Committee submitted their report of endorsed resource funding requests to the PBSC. The computer equipment request was one of many on the list. From there, the PBSC prepared a prioritized list for analysis. On February 1, 2017, the PBSC made a recommendation to PAC to approve total funding in the amount of \$222,627 (which included other resources besides the computers). On February 8, 2017 PAC approved the recommendation and on February 22, 2017, the President accepted the recommendation.

Fullerton College and the District share in the responsibility for District-wide technology upgrades and replacements at the College. The following are groups tasked with formulate information that directly impact technology needs:

- The [Technology Coordinating Council \(TCC\)](#), a District-wide constituency based committee is [tasked with](#) developing technology policy, planning, and budget recommendations. The TCC adopts standards that ensure that technology is adequate to meet the College's needs.

These standards include the [*NOCCCD Instructional Technology Standards for Classroom Multimedia Systems*](#) providing minimum classroom equipment standards; the [*Mobile Computing Device Guidelines*](#) for use of mobile devices within the District; and the [*Computer Related Equipment Replacement Plan at the North Orange County Community College District*](#) setting minimum equipment replacement standards for District technology assets. All of these standards/guidelines are reviewed annually by the TCC for relevance and completeness. The College is responsible for implementation of these standards.

- The Information Services Steering Committee (ISSC), which is formerly the Banner Steering Committee, and Student Team focus on operational decisions and Information Services project prioritization, and
- The College's Academic Computing Technologies (ACT) and [*District Technology Roundtable*](#) (DTR) [*meet regularly*](#) focusing on day-to-day operations and discuss issues before problems occur.

Internet connectivity to the College and District is achieved by using the wide area network (WAN) connection from the Corporation for Education in California (CENIC). The College provides on-campus wired and wireless network services based on the [*NOCCCD Cabling Infrastructure Guidelines*](#). Using these guidelines ensures reliability, compatibility and consistency of the network across the District by requiring 20-year warranted Sumitomo certified fiber connections and Systemax certified wired connectivity.

The [*NOCCCD Integrated Planning Manual*](#) outlines the comprehensive integrated planning process used across the District. It defines the need for constituent groups to participate in District short-term and long-term planning.

As a means of improving District-wide technology needs, District Services units including District Information Services complete an [*annual District Services Administrative Review*](#), a self-assessment of the technology systems in place, as required by the Integrated Planning Manual. From the analysis done during the Administrative Review, departments identify resources needed to ensure that technology infrastructure, quality, and capacity are adequate to support the District mission, operations, programs, and services. [*Requests for resources and equipment*](#) are channeled through the District Services Committee (DSC) where the needs are prioritized. Recommendations from the DSC are forwarded to the [*Council on Budget and Facilities*](#), who recommends funding priorities to the [*District Consultation Council \(DCC\)*](#) and if accepted, to the Chancellor, who then makes recommendations to the Board of Trustees regarding funding of identified District-wide technology projects/needs. An example of a [*project*](#) funded through this process is the [*Network Refresh project*](#). The District is currently in the assessment phase of completing a refresh of the wired, wireless, video, and voice network. The purpose of the project is to determine the network requirements for the future and update the network to better serve the students and staff of the District into the future. This project was

presented through the planning process and culminated in the [Board of Trustees approving the assessment phase](#) of the project and set aside funding for execution.

Analysis and Evaluation

The College meets the standard. The [Planning and Budget Steering Committee](#) (PBSC) is a subcommittee of the President's Advisory Council (PAC). It was formed in fall 2010 to replace the Budget Development Committee established in December 2003. The purpose of the Planning and Budget Steering Committee (PBSC) is to make recommendations to the President's Advisory Council (PAC) regarding planning and matters related to Fullerton College's fiscal resource allocations, which includes: 1) Making recommendations regarding one-time and ongoing budget requests, including requests for emergency funding and funding for strategic action plans, 2) Reviewing and considering funding recommendations from the Program Review process, and 3) Generating and sharing information on budget structure, budget development, and budget issues. Members of the PBSC are expected to become knowledgeable on the College budget and focus on the entire budget rather than on isolated parts of the budget.

The College, with the District's assistance, ensures the institution continuously plans for, updates and replaces technology to maintain a high level of technological infrastructure, providing that quality and capacity are adequate to support its mission, operations, programs, and services. There is so much improvement in the quality of technology that the College needs to keep up in order to provide our students with the standard we desire.

ACT currently prioritizes technology replacements that preference student contact by upgrading computers and technology needs that most directly impact the largest number of students. ACT is seeking ways to improve the communications with various committees including the Academic Senate, the Deans' Council, the Planning and Budget Steering Committee, and the President's Advisory Council to ensure all areas of the College move forward together.

Evidence

PBSC Notes 11-18-15 – Replacement Plans

PBSC Notes 12-9-15 – Recommendation for Computer and Equipment Replacement Plans

Fullerton College Program Review Process

Fullerton College Program Review Committee

Fullerton College Integrated Planning Manual

2014-2015 Instructional Program Review Resource Request Funded

2015-2016 Non-Instructional Program Review Resource Request Funded

Technology Coordinating Council Charter

Technology Coordinating Council

NOCCCD Instructional Technology Standards for Classroom Multimedia Systems

Mobile Computing Device Guidelines

Computer Related Equipment Replacement Plan at NOCCCD
District Technology Roundtable, TCC Page 3
District Organizational Groups
Cabling Infrastructure Guidelines
NOCCCD Integrated Planning Manual
District Information Services Administrative Review
Administrative Review Resource Requests
Council on Budget and Facilities
District Consultation Council Notes
District Technology Plan
Network Refresh Project Concept Paper
Board Agenda Item – Network Refresh Project
PBSC Mission and Purpose <http://vpas.fullcoll.edu/PBSC.htm>

III.C.3 The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

The [College](#) and [District share in the responsibility](#) to provide reliable access, safe, and secure technology resources. The District Information Services (IS) has developed a [Disaster Recovery/Business Continuity plan](#), (for security purposes, please request a visit with District IS for more information), which includes local backup to disk, offsite encrypted backup to tape, and out of state encrypted backup. The out of state backup is currently being implemented using facilities in Chandler, Arizona provided by the Orange County Department of Education.

At Fullerton College, Academic Computing Technologies (ACT) is responsible for implementing all District safety and reliability standards. Specifically, the System Technology Services (STS) division of ACT takes the lead on ensuring that the campus network and stored files are protected. The Manager of STS using SolarWinds network management software oversees daily monitoring of the network. [District policies/procedures](#) implemented by STS include:

- The District's Website Guidelines
- Board Policy BP 3720 Computer and Electronic Communication Systems
- Board Policy BP 3740 Web Sites
- Administrative Procedure AP 3720 Computer and Electronic Communication Systems
- Administrative Procedure AP 3740 Web Sites
- Administrative Procedure AP 3750 Use of Copyrighted Material

Besides these policies there are many laws, regulations, and policies affecting Academic Computing Technologies (ACT) including intellectual property, privacy, electronic commerce, etc. For example, while PCI compliance for credit card transaction security is not a federal mandate, the District has taken a strict stance, meaning that the District and College will not allow any credit card information to travel through the network. They must go through Telco providers. At the state level, these laws and regulations get more refined. Privacy requirements get more specific like FERPA regulations for Financial Aid services or HIPAA for Health Center's services. For example the California Security Breach Information Act (SB- 1386) requires the College to inform students if the security of their personal information has been breached or compromised.

The College protects all data from emergency breaches in compliance with District guidelines. The College houses an emergency backup generator that is designed to protect all servers in the data center on campus. Back up batteries provide half an hour of emergency protection for the data closet in the event of planned and unplanned power interruptions as well. The College also utilizes daily Snap Shots of the network. This allows ACT to restore campus files to clean and secure versions if and when it is determined that files have been infected or otherwise corrupted.

Analysis and Evaluation

The College meets the standard.

Evidence

ACT Job Functions

District Responsibilities

TCC Charter – Shared Responsibilities

Orange County Department of Education (OCDE) Agreement

District Policies/Procedures

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting this Standard

The College and District share the responsibility to provide support in the effective use of technology. District Information Services (IS) conducts training in the use of the systems provided along with [security training](#). Fullerton College provides training, tutorials, and guides to support campus-based systems such as eLumen, Blackboard, Canvas, WordPress and Microsoft Office Suite. The District provides training and manuals to support programs such as Banner and PeopleAdmin. While no direct training exists for students, those who enroll in one of our Distance Education courses are provided tutorials on Canvas, the College's current Learning

Management System (LMS). Students may also obtain assistance in using technology such as their student portal MyGateway and other programs from College staff who work in the Academic Computing Technologies Help Desk or campus computer labs.

At the College, the Staff Development Department is the primary source of all training. Staff Development provides training and support for the technologies faculty use for Admissions and Records, Grade Submission, MyGateway, Online Instruction, Serving Students with Disabilities, Serving Veterans, and overall general teaching effectiveness and tools. Instruction is offered with online tutorials and face-to-face workshops. The Staff Development Committee works closely with Division Deans and the Vice President of Instruction to make sure that the needs of the faculty and staff of the College are met. The College also subscribes to Lynda.com, which houses online tutorials for most technology and software needs, for faculty and staff.

Analysis and Evaluation

The College meets the standard.

Evidence

District Training Calendar

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting this Standard

The College follows [Board Policy \(BP\) 3720 Computer and Electronic Communication Systems](#) and related [Administrative Procedure \(AP\) 3720](#) to guide the appropriate use of technology across the District. The [Technology Coordinating Council](#) reviews BP 3720 and AP 3720 annually and [recommended changes are forwarded to the District Consultation Council](#) for consideration.

After the last accreditation cycle, the College reorganized the Technology Committee to address several of the planning and implementation deficiencies identified in the self-study. The Technology Committee was designed to provide the President's Advisory Council with input and advice on campus technology issues. Recently, the College reinstated the Distance Education Advisory Committee in an effort to create clear guidelines and standard operating procedures for online and hybrid courses. In the last year, the Distance Education Advisory Committee created a Faculty Handbook to support the design, construction, and pedagogy for online courses. Staff Development has coordinated with the Distance Education Advisory Committee to create an online teaching certificate as well. All instructors at Fullerton College who choose to teach online are required to become certified to ensure that all faculty are using the best practices available.

Analysis and Evaluation

The College meets the standard. The College follows current policies and procedures put in place by the District to guide the College in the appropriate use of technology in the teaching and learning process. The policies and procedures are reviewed annually to assure accuracy, relevance and completeness.

Evidence

BP 3720 Computer and Electronic Communication Systems

AP 3720 Computer and Electronic Communication Systems

TCC Charter, Page 6

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard

Professional staff from Fullerton College and the District manage the College’s financial resources. They adhere to [Board Policies, Administrative Procedures](#) and work within the framework of Generally Accepted Accounting Principles. To validate financial information, the [College conducts program reviews](#) to prioritize spending, [holds consultative meetings](#) to [review and approve budgets](#), develops detailed budgets through the [Banner position control module](#), and allocates funds in accordance with the [Budget Allocation handbook](#). Finally, the [Proposed Budget and Financial Report](#) is presented to the [Board of Trustees for approval](#) and eventually [submitted to](#) the [State Chancellor’s Office](#). The College’s [Budget Officer meets bi-monthly](#) with District staff to monitor the budget and any developments are reported quarterly to the Board of Trustees. An [outside auditing firm](#) is engaged to [audit the financial statements](#) annually.

In 2002 and again in 2014, District voters approved significant bond measures for the improvement and expansion of educational facilities. Additional [controls have been implemented](#) to control expenditures related to these bond funded programs.

To illustrate sufficiency of resources, the matrix below lists unused fund carryover.

Unrestricted General Fund- Fund Balances

	Unrestricted	Total Expenditures	% of Expenditures
2015/16	\$ 48,373,784	\$ 192,618,834	25.11%
2014/15	\$ 42,057,784	\$ 170,774,281	24.63%
2013/14	\$ 43,698,857	\$ 160,353,104	27.25%
2012/13	\$ 42,192,158	\$ 156,512,817	26.96%
2011/12	\$ 46,862,666	\$ 153,081,500	30.61%
2010/11	\$ 46,427,440	\$ 162,015,799	28.66%

Source: [CCFS-311Q reports](#) submitted to the [State Chancellor’s Office](#)

To maintain integrity in ensuring that priorities of the organization are met, a resource allocation process is employed over many months and through various workgroups (Council on Budget and Facilities, District Consultation Council). This process provides the steps necessary for setting priorities for funding institutional improvements. Further steps to ensure integrity include

program review, structured budget allocation, position control, budget monitoring and periodic reporting, risk-based internal audit review of internal controls and annual audit from an outside accounting firm.

Financial resources are allocated to the College in accordance with the Budget Allocation Handbook that is regularly reviewed and updated. New spending within the College is guided through a Program Review/Administrative process that is updated annually. A detailed [Proposed Budget / Financial Report](#) is published each year that specifies not only the allocation of financial resources for spending, but also the designation of other funds to be used in future fiscal periods. Using one-time funds allocated to Fullerton College in 2015-2016 and 2016-2017, the campus through the program review process, which was discussed, analyzed, and approved by the Planning and Budget Steering Committee and President's Advisory Council.

Additionally in 2016, the [District held about \\$152.9 million in other funds](#) for retiree health benefits amounting to \$70.5 million, self-insurance \$26.9 million and capital projects for \$55.5 million. Another indication of the District's commitment to future financial stability is the designation of all of the recent [Base Augmentation funding for STRS and PERS rate increases](#) over the next several years. By designating the entire augmentation, the District should have sufficient resources to cover the anticipated increases through fiscal year 2025. In fiscal year 2016, the District set up a [GASB-compliant OPEB irrevocable trust](#) to fund retiree health benefits and established a Retirement Board of Authority to oversee the investments in the trust. A [Memorandum of Understanding \(MOU\)](#) initiated with the labor groups moved \$70 million in retiree health benefits into the irrevocable trust.

[Educational improvement and innovation](#) are College priorities, and sufficient resources are allocated for these. Specifically, the College encourages innovation and strategic planning through separate funds and project selection processes. Beyond these specific programs, educational improvements and innovation are undertaken as part of the overall program review process and budget allocation process. In addition, the [District allocates \\$300,000 towards staff support development](#) (Page 73) as a means of encouraging staff to seek ways to improve efficiency (page 73). [In 2016, Fullerton College institutionalized Staff Development Funding in order to identify on-going funds](#) to ensure continuing staff development.

Analysis and Evaluation

The College meets the standard. The budget provides sufficient resources for courses, programs and services including distance education courses.

Evidence

Board Policies BP 6100 through 6900
Program Reviews

President's Advisory Council (PAC) Website
Planning & Budget Steering Committee (PBSC) Website
Banner Position Control report
Budget Allocation Handbook
Proposed Budget and Financial Report
Financial and Budget Report CCFS-311 and the Quarterly CCFS-311Q
Budget Officers meeting agendas
Board Item to appoint Audit Firm
Audit Reports
Bond Oversight meeting agendas and minutes
Unrestricted Fund Balances per 311Q reports
Proposed Budget and Financial Report
Cash balance Held at County Treasury (Capital outlay, self-insurance and retiree benefits)
Designation of Base Augmentation for STRS/PERS increases (copy attached).
OPEB Irrevocable Trust
MOU's to move retiree funds to irrevocable trust (Attached).
Innovation and strategic planning meeting agendas and minutes
Funding for Staff Development, 16-17 Proposed Budget and Financial Report, page 73
PBSC Meeting Notes 3-2-16 and PAC Minutes 3-30-16

III.D.2 The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Institutional planning at Fullerton College is a collaborative process involving various constituencies to develop programs and strategic plans to support the mission, goals, and objectives of the College. The [College's Integrated Planning Manual](#) identifies the methods used by constituent groups to participate in the short-term and long term planning processes. All recommendations for improvement or development of educational programs, including equipment needs, are closely reviewed by designated committees such as the Planning and Budget Steering Committee, the Faculty Senate, and eventually forwarded to the President's Advisory Council (PAC) for consideration and approval and acceptance by the College President. These planned expenditures are sent to the [Planning and Budget Steering Committee \(PBSC\)](#) for financial evaluation. The PBSC is tasked with making recommendations to the PAC on matters relating to financial resources. The College maintains [policies](#) and [procedures](#) that address the handling of financial resources and includes the necessary financial controls.

Another tool used is program review, which promotes and supports the systematic self-assessment of instructional programs, student support services, and administrative and operational areas details of which are discussed in the *Integrated Planning Manual*.

On a regular basis, College representatives attend various committee meetings such as the [Council on Budget and Facilities](#) and the [District Consultation Council](#). Any financial concerns are discussed in depth at the [Budget Officers bi-weekly meeting](#). These are examples of how spending priorities are discussed and justify the timing of future spending. These meetings help justify how expenditures are achieving institutional goals.

Fullerton College ensures long-term financial health by managing its finances well. Over the past five years, the [budget carryovers](#) are as follows:

Year	Carryover
2015-16	\$1,675,633
2014-15	\$5,469,811
2013-14	\$9,861,827
2012-13	\$8,082,780
2011-12	\$6,523,480

In addition, the College also sets aside \$2,000,000 each year for unanticipated emergencies. This is supplemented by revenue from food services and grants from various sources. There are also donations and fundraising events to augment funds to meet student needs.

The service area of Fullerton College encompasses 39 zip codes (representing 22 cities). Individuals from these zip codes account for 81 percent of all students from 2010 to 2014. The College has student registration totaling 35,230 for fiscal year 2015-16. The College mission is always in the forefront of institutional planning. This mission statement is reviewed annually in November to determine if it is still viable. In February of each year, the College (through the President’s Advisory Council) reaffirms the College mission and statement.

The campus-wide planning process includes program reviews developed by individuals who work closely with the program being evaluated. These reviews consist of self-assessment of instructional programs, support services, and administrative and operational areas throughout the College. Each November an [Annual Program Review Update Form](#) is submitted to the Program Review Committee for all significant changes that necessitate resource requests and any new needs identified since the last program review.

There are also [strategic action plans](#) developed by individual areas to address the objectives. These action plans are designated for two years and are modified annually. Each of these entail funding. After approval of committees and the PAC, these proposals are forwarded to the PBSC to determine the amount of funding required. It is the PBSC’s task to ensure that funding is prioritized according to the need. The [PBSC maintains a campus website](#) that contains budget information, meeting agenda and results of committee deliberation. This allows constituencies to have updated information of College spending and determine if these are consistent with the

College’s mission and goals. The PBSC begins the development of the College budget in the fall and after the College carryover funds are verified. Budget allocation recommendations are based on the College goals. The Vice-President, Administrative Services works closely with District Fiscal Affairs on financial issues and a vital part of the Budget Officers bi-weekly meetings are used to discuss financial problems and resolutions.

The College receives its revenue mainly from the Full Time Equivalent Student (FTES) apportionment from the state, tuition fees and miscellaneous fees received from students. The apportionment funding from the state is transmitted to the Orange County Department of Education Treasurer’s office under the District account. Checks issued including those for Fullerton College are charged against this account. The campus Bursar’s Office handles tuition and other fees received from students. The District maintains sufficient cash flow to meet all financial obligations that includes those incurred by Fullerton College. The May 10, 2016 [Quarterly Investment Report](#) to the Board of Trustees showed a deposit of \$223,639,646 to District account with the Orange County Department of Education Treasury, which is available to meet District cash requirements. The Investment Report is taken for information to the Board of Trustees meeting quarterly. Additionally, NOCCCD [Board Policy BP 6250 – Budget Management](#), mandates that 5 percent of the Unrestricted General Fund amount is maintained as reserve. Over the past six years the following amounts are the cash balances at the end of each fiscal period as reported in the [311Q reports](#). This cash availability provides the financial cushion for cash needs by the campuses.

Year	Cash Balance at Year-end
FY 2015-16	\$64,186,411
FY 2014-15	\$62,609,078
FY 2013-14	\$41,780,041
FY 2012-13	\$37,112,295
FY 2011-12	\$30,778,549
FY 2010-11	\$37,139,145

The District Risk Management Department monitors all District-wide activities requiring indemnification and initiates insurance coverage as deemed necessary. This includes [property, liability, and cyber through ASCIP, student insurance and worker’s compensation](#). The District has added two additional policies through the [School’s Excess Liability Fund \(SELF\)](#) that provide coverage up to \$55 million for liability coverage. While the District is self-insured for worker’s compensation, the maximum liability for the District is \$500,000 per incident beyond which [excess liability insurance](#) applies. The District is well equipped financially to cover any self-insurance claims.

Analysis and Evaluation

The College meets the standard.

Evidence

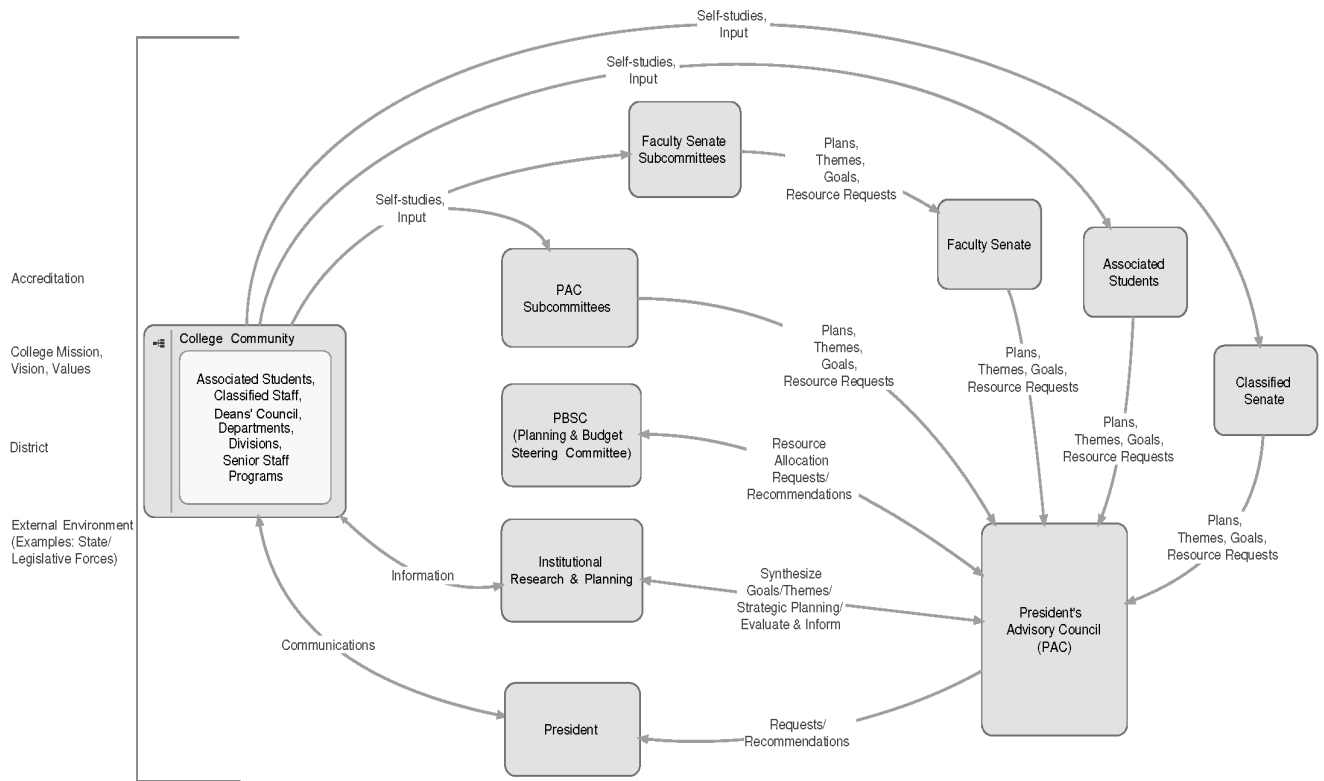
Fullerton College Integrated Planning Manual
Planning and Budget Steering Committee
Fullerton Policies Auxiliary Trust
Fullerton Cash Handling Procedures
Council on Budget and Facilities
District Consultation Council
District Budget Officer Meeting Agenda
Budget carryovers – Proposed Budget & Finance Reports
FC Program Review Update Form
Strategic Action Plans
PBSC Website
Quarterly Investment Report
NOCCCD Board Reserve Policy
311Q Financial
Property, Liability Cyber Insurance Coverage
Workers Compensation Coverage
Excess Liability Coverage

III.D.3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunity to participate in the development of institutional plans and budgets.

Evidence of Meeting the Standard

Financial planning and budget preparation is a collaborative effort at Fullerton College. The Campus-wide Planning Process (illustrated below) is an example of how various constituencies take part in the preparation and approval of activities that meet the goals of the College. The programs are analyzed and the results formulate strategic action plans that are ratified by the Faculty Senate and forwarded to the President's Advisory Council (PAC) for consideration, to the Planning and Budget Steering Committee (PBSC) for evaluation of resource requirements, to the Office of Institutional Research and Planning to link these to the College strategic plans and finally to the College President for approval. It is the President's task to communicate the results to the College community.

Fullerton College Campus-wide Planning Process



5/2015

In addition to this transparent process of planning, College representatives attend the [District governance councils](#) where financial resources are discussed. Attending these meetings is an excellent way to get feedback as these councils serve as a forum for information between the District and the College on various financial issues [including the budget](#). The budget process has been greatly enhanced by the development of the [Budget Allocation Handbook](#) in 2013 and updated as necessary. The handbook details the process for budget development including a graphical overview of the budget allocation process and an explanation of each component. It also includes an evaluation component that describes how the District works toward continuous quality improvement by assessing the effectiveness of resource allocation in relation to District Mission and Strategic direction. Each spring, the District Fiscal Affairs staff and Fullerton College Vice President of Administrative Services conducts a forum to present the Budget Allocation model and encourage dialogue and open discussion where all campus constituency groups are invited.

Analysis and Evaluation

The College meets the standard. Communicating financial information is of utmost importance to allow constituencies to know the stability of the programs. This starts with District governance groups, such as the District Consultation Council and the Council on Budgets and Facilities, that are attended by the College representatives who serve as liaison to bring information from constituent groups into the District level dialogue and from the District governance groups back to the College. In addition, there are budget workshops attended by College constituents, and the Budget Officers and Chancellor's staff meetings are additional forums for communication. As necessary, financial decisions are also shared in the Chancellor's letter. At the College, the President shares decisions on programs, after approval of various committees, with the College community and constituencies. Budget information can also be accessed through the Planning and Budget Steering committee, Fullerton College website and District Fiscal Affairs website. This process of participation and collaboration ensures that financial information is disseminated to all. It should also be noted that fiscal administrators attend outside workshops in order to keep abreast of new guidelines, policies or procedures that govern higher education.

Evidence

III.D3.1 – District Governance Councils

III.D3.2 – Proposed Budget and Financial Report

III.D3.3 – Budget Allocation Handbook

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

Institutional planning is vital to student success and institutional performance. The *Integrated Planning Manual* serves as a guide to various processes at the College used by constituent groups. There are other documents that provide financial information and expenditures starting with the [Proposed Budget and Financial Report](#). The budget includes all the pertinent information, including the state funded amount based on [Full Time Equivalent Students \(FTES\)](#) calculations, fund balances, expenditures, grant activities, and the CCFS-311 – Annual Financial and Budget Report. To further facilitate communication on resources and the budget, the College Vice President of Administrative Services and members of the District Financial Division conduct a [Budget Allocation Forum](#) to allow College constituents the opportunity to observe, learn, and question the budget and financial resource allocations to their understanding and satisfaction. This includes construction plans for Measure X and Measure J Bond funding. In addition, there are budget workshops scheduled throughout the year and the [budget calendar](#) listing all the pertinent dates that budget related activities are addressed.

Fullerton College practices participatory governance that is achieved through cooperation, collaboration, and collegiality. It promotes the vision and values of the College and ensures their achievement by having appropriate policies and procedures through a structure of committees and councils. This practice is patterned after Assembly Bill 1275 and is the policy of the District, [BP 2510 Participation in Local Decision Making](#). This structure provides an opportunity to include perspectives of constituent groups resulting in a transparent process of decision-making. Many of the programs and strategic plans that were developed in an effort to improve on-going conditions of the College come with a cost. These are evaluated to achieve a realistic assessment of utilizing financial resources. The President's Advisory Council (PAC) reviews resources required and funding as determined by the Planning and Budget Steering Committee (PBSC). Information on funding can be obtained a number of ways: through the PBSC website, the District website to download the budget and approved financial statements, or through various committee meetings.

Analysis and Evaluation

The College meets the standard. Fullerton College has managed its resources well as evidenced by a [carryover of ending fund balances](#) in [prior periods](#). The College goes through an extensive process to determine its funding priorities through a collaborative effort. This starts with program reviews (formed by the Faculty Senate in 2010). In this three-year cycle program, the College undergoes a self-assessment of instructional effectiveness, student support services, and administrative/operational areas throughout the College. These forms are filled-out and submitted for review by the [Program Review Committee](#). These assessments include any changes to existing programs, including requested resources. These are reviewed by the Faculty Senate and submitted to the President's Advisory Council for endorsement. Program reviews operate on a three-year cycle.

At Fullerton College, planning drives the budget. Any request for funding is discussed at the Planning and Budget Steering Committee meetings co-chaired by the Vice-President of Administrative Services, who is tasked with monitoring and analyzing fund balances and the Director of Institutional Research and Planning, who is tasked with monitoring, analyzing, and integrating realistic expectations of using financial resources in alignment with the goals of the strategic plan. Financial information is subsequently provided to the respective deans to enable them to be aware of planning expenditures for the year and to respond to questions within their organizations. In addition, there is a mandatory monthly managers meeting where financial information is discussed with all managers as a means of delegating funding information to College constituency groups and encouraging discussion. For more information, budget workshops are scheduled throughout the academic year to increase staff awareness of financial resources. Developing the budget is an extensive process involving many as evidenced by the [Annual Planning Calendar](#).

Evidence

Proposed Budget and Financial Report
FTES for Fullerton College
Budget Allocation Forum
Budget Calendar FY 2017-18
NOCCCD Policy BP 2510
Ending Restricted and Unrestricted Fund Balances (Proposed Budget & Financial Reports)
Program Review Handbook
2017-18 Budget Planning Calendar

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

Fullerton College follows established Board Policies and applies internal controls to its financial resources. In the effort to implement effective internal controls, the District issued Board Policy [BP 6300 – Fiscal Management](#), [BP 6330 – Purchasing and Warehouse](#), and [BP 6340 – Bids and Contracts](#). These policies address the need to maintain internal controls in the administration of District’s financial resources and consistent with Title 5 section 58311, Education Code section 84040. These encourage departments to develop internal procedures that delineate the need for separation of duties, regular reconciliation of financial transactions and maintenance of adequate supporting documentation. The [District provides control guidelines at various levels](#), as necessary, to ensure controlled completion of a project. The [Budget Allocation Handbook](#) is an effective control method of administering funds by allocating equitably based on the budget.

To further enhance internal controls, the District employs its own internal auditor who conducts regular internal audits, provides advice to management on financial control issues and as necessary, functions in a consulting capacity by assisting others in developing control procedures. The internal auditor utilizes a [risk-based audit assessment program](#) that focuses on prioritizing audits. Every effort is being made to anticipate a control weakness before it becomes a problem.

Annually, the District engages an external audit firm to conduct a comprehensive audit of its financial statements as required by [Board Policy 6400 – Financial Audits](#). These audits include a thorough review of Fullerton College procedures and a disbursement’s test to ensure proper accounting and compliance requirements. The result of this audit is promptly disseminated to the

respective departments for their review and timely response. The results are closely monitored for expedient action.

In the area of Information Services, Banner approval queues and Banner on-line screen security and redundant firewalls [ensure the integrity of NOCCCD's electronic financial information](#).

Analysis and Evaluation

The College meets the standard. In order to ensure that the budget is allocated based on the District's goals, the Vice-Chancellor, Finance & Facilities and the District Director, Fiscal Affairs goes on a "roadshow" to meet with various departments to discuss the budget and obtain input. Budget information is thoroughly discussed among Chancellor's staff during weekly meetings. The Council on Budget and Facilities meetings allow staff to participate and discuss optimal ways to improve the student learning experience and how these activities should be funded. The budget is an accurate reflection of the spending and fully accepted by District constituency.

The District has engaged the services of Vavrinek, Trine, Day & Company to perform the audit of the [annual financial statements](#). They conduct a thorough audit of all District financial activity, issue an opinion as to the accuracy of the general purpose financial statements and offer suggestions or findings on discrepancies, which may have been uncovered. Audited financial statements, compliance reports, audit findings and management comments are presented formally to the Board of Trustees.

The annual financial audit is comprehensive, taking into account transactions at both the District and campuses as well as evaluating student information used for state funding. Any audit findings are directed to District Fiscal Affairs and the appropriate institutional leadership and a response is requested within a reasonable time. Subsequent collaboration on required changes are decided and implemented on a timely basis. In their audit opinion, the auditors stated:

"In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities, and the aggregate remaining fund information of the District [as of June 30, 2015](#), and the respective changes in financial position and cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America."

To augment the annual financial audit, the District Internal Auditor conducts regular audits based on the risk-based Audit Assessment to ensure that day-to-day operations at the College and District are performed efficiently. The College also utilizes the services of the District's Internal Auditor for special internal audit projects such as cash handling procedures, facility rental

procedures, and fixed assets procedures to ensure staff is in compliance with the written policies and procedures.

The College and District utilizes their past experiences to ensure that present and future fiscal needs are addressed.

Evidence

NOCCCD Board Policies (BP 6300, 6330, 6340)
Memo on Preparing for the Annual Inventory Count
Budget Allocation Handbook
Risk Based Audit Assessment Methodology
NOCCCD Board Policy 6400 Financial Audit
Banner Approval Queue
Annual Financial Audit Reports
Annual Financial Audit Report dated June 30, 2015

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College's goals for student learning are articulated through the budget process. The College and District take a deliberate and methodical approach to ensuring sufficient resources are available, appropriately budgeted and allocated to achieve student-learning outcomes reflected in the [Board and Administrative policies](#). Since the budget is a reflection of the priorities of the organization, it utilizes a broad, yet detailed allocation process over many months and through various workgroups, including the [Council on Budget & Facilities](#) and the [District Consultation Council](#). The process allocates financial resources to the campuses in accordance with the [Budget Allocation Handbook](#). New spending within the College and District organization is guided through a [Program Review process](#) that is updated annually. A detailed [Proposed Budget / Financial Report](#) is published each year that specifies not only the allocation of financial resources for spending, but also the designation of other funds to be used in future fiscal periods. All of these serve to produce accurate budget and accounting documents that reflect the spending priorities of the District and of the College.

Analysis and Evaluation

The College meets the standard. Each year the District Office, Cypress College, Fullerton College, and the School of Continuing Education conduct program reviews to prioritize spending, hold consultative meetings to review and approve budgets, develop detailed budgets through the Banner position control module, allocate new funds in accordance with the Budget

Allocation handbook, and finally produce a detailed Proposed Budget and Financial Report for Board approval.

Once established, the budget officers monitor budget issues during their [bi-weekly Budget Officers meetings](#). The members of this committee are financial representatives from the District and campuses. The results are reported quarterly to the Board of Trustees, submitted to the State Chancellor's Office and finally audited at year-end by an [outside auditing firm](#).

The College and District employs several techniques to ensure accuracy in budgeting and acceptance by interested groups. The College and District use the position control module in Banner to accurately budget for all salaries and benefits throughout the organization. Fullerton College President's Staff reviews all positions on campus as they become vacant to ensure College needs are being met and resources are being used efficiently. This process alone accounts for the vast majority of organizational spending. The budget allocation process is regularly reviewed with the consultative committees and revised if necessary. The committees operate on a consensus basis. Program reviews guide spending for new funds, which builds credibility into the process.

In summary, the College's and District's finances are guided by numerous Board policies and administrative procedures, managed with integrity through various processes. Several College and District staff members who are involved with financial management have professional certifications that also help ensure accuracy and acceptance. In all, this process lends credibility to its constituency.

Evidence

Board and Administrative Policies
District Council on Budget and Facilities
District Consultation Council
Budget Allocation Handbook
Program Review Process
Proposed Budget/Financial Report
Budget Officers Meeting
Annual Audit Report

III.D.7 Institutional response to external audit findings are comprehensive, timely and communicated appropriately.

Evidence of Meeting the Standard

The [NOCCCD Board Policy BP 6400 – Financial Audits](#) mandates that an annual financial audit be conducted. This is also in compliance with the requirement under Title 5. Currently, the

District has engaged the services of Vavrinek, Trine, Day & Co., LLP, as [external auditors](#). Their [audit scope](#) is consistent with prescribed Government Auditing Standards in considering the District's internal control over financial reporting and compliance. It is their [responsibility to express an opinion](#) on the quality of the [financial statements](#) based on reasonable assurance that financial statements are free from material misstatements.

Budget officers discuss audit issues during their [bi-monthly Budget Officers meeting](#). They task the budget officer from the respective campus with notifying the affected campus department of any finding and following-up with the resolution.

Analysis and Evaluation

The College meets the standard. The District is committed to transparency in all financial transactions. Audit reports, especially audit findings, are not taken lightly. The Budget Officers keep a close watch on all audit issues and any concerns are directed to the proper channels for early resolution. The Budget Officers committee consists of the Vice-Chancellor, Finance & Facilities, District Director, Fiscal Affairs, District Manager, Fiscal Affairs, Vice-Presidents, Administrative Services of Cypress and Fullerton Colleges, campus Bursars and the Manager, Administrative Services, School of Continuing Education. These are the individuals tasked with the management of financial transactions at the District and the campuses.

The financial audit is the vehicle that validates how the District manages its finances in accordance with prescribed accounting methods and government regulations. Continued government funding largely depends on proper management of those funds. It is important to demonstrate the propensity to maintain control of funds that is best reflected in a clean audit report.

Over the past six years, the District received clean audit reports that had no material weaknesses or significant deficiencies, and no audit adjustment required. There were minor issues that were identified and resolved on a timely basis to the satisfaction of the external auditors. The following are the financial audit results over the past six years.

FY 2014-15

Financial Statements –Unmodified

Internal Controls – No material weakness/significant deficiencies/noncompliance with financials

Federal Findings –None

State Award Findings - Section 425 Residency Determination for Credit Courses – The Veterans Access, Choice and Accountability Act of 2014 (VACA Act) allows for reduced requirements for veterans to receive State residence status after separation from the military. [The Act is effective for terms beginning after July 1, 2015](#). Personnel at the College campus voted to

implement the VACA Act beginning in the spring of 2015 term, prior to the effective date. There were no questions on cost associated with this finding. The District corrected the reporting error on the Apportionment Attendance Report (CCFS-320) for the re-calculation period with an [8.56 reduction in credit FTES](#). Corrective action of this finding was [implemented in FY 2015-16](#).

FY 2013-14

Financial Statements - Unmodified

Internal Controls - No material weakness/significant deficiencies/noncompliance with financials

Federal Findings - None

State Findings - None

FY 2012-13

Financial Statements - Unmodified

Internal Controls - No material weakness/significant deficiencies/noncompliance with financials

Federal Findings – None

State Award Finding - To Be Arranged (TBA) hours – The District could not provide supporting documentation (attendance rosters) to justify the TBA hours associated with certain courses tested in Fullerton College. The auditors randomly selected 25 classes at Fullerton College, and noted, based in the selections, that the Art Department and the Music Department were not maintaining records for their TBA classes including attendance rosters or sign-in sheets. The District revised its annual attendance report (CCFS 320) to remove these TBA hours; therefore, there is no effect on the [District's apportionment funding](#). Corrective action of this finding was implemented in [FY 2014-15](#).

FY 2011-12

Financial Statements -Unmodified

Internal Controls - No material weakness/significant deficiencies/noncompliance to financials

Federal Findings - None

State Findings - None

FY 2010-11

Financial Statements - Unmodified

Internal Controls - No material weakness/significant deficiencies/noncompliance with financials

Federal Award Findings: Return of Title IV Funds (Fullerton College) - Return of Title IV funds are required to be deposited or transferred into the SFA account or electronic fund transfers initiated to the Department of Education or the appropriate lender as soon as possible, but no later than 45 days after the date the institution determines that the student withdrew. [A](#)

[policy has been developed](#) (Page 83) and Title IV funds are tracked and returned with the prescribed time period.

State Award Findings: CARE Advisory Committee - The advisory committee for the CARE program at Fullerton College does not include a representative from the local county welfare department and only one meeting was held during the 2010-2011 academic year. Fullerton College has complied with the CARE Program Guidelines. [Procedures have been developed](#) (Page 78) to ensure that meetings are held at least twice each academic year and that the advisory committee has a representative from the County Welfare Department.

FY 2009-10

Financial Statements -Unmodified

Internal Controls - No material weakness/significant deficiencies/noncompliance with financials

Federal Award Finding (2) Financial Aid Ineligibility - Through testing of Student Financial Aid Eligibility at Fullerton College, we noted two students who were disbursed Title IV Financial Aid Funds (Page 80), but were not eligible. These students did not meet the Satisfactory Academic Progress (SAP) standards established by the College. The total amount disbursed to the ineligible recipients was \$3,566. This was a minor system problem with the SAP Module in Banner that has since been remedied and [procedure has been developed](#) and followed to track SAP results.

Federal Award Finding (3) Sub-recipient Monitoring - During the auditor review of sub-recipient agreements, it was noted that not all of the agreements included all of the minimum required elements. The District has since [developed a standard sub-recipient agreement](#) (Page 79) that incorporates all the required elements.

State Findings - None

It is the practice of the District Fiscal Affairs to remedy any audit issues, exceptions or management advice on a timely basis. These exceptions are sent out to the respective divisions of the District or campus and are given a specified amount of time to respond.

Evidence

NOCCCD Board Policy 6400 – Financial Audits

Assignment of External Auditing Firm

External Auditor’s Audit Scope – Annual Financial Report

External Auditor’s Opinion of Financial Statements – Annual Financial Report

Annual Financial Reports

Agenda of Budget Officers Meeting

Resolution of Section 425 Audit Finding - Audit Report June 2015, Page 96
Resolution of Section 425 Audit Finding - Audit Report June 2016, Page 102
Resolution of TBA Audit Finding - Audit Report June 2013, Page 84
Resolution of TBA Audit Finding - Audit Report June 2014, Page 84
Resolution of Title IV Audit Finding – Audit Report June 2010, Page 83
Resolution of CARE Advisory Committee Audit Finding – Audit Report June 2011, Page 78
Resolution of Financial Aid Ineligibility Audit Finding – Audit Report June 2011, Page 80
Resolution of Sub-recipient Monitoring Audit Finding – Audit Report June 2010, Page 79

*Note: All resolutions of audit findings are on the Section on **Schedule of Findings and Questioned Costs** in the annual audit reports.*

III.D.8 The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the result of this assessment are used for improvement.

Evidence of Meeting the Standard

There are various methods employed by the College and District to validate their financial and internal controls. The first of these is the annual financial audit conducted by an outsourced external audit firm required by Audits. Their focus is to validate the annual financial statements for accuracy, consistency, effectiveness of the operations, and assessment of internal controls.

In addition to the [task performed by external auditors](#), the [District Internal Audit Department](#) (reporting to the Vice-Chancellor, Finance & Facilities) conducts regular audits of District and campus departments. This includes an evaluation of the department’s internal controls in an effort to identify potential fraud and recommend remedial solutions, as necessary. These audits are scheduled based on a risk-based audit assessment program to ensure that high-risk areas are quickly audited and problems resolved.

The next line of controls comes from the users themselves. For example, District Fiscal Affairs monitors the financial systems daily to determine that the modules are consistent with one another. Any concern is immediately brought to the attention of District Services management for resolution. Fullerton College also conducts ongoing reviews and raises problems for resolution as these are identified.

The fourth area of review requires all District Services Departments reporting to the Chancellor conduct an [annual Administrative Review](#) of their operations by evaluating for efficiency and effectiveness of their systems and processes. This includes identifying control procedures that describe their business activities and responsibilities of employees within their organization. Some departments engage outside firms to conduct on going reviews to evaluate controls in addition to extensive review of their staff as in the case of District Information Services. Details

of the Information Services external reviews can be discussed with the Director, District Information Services during the accreditation visit. The result of these administrative reviews are discussed by departmental management with their staff and forwarded to the Chancellor for evaluation and action.

The College's [Program Review Process](#) consists of a [three-year cycle](#) to review its programs to allow for [planning and decision-making efforts](#) that may affect resource allocation. The first cycle consists of a review of the campus' instructional programs. The second cycle consists of a review of the campus' administrative and operational services. The third cycle is reserved for planning purposes to allow the College to review and evaluate the prior cycles.

Financial and internal controls are matters discussed at the [bi-monthly Budget Officers meetings](#). The following make up the [Budget Officers group](#) with the Internal Auditor participating as necessary:

- Vice-Chancellor, Finance & Facilities
- Vice-President Administrative Services, Cypress College
- Vice-President Administrative Services, Fullerton College
- District Director, Fiscal Affairs
- District Manager, Fiscal Affairs
- Manager, Administrative Services - School of Continuing Education
- Manager, Campus Accounting, Cypress College
- Manager, Campus Accounting, Fullerton College
- District Manager, Internal Audit

Analysis and Evaluation

The College meets the standard. Audits, reviews and written procedures are the tools that ensure continuity and validate the integrity of financial statements as reflected in the audit reports. Internal control systems are reviewed regularly and audits scheduled. Potential problems are brought to management's attention as soon as possible. The College and District emphasize that internal control deficiencies should be taken seriously and any request for response are given a high priority.

The College and District review and take action, as necessary through the following avenues:

- [Annual Financial Report](#) – This is presented by the auditors to the Board of Trustees. Any finding is noted in the audit report and the status is verified in the subsequent year. The respective budget officer is tasked to ensure that any finding is resolved quickly. The District has been free of any major audit findings in the past five years. The process is governed by prescribed rules of government auditing standards.
- Internal Audits – Any findings are forwarded to the respective departmental head for immediate action. These are followed up by the respective District or campus budget officer

to ensure compliance. Internal Audits goes into operational detail beyond the scope of the annual financial audit.

- User Concerns – Users attend various conferences and meetings and learn new concepts that may enhance their work or cure deficiencies within their current work process. These issues are brought to the attention of the departmental manager for evaluation and resolution. As necessary, the respective budget officer may be involved in any control issues.
- Administrative Reviews – recommendations made in the “Improvements” section of the review is evaluated in the subsequent year to determine if remedial recommendations were implemented. The report is channeled to the Chancellor and Chancellor staff for review. This annual review is adequate in flushing out deficiencies in operations since it is performed by internal staff knowledgeable with their process.

This completes the cycle of financial and internal control reviews.

Evidence

District Board Policy BP 6400- Financial Audit

External Auditors Audit Scope

Risk-based Audit Methodology

Internal Auditor Department at District Offices

Administrative Review

Program Review Process – Program Review Handbook

Program Review Process Chart

Program Review Resources

Budget Officers Mandate (<http://www.nocccd.edu/organizational-groups>)

Budget Officers Composition

Audit Report presented to the Board of Trustees

III.D.9 The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District maintains sufficient cash reserves to meet all of its financial obligations including emergency needs. The June 30, 2016 report from the county treasury showed a [total cash deposit of \\$331.6 million](#) almost all of which is available to meet the District’s operational cash requirements. The [monthly General Fund payroll](#) for the District averages about \$15.8 million.

The District ensures future cash needs by building and maintaining sufficient balances in various funds. District recognizes promised obligation and liabilities and accounts for them appropriately. The [District Board Reserve Policy](#) requires maintaining at least a 5% reserve. At the end of Fiscal year 2015-16, the District held approximately \$52.1 million in the combined

General Fund reserve or about 27% of expenditures. Additionally, the District held about \$152.9 million in other funds for retiree health benefits, self-insurance and capital projects.

Over the past six years, the [District's ending fund balance](#) has averaged \$43.6 million or 27.3% of expenditures.

Analysis and Evaluation

The College meets the standard. The District takes a deliberate and methodical approach to ensuring sufficient resources are available to meet operational and emergent needs. The following reflect the cash balance at the end of each fiscal year.

Year	Cash Balance at Year-end
FY 2015-16	\$64,186,411
FY 2014-15	\$62,609,078
FY 2013-14	\$41,780,041
FY 2012-13	\$37,112,295
FY 2011-12	\$30,778,549
FY 2010-11	\$37,139,145

A detailed [Proposed Budget / Financial Report](#) published each year specifies the allocation of financial resources for spending and designation of other funds to be used in future fiscal periods. The District has sufficient resources to ensure financial solvency because of the controls over spending in relation to resources and the recognition of long-term liabilities.

The most significant long-term liability for the District is the participation in CalPERS and CalSTRS retirement systems. Each year, the District fully [funds its liability](#) in each of these systems.

In FY 2015-2016, the State increased the Base Allocation to Districts with the implicit direction to cover future PERS and STRS rate increases. A clear indication of the District's commitment to future financial stability is the designation of all of the recent Base Augmentation funding for [STRS and PERS rate increases](#) over the next several years (III.D9.7). By designating the entire augmentation, the District should have sufficient resources to cover the anticipated increases through FY 2025.

While the District has been setting funds aside for more than a decade for retiree health benefits and has accumulated over \$70 million in this fund, in FY 2015-2016 the District set up a GASB-compliant [OPEB irrevocable trust](#) to fund retiree health benefits and established a Retirement Board of Authority to oversee the investments in the trust. An [MOU negotiated with labor](#)

[groups](#) in June 2016 moved \$70 million in retiree health benefits into the irrevocable trust. This transfer of funds into the irrevocable trust should greatly reduce the [annual required contribution \(ARC\)](#) in the future. The District has been meeting the ARC for the past few years.

The District recognizes obligations as incurred. For instance, the District utilizes the [position control module in Banner](#) to reflect the cost of salaries and benefits that make up the vast majority of the operational expenditures. Multi-year labor agreements also help stabilize operational cash requirements and lead to greater fiscal stability.

The District through its Risk Management Division ensures that there is [adequate insurance coverage for property, liability, Cyber, student Insurance and workers compensation](#). The District has added two additional policies through the School's Excess Liability Fund (SELF) that provides up to \$55 million for liability coverage. Risk Management actively transfers risk to contracting parties whenever possible, participates in insurance service consortiums, conducts safety trainings and provides safety inspections all designed to provide integrity and ensure financial stability of the organization.

Fullerton College maintains a budgeted Campus Contingency amount of \$500,000, which is used to address unanticipated emergencies that arise throughout the year. The Campus Contingency funds are established using carryover funds. Distribution of Campus carryover funds are reported on and published in section eight of the Annual NOCCCD [Proposed Budget](#).

Evidence

2016 Cash Deposited with the County Treasury
FY 2015-2016 Monthly Payroll totals spreadsheet
Board reserve policy
Table of fund balance totals for past 6 years
Proposed Budget and Financial Report
CalPERS/CalSTRS Long Term Liability
STRS/PERS increases (copy attached).
OPEB Irrevocable Trust
Annual Required Contribution (ARC)
MOU Irrevocable Trust
Position Control Module in Banner
Insurance Coverages

III.D.10 The Institution practices effective oversight of finances, including management of financial aid, grants, externally funded program, contractual relationships, auxiliary organizations and foundations, and institutional investments or assets.

Evidence of Meeting the Standard

The District's Fiscal Affairs Division is tasked with overseeing, controlling and reconciling the finances of the District as mandated by [District Board Policy 6300](#). While there is an array of finances flowing into the District, the vast majority of funding is received from the State of California under the "apportionment" process where funds are received based on the [Full Time Equivalent Students \(FTES\) calculation](#). This process is carefully monitored, justified to the State and subject to eventual audit. The District offers credit and non-credit courses including classes for special needs students. Funds are transmitted by the State to the Orange County Department of Education Treasurer's Office where District funds are maintained. The fund account is charged when [checks are issued](#) to settle District financial obligations.

Fullerton College utilizes many different approaches to maintain an effective oversight of the campus's finances. The Bursar's Office on a monthly basis monitors all auxiliary financial statements. The Special Programs department, along with the accounting department at Fullerton College, monitors the continuing changes to all grant budgets. The Vice President of Administrative Services Office monitors all campus budgets and makes sure there is not deficit spending unless planned. [All purchase requisitions](#) are vetted through an electronic approval process that is embedded in the District's operating system (Banner), which allows the appropriate personnel to approve all expenditures. This process ends with final approval at the District's Purchasing Department. All [budget transfers above \\$10,000](#) or any budget transfer from a contingencies account are approved by the Board of Trustees.

Financial Aid defrays a portion of the cost of student's education (e.g. Pell grants). College campuses handle financial aid requests. This includes monitoring student aid and reporting misuse to the department of Education Inspector General's Office. It is District Fiscal Affairs' task to reconcile student financial aid from information processed by the campus. Subsequently, funds requested from the Department of Education and forwarded to an outside company "Higher One" tasked with disbursing the funds to students.

[Board Policy BP 3280 - Grants](#) and [Administrative Policy AP 3280 - Grants](#) describe how grants are processed. Program-based grants come from various sources, mostly from government sources for the purpose of enhancing school operations, research and instructional activities. Applications for grants are normally initiated from the campuses, and upon approval, expenses incurred are verified by District Fiscal Affairs and reported monthly or quarterly in accordance with the directive of the grant. All expenditures for grants are properly documented for future audit.

The College's Vice President and/or President may approve contracts up to \$5,000 per District [Board Policy](#) and [Administrative Procedures](#) BP/AP 6150 – Designation of Authorized Signatures. The Vice President of Administrative Services is responsible for some contractual relationships, such as Food Services, Bond Service Program Contracts (architects, construction contractors) and Facility Rental Agreements. Monthly, quarterly, or annual financial statements are provided by the contracted party when payments to the College are made.

Campus auxiliary organizations such as clubs maintain their funds with the campus Bursar's Office. Most of these are generated from fund raising events and governed by [Fundraising Guidelines](#) established by each campus. In addition, the Bursar's office also oversees financial activities of Associated Students, the enterprise activities of the campus, the bookstore and food services, required by Administrative Procedure AP 6300.

The Bursar's Office makes investments on behalf of the Associated Student Body in accordance with [District's Board Policy 6320 – Investments](#). Fullerton College primarily invests in negotiable certificates of deposits (CD's) due to their conservative nature in order to preserve the investment principle and allow liquidity with minimal or no penalties. The Bursar's Office ensures that all institutions in which funds are held are members of the Federal Deposit Insurance Corporation (FDIC).

The Fullerton College Foundation, a 501(c)3 non-profit organization, was founded in 1959 by Dr. H. Lynn Sheller for the purpose of providing support to Fullerton College and its students. [According to the By-laws](#) adopted on March 3, 2015, "The foundation solicits, receives and distributes gifts, grants and contributions from individuals, businesses, corporations, and private foundations in order to financially support programs and projects that benefit the College. Today the foundation has more than 200 scholarships available to help students achieve their educational goals and continues to provide institutional support." The [Foundation is a separate legal entity and is audited separately](#).

Analysis and Evaluation

The College meets the standard. Justification for the propriety of allocating District financial resources is determined by management oversight that includes review by the Council on Budget and Facilities, District Consultation Council and the Budget Officers. Scrutiny includes verification of financial resources based on the Budget Allocation Handbook. In these meetings, financial utilization is thoroughly discussed to validate the effectiveness of expenditures. This is followed by justification of expenditures to the Board of Trustees with special focus of how the resources are adequately used to maximize its use to benefit students. District Fiscal Services is tasked with reconciliation of expenditures against the budget and grant requirements.

Title IV programs are Federal Student Aid and Student Loan programs authorized under the Higher Education Act of 1965. These are controlled by the campus Financial Aid Offices. They have procedures consistent with Federal regulations discussed in Standard III.D15.

The College and the District have always been open to new ideas, especially if these may result in improving any part of the financial system, and they have not hesitated in implementing these. A good example was the implementation of the annual [NOCCCD Budget Allocation Forum](#) hosted by the Vice-Chancellor, Finance & Facilities, the District Director, Fiscal Affairs, and the Fullerton College Vice President of Administrative Services. This is open to all to discuss all aspects of the budget and how finances are distributed in order to improve transparency.

Evidence

NOCCCD Board Policy BP 6300 – Fiscal Management

FTES Apportionment

Process of Issuing Checks to be Charged to DOE Account

Purchase Requisitions – District Purchasing Manual

Budget Transfer – Board Policy 6250 Budget Management

Board Policy BP 3280- Grants

Board Policy/Administrative Procedures BP/AP 6150 Designation of Authorized Signatures

Campus Fundraising Guidelines

Board Policy BP 6320 – Investments

Fullerton College Foundation By-Laws

Fullerton College Foundation Financial Audit Report FY15-16

Budget Allocation Forum

III.D.11 The level of financial resources provides a reasonable expectation of both short-term and long-term financial-solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The District meticulously ensures that sufficient financial resources are available to meet operational needs at all times. The District maintains sufficient balances in various funds for future institutional needs and sets aside a reserve of five-percent (5%) from the unrestricted general fund in accordance with [Board Policy BP 6250 - Budget Management](#). Funding is provided for educational improvement, innovation or related priorities. Due to the increase in state funding, the District is committed to future financial solvency through the designation of the base augmentation funding for [STRS and PERS rate increases](#) over the next several years. It has also addressed Other Post-Employment Benefits (OPEB) through an [irrevocable trust](#). The

annual [Proposed Budget/Financial Report](#) is prepared and published describing how financial resources are to be spent during the fiscal year and future fiscal periods.

Analysis and Evaluation

The College meets the standard. The District controls financial resources and ensures that sufficient financial resources are always available to meet obligations and emergency needs. The District undergoes a series of program reviews that prioritizes operational needs, allocates funds and subsequently monitors its use.

The District is committed to meet long-term financial needs. This is illustrated through the following events:

- The District has set aside funds for retiree health benefits through the Other Post-Employment Benefits (OPEB) irrevocable trust and assembled a Retirement Board to oversee investment in the trust. An [actuarial firm](#) is engaged to analyze the retiree health benefits and determine the [annual required contribution \(ARC\) and outstanding liability \(III.D11.5\)](#).
- It also addressed the future rate increases for STRS and PERS. The District negotiated an MOU with the labor groups to move \$70 million in retiree health benefits into the irrevocable trust.
- The District adopted a five-year construction plan to ensure planned expenditure of Bond funds (Measure X and J Bonds) that maximizes instructional facilities.

Further evidence of its commitment to meeting long-term obligations includes instructional salaries that the District negotiates with labor representatives and structuring agreements. The labor salary funding helps stabilize cash requirements for future periods. It is also committed to providing adequate insurance coverage, accruing vacation time, and load banking for instructional staff, close scrutiny of future contractual commitments and completion of [scheduled maintenance](#) for forthcoming periods. All long-term financial obligations are included in the annual budgeting process.

The College utilizes the [program review process](#) to identify operational resource needs that are reviewed and endorsed by the Program Review Committee and then forwarded to the Faculty Senate and Planning and Budget Steering Committee (PBSC) for review. The PBSC develops a prioritized list and prepares a recommendation for resource allocation funding to the President's Advisory Council (PAC) and College President for approval.

Budget performance is monitored closely throughout the year. These are discussed in the bi-weekly Budget Officers' meetings and in committees such as the Council on Budget and Facilities composed of District and campus officials, and eventually reported to the Board of Trustees quarterly. Financial performance is also audited by an outside auditing firm annually and validated through internal audits conducted by the District Internal Auditor.

Evidence

Board Policy BP 6250 – Budget Management
3-year Budget Projection for STRS and PERS
Irrevocable Trust (OPEB)
Proposed Budget/Financial Report
Actuarial firm calculation of ARC and Liability
ARC Contribution (Board Resolution)
Multi-year labor agreement
Scheduled Maintenance
Program Review web page

III.D.12 The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The District builds and maintains sufficient balances in various funds to ensure that future institutional needs will be met. Additionally, the District recognizes obligations and liabilities as they are committed or incurred and accounts for them appropriately. While the District has a [Board Reserve Policy](#) to maintain at least a 5% reserve, at the end of Fiscal 2015, the District held approximately \$47.1 million in the combined General Fund or about 23.6% of expenditures. Of the \$47.1 million \$15.9 million was made up of budget centers carryovers. These funds are utilized to fund potential budget reduction backfills, computer replacement plans, facility emergencies and any other unforeseen expenditure that may arise. [Fullerton College share of the \\$15.9 million was \\$5,469,810](#) (Page 24). Additionally, the District held about \$152.9 million in other funds for retiree health benefits self-insurance and capital projects.

The District recognizes financial obligations as incurred. For instance, the District utilizes the position control module in Banner to accurately reflect the cost of salaries and benefits that make up the vast majority of the operational expenditures. As salaries are increased through the collective bargaining agreements, budgets are increased using the position control module. Each year, [compensated absence liabilities](#) such as vacation accrual and loan banking are calculated and booked into Banner.

Analysis and Evaluation

The College meets the standard. The most significant long-term liability for the District is the participation in CalPERS and CalSTRS retirement systems. In FY 2015-2016, the State increased the Base Allocation to Districts with the implicit direction that this increase in funding

was intended to cover future PERS and STRS rate increases. A clear indication of the District's commitment to future financial stability is the designation of all of the recent [Base Augmentation funding for STRS and PERS rate increases](#) over the next several years. By designating the entire augmentation, the District should have sufficient resources to cover the [anticipated increases through FY 2025](#). Each year, the District fully funds its liability in each of these systems.

For many years the District has promised employees with 15 year of service, fully funded retiree health benefits that are similar to current employees. The District engages an [actuarial firm](#) every two years to analyze the retiree health benefits and determine the annual required contribution (ARC) and the outstanding liability.

While the District has been setting funds aside for more than a decade for retiree health benefits and has accumulated over \$70 million in this fund, in FY 2015-2016, the District set up a GASB-compliant OPEB irrevocable trust to fund retiree health benefits and established a [Retirement Board of Authority](#) to oversee the investments in the trust. In June 2016, [negotiations with the labor groups](#) resulted in moving \$70 million in retiree health benefits into the irrevocable trust. This transfer into the irrevocable trust should greatly reduce the [annual required contribution](#) in the future. The District has been [meeting the ARC](#) for the past few years.

Evidence

BP 6250

NOCCCD Proposed Budget FY 2016-2017

Statement of Net Position

PERS/STRS funding reports page 51.

NOCCCD Annual Financial Report 2016

Retiree Benefit Actuarial Report

Retirement Board By-laws

NOCCCD MOU with CSEA and UF

Annual Required Contribution (ARC) Board Resolution

Final Audit Report

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

The College and District have not incurred any local debt.

III.D.14. All financial resources, including short and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants,

are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The Fullerton College [Bursar's Office](#) closely [monitors auxiliary spending](#) at the campus. These include Associated Students Account, departmental fundraising efforts, etc. The Bursar's office developed [Fundraising Guidelines](#) for this purpose.

The College and District ensures that loans, bond revenue, categorical program funding, auxiliary operations revenue, donations and grants are utilized in accordance with applicable restrictions and guidelines through various control and monitoring processes. Each year the District undergoes an extensive set of [compliance and financial audits](#) that verify the use of restricted funds and then [reports the result of those audits to the Board of Trustees](#). These audits are also available on the District's web site.

The largest single source of restricted funding is the issuance of long-term general obligation bonds to be repaid by District property owners. These funds will renovate existing facilities and build new facilities. The District passed [Measure X in 2002 for \\$239 million](#) and [Measure J in 2014 for \\$574 million](#), both of which continue to fund facilities modernization projects. A [Citizens Oversight Committee](#) reviews the expenditures relating to Measure X and Measure J bonds, a control measure that ensures that District spending is consistent with the purpose and goals of the bond measures.

Grants fall in two categories, student financial grants and operational grants. The Fullerton College Financial Aid Office (FAO) processes and monitors student financial aid. Operational grants are funds received from various government or private sources to enhance academic development as required by [Board Policy BP 3280 – Grants](#). The originating department monitors spending activities while District Accounting reviews and reconciles expenses.

Analysis and Evaluation

The College meets the standard. At Fullerton College, the Bursar keeps tight control over the funds deposited by auxiliary groups including the Associated Students funds and student groups fundraising efforts. Their focus is to ensure that funds are spent appropriately and for the good of the group and not just for certain individual members. The Bursar and Fund Raising guidelines define the steps that need to be taken to manage fund raising events and justify subsequent expenditures that are subject to similar approval processes as other expenditures. There had been many cases where the campus Bursar rejected the request for withdrawal due to inadequate reasons for withdrawing that includes withdrawing funds for personal use or for purchase of equipment that will benefit only a few of the auxiliary group members.

Education Grants (student financial aid) is processed and controlled by Fullerton College. The financial information is reviewed by District Accounting and subsequently arranges for disbursement to students through an outside firm, Higher One. In 2016, the District processed a total of [\\$57.6 million in financial aid](#). Of this amount, \$43.8 million was from federal Pell Grants and \$3.6 million from Cal Grants.

While there are various sources to obtain operational grants, District grants come mostly from governmental agencies. [NOCCCD Administrative Policy AP 3280 – Grants](#) provides the details for requesting operational grants. This policy describes the preparation, review, and submission of the request for funding and subsequent control of expenditures. The office of the Vice-Chancellor, Education and Technology makes every effort to coordinate all grant activities and chairs the [District Grants and Resource Committee](#). District Accounting and designated College personnel reconcile all grant expenditures. For fiscal year 2016-17, the proposed budget includes 43 [operational grants](#) totaling \$38,077,702.

As the single largest funding source, much emphasis is placed on monitoring bond expenditures. In 2016, project managers at each campus assisted in the planning and construction effort with District Facilities, Planning and Construction to maintain much transparency as possible. In addition, a regularly scheduled monthly facilities meeting evaluates all pertinent issues with developments presented to the Citizens Oversight Committee, the Board of Trustees and the spending subject to the annual financial audit.

The District and College ensure that all expenditures are consistent with the directives of the funding source.

Evidence

FC Bursar's Auxiliary/Trust Accounts

Bursar's Office Cash Handling Procedures

FC Campus Fundraising Guidelines

Annual Financial Audit

NOCCCD Board of Trustees Meeting - 12-13-16 BOT Minutes

Measure X Bond

Measure J Bond

Citizens Oversight Committee

NOCCCD Board Policy BP 3280 – Grants

Financial Aid Grants

NOCCCD Administrative Policy AP 3280 –

District Grant and Resource Committee

Operational Grants (FY 2016-17)

III.D.15. The institution monitors and manages student loan default, rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

All student funding, including student loans, application for federal grants (e.g. Pell Grants), Veterans Educational subsidy, and student auxiliary funds, is handled by Fullerton College. This includes reconciliation, administration and resolutions of student funding as follows:

- The College's [Financial Aid Office](#) (FAO) handles all financial aid and [Student Loans](#) packaged through the [Federal Direct Loan Program](#). At the end of FY 2015-16, Fullerton College administered a total of \$25.5 Million in Pell Grants and \$6.7 Million in student loans. This [office](#) developed [procedures](#) for administering financial aid and loans. The FAO utilizes certain controls to minimize financial aid fraud such as the use of the [Campus Logic software](#). The FAO developed a [loan default prevention program](#) to guide their daily activities.
- The College's Veterans Office handles the funding of veterans seeking to return to the education arena. This includes verifying veterans educational funding application, working with the Veterans Administration (VA) to fund classes based on established criteria and perform reconciliations to determine [overfunding to be returned to the VA](#).

In addition, the Campus Bursar maintains student accounts and ensures that utilization of student auxiliary funds is adequately justified and documented in accordance with the [Bursar Auxiliary/Trust Accounts Guidelines](#).

Analysis and Evaluation

The College meets the standard. In accordance with Title IV – Higher Education Act, the College and District are committed to implement methods to minimize risk of student's misuse of loans, grants or other funds provided for educational attainment.

Financial Aid – Fullerton College's FAO administers and monitors financial aid awarded to students. The majority of the student population (approximately 70%) receives some form of financial assistance mainly from government agencies. These financial aids include funds from sources such as Cal Grants B and C, Cal Dream Act, Full-time Success Grant, Federal Work Study, Federal Pell Grant, and Federal Supplementary Education Opportunity Grant, etc.

Financial Aid can be obtained on-line by filing the application and attaching required documentation. The FAO scrutinizes the applications for possible signs of fraud, including:

- False claims of Independent student status

- False claims of citizenship
- Use of false identity
- Forgery of signatures or certifications
- False statements of income.

Funds are disbursed by an outside agency, Bank Mobile. This agency provides additional fraud screening to detect students who do not pass the CIP verification to comply with the Patriot Act. Funds relating to this student are returned and the names are added to the [fraud list](#) sent to the Department of Education, Office of the Inspector General. All potential fraud cases are referred to the Department of Education Office of Inspector General for investigation.

After the financial aid is awarded, the FAO uses the Campus Logic software. This software regulates and speed up the file processing for staff. It is a paperless process that:

- Identifies Internet Protocol (IP) addresses
- Reduces staff time spent on verification, PJs, and c code resolution,
- Highlights conflicting information and eliminates data entry to generate ISIR corrections,
- Automates student follow up via text and email,
- Automates file indexing and imaging, and
- Provides dashboard report by showing transactions, status, and turnaround time to improve operations.

For students, Campus Logic Software has a web form wizard to guide students through the process.

Student Loans – Student loans only accounts for approximately two percent (2%) of the student population in comparison with financial aid. In spite of the best efforts of the colleges to scrutinize applications for student loans, they continue to experience students defaulting. The current [Federal Default rate](#) is 30%.

The [default rates for Fullerton College](#) as calculated and published by the Department of Education through 2013 are as follows:

Year	Default Rates
2013	17.9%
2012	15.4%
2011	16.4%
2010	13.8%

An institution with a 3-year default rate of 30% or more for any year must establish a default prevention taskforce to develop and implement a default prevention plan to reduce the rate. This [default prevention plan](#) must be implemented and approved by the Department of Education. Fullerton College default rate of 17.9% is lower than the Federal guideline. The College

continues to improve the default rate of student loans. To accomplish this, it engaged the services of [Educational Credit Management Corporation \(ECMC\)](#), a firm that specializes on default prevention. This is a non-profit organization recommended by the California Chancellor's Office to assist schools in lowering the default rate. It is anticipated that with the assistance of ECMC, the colleges should be able to maintain a rate below the Federal default rate.

Veterans – Veterans subsidy (paid directly to the educational institution) is another government funding controlled by the College through an assigned Veterans Coordinator. Chapter 33 education benefits also known as the Post 911, is provided to veterans with active service of at least 90 days after September 10, 2001 for earning a Forty percent (40%) of total education aid and up to One hundred percent (100%) if active service totals three years. Chapter 31 subsidies are for veterans with disability (Vocational Rehabilitation) for pre-employment classes.

Controlling these subsidies posed a challenge due to the following:

- These subsidies are to be returned to the VA if financial aid is obtained elsewhere or a portion of all VA subsidies in the case of dropped classes.
- Not all education costs are covered by the VA Chapter 33 subsidy. Tracking students portion of these costs is a time consuming process.
- There may be a timing difference between classes taken and VA subsidy received that will require a veterans hold which essentially allows them to enroll in classes for the following term.

Veterans' subsidy is administered adequately and supported by procedures.

The Campus Bursar's office maintains the accounts of student departmental funds obtained from fundraising events and donations. The [Bursar maintains procedures](#) for depositing and withdrawing funds in an effort to safeguard these from misuse (III.D10.5).

Evidence

Federal Direct Loan Program
FAO Federal Direct Loan Program Document
Fullerton College FAO Procedures
Campus Logic Software
Loan Default Prevention Program
Veterans Administration Unused Funds
FC Bursar Auxiliary Trust Accounts Guidelines
Fraud reported to the Department of Education Inspector General
Federal Default Rate
Federal Default Rate calculated for FC
Department of Education – Default Prevention Plan
ECMC Default Prevention Agency
FC Bursar Fundraising Guidelines

III.D.16. Contractual Agreements with external entities are consistent with mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

The College follows designated policies and procedures when executing contractual agreements with external entities. Contractual practice is authorized by [Board of Trustees Policy BP 6340 – Bids and Contracts](#), [BP 6600 - Capital Construction](#) and [BP 6330 – Purchasing](#). The contractual practices are consistent with Education Code Section 81641, 81820, Public Contracts Code 53060, and Title 5 Section 57150.

The two main considerations in entering into a contract are minimizing risks and obtaining the best value, which at times, is a challenge. Minimizing risks begins with ensuring contracts (other than ongoing purchase orders for goods and services) undergo legal and indemnity review. The District engages a legal firm to provide contractual review and contract development. For indemnity, the District Director, Risk Management, is tasked with conducting the necessary reviews.

The College works closely with District Purchasing, which is thorough in obtaining the best value for the College and District by researching market alternatives and validating sole source availability. District Purchasing is the best resource due to their numerous contacts. While obtaining the best value is paramount, they are also committed to timeliness of providing the goods and services required for projects. To this end, District Purchasing adopted the State sponsored vendor qualification called [California Uniform Construction Cost Accounting Act \(CUPCCAA\) program](#). This program increases the limits before competitive bidding is required and submission to the Board of Trustees approval. This pre-qualifies contractors that can be engaged quicker resulting in earlier completion of projects.

Analysis and Evaluation

The College meets the standard. The College works with the District Purchasing Division who abides by the standards required under CFR 200.318 - General Procurement Standards. It has its own detailed procurement procedures, follows the conflict of Interest guidelines, practices competitive bidding choosing the best value at the lowest cost whenever possible.

There are numerous contracts that are currently active including those for professional services- Architects, Cafeteria Food Management and Independent Contractors where the Internal Revenue Service (IRS) requires closer scrutiny through the use of a [questionnaire](#) to determine if the contractor, based on the proposed employment meets IRS definitions. As is with other contracts, close scrutiny for potential risk to the College and District is performed. The critical

step is the contract content review process. Presently, the College and District are engaged with numerous contracts. To expedite processing, contracts are sorted into categories per [NOCCCD Contract Processing Guidelines](#). This process identifies various departmental personnel best suited to conduct meaningful reviews consistent with the mission and goals of the District. It also allows the contract to be completed on a timely basis. The categories are as follows:

Professional Services	Clinical Affiliations
Independent Contractors	Insurance
Service/Maintenance	Environmental, Health & Safety
Public Works	Grants
Systems Technology	Education
Facilities	

[District contracts include components of control:](#)

- The right to terminate a contract due to non-compliance of the party of the second part.
- Provisions that address default and termination, dispute resolution, payment terms, length of the contract including start and end dates.

Inherent in contracts with external parties includes compliance with federal, state and local government guidelines. Contractual practice is consistent with [District Strategic Direction # 4](#) (Page 19) – The District will implement best practices relating to planning including transparent decision-making processes, support of strategic and comprehensive planning activities at the College and District levels, and the allocation of resources to fund planning priorities.

Fullerton College maintains multiple contractual agreements. Contracts include those for the operation of food services, rental of College facilities, all services related to bond construction programs (architects, utility mapping, environmental impact reports, etc.), and consulting services. Most contracts used were developed by the District legal counsel. Other contracts are individually prepared by legal counsel to fit specific requirements. Fullerton College utilizes the [District’s Contract Processing Guidelines](#) and [Procurement and Contract Manual](#) (also known as Purchasing Manual) to assist personnel responsible for processing contracts.

Evidence

Board Policy BP Policy 6340 – Bids and Contracts
Board policy BP Policy 6660 – Capital Construction
Board Policy BP 6330 - Purchasing/Warehouse
CUPCAA Program
Independent Contractors Questionnaire
NOCCCD Contract Processing Guidelines
Grounds for terminating contracts
District Strategic Decision # 4
District Procurement and Contracts Manual (Purchasing Manual)

Standard IV: Leadership and Governance



College President Dr. Greg Schulz holds weekly office hours with students, faculty, and staff.

Photo credit: The Hornet

More than 800 students from local high schools attended Fullerton College's second annual Males Achieving Success Conference in January 2017. The MAS outreach program targets male students to help address the achievement gap for African-American and Latino males in higher education.



Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-College districts or systems, the roles within the district/system are clearly delineated. The multi-College district or system has policies for allocation of resources to adequately support and sustain the Colleges.

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Program Review

The College President encourages new ideas from all members of the campus community. Every faculty and staff member works in a program that is regularly evaluated in the program review process. Comprehensive program review takes place every three years. Annually, each program provides a brief [update](#). On a three-year cycle every academic [program](#), such as the Biology Department, and every non-academic [program](#), such as the Extended Opportunity Program & Services (EOPS), completes a self-evaluation form. The members of each program discuss the program's strengths and weaknesses, consider reforms, and explain their requests for resources to make the program more effective. Division deans carefully read these reports and help authors with edits and clarifications. Senior administrators read self-studies of the programs that fall under their reporting structures. Members of the Program Review Committee (PRC) read and comment on every self-study, and then develop a report on recurring themes and issues. The committee also [summarizes](#) each program's resource requests for the Faculty Senate and the President's Advisory Council (PAC), making note of which programs supported their requests with sound analysis based on data. Through program review, every faculty and staff member has the opportunity to make suggestions for program improvement. For example, in 2012 many instructional programs reported the successful use of [supplemental instruction](#) (SI). Every year since 2012, the number of sections on campus with SI leaders has increased. In Fall 2015 there were 55 sections with SI, and the demand grew to 129

sections in Spring 2016. SI growth is a strong example of an innovation produced and monitored by program review.

The PRC informs the campus about the process and the resources available to help write self-studies. The program review [website](#) is updated regularly with reference materials, deadlines and contacts for support. The committee chair heavily promotes deadlines and the support services available. The chair hosts drop-in trainings, one-on-one trainings and gives numerous presentations to the Faculty Senate, Classified Senate, PAC, managers and deans. Faculty Senate provides the program review chair with a standing [agenda](#) item at each Senate meeting. Additionally, trainings and deadlines are promoted through emails from the Staff Development Office and the *President's Weekly* newsletter.

President's Open Forums and Office Hours

The College President makes himself available to all by holding regular [office hours](#) and monthly [open forums](#). These events have open agendas so that any employee or student can raise concerns or make suggestions directly. For example, in fall 2015 elected student leaders approached the President about holding a music and arts festival on the main campus quad at the beginning of the new school year. The student leaders made a compelling [case](#) that “Quadchella,” as it became known, would “create an atmosphere of activity and excitement” among students. The President and Faculty Senate both [approved](#) the request and on September 17, 2015 Associated Students hosted the first [Quadchella](#). After a successful first event, the Faculty Senate [approved](#) the second annual Quadchella in 2016.

Accreditation Presented at Convocation

When faculty and staff members gathered for the [Convocation](#) on August 21, 2015, they participated in a morning-long introduction to accreditation. College leaders felt it was imperative to inform and energize all employees, which included 42 new faculty members. Accreditation Steering Committee members made presentations in the Campus Theatre. Then the crowd dispersed to breakout sessions based on the accreditation standards to discuss what the standards mean and where the steering committee can find evidence that the College is meeting them. Steering committee members also recruited volunteers to serve as regular participants on the teams for each standard. A change in practice emerged directly from the convocation breakout sessions when the Vice President of Student Services acted promptly on a suggestion to keep the Admissions and Records Office open additional hours to accommodate the large number of students registering for fall 2015 classes.

Staff Development

Since 2014, the College has increased reassigned time for the staff development coordinator [from 3.0 units to 9.0](#). The result has been a sharp increase in the number of programs available to faculty members and staff professionals. The Staff Development Committee (SDC) holds a full-

day [orientation](#) for new faculty members every August, supplemented by monthly New Faculty [Seminars](#) throughout the year. Before each semester, the SDC holds an [Adjunct Academy](#) to orient, inform, and hear feedback from part-time instructors. Annually, the SDC works with the Vice President of Student Services Office to assist a [day](#) of [training activities](#) for classified professionals. Staff development activities and orientations emphasize the College's commitment to shared governance and encourage new faculty members and staff professionals to participate. SDC members [discuss](#) and [refine](#) these orientations and activities on an ongoing basis. The Staff Development coordinator regularly [reports](#) to the Faculty Senate and solicits feedback and suggestions from shared governance bodies.

Shared Governance Bodies

The three largest constituencies at Fullerton College are each represented by a senate: Associated Students, Classified Staff, and Faculty. The senates consist of elected representatives who hold regular public meetings. Senators are responsible for representing the views of their constituents and reporting news of senate actions to their constituents. Senate officers ensure that agendas, actions and minutes are [available](#) to the public, and that meetings include [public](#) participation.

Within the Faculty Senate, there are committees to carry out specific functions, such as staff development and faculty allocation. Most committee rosters represent a cross-section of faculty, managers, staff and students. Classified senators participate on Faculty Senate committees because the Classified Senate does not have its own shared governance committees. Employees and students serve on subcommittees of the President's Advisory Council (PAC) and they also serve on many District-level committees. There is no shortage of [committees](#) or senates for students and employees to join, participate in, or just attend and observe. In fall 2016, the Office of Institutional Research and Planning launched an on-line "[documents warehouse](#)" that stores the records of all campus governance bodies and provides a central, searchable site for all employees and students who want to find agendas, minutes, summaries and other documents produced by campus committees.

District Innovation Fund

Each year, the District Office of Educational Service and Technology reviews applications from College employees who seek funding to launch an innovative program that will enhance the College's excellence. Recent [awards](#) have gone to a program to increase the number of STEM majors and transfers, to create a Fullerton News Academy, and to provide laptops for students enrolled in the Student Diversity Success Initiative.

Examples of Innovations Since 2011

Since the accreditation team's spring 2011 visit, there have been many suggestions for improvement. They were thoroughly discussed by campus leaders, approved by shared

governance bodies, and have become established practice at Fullerton College. Many of the innovations undergo detailed description elsewhere in this self-study. Many recent innovations began as a suggestions from students and employees: 1) the improved program review process; 2) the adoption of eLumen SLO software; 3) the creation of the [Council of Chairs](#); 3) the Habits of Mind workshop [series](#); 4) the Lamm/DuBois [Food Bank](#); and 5) the reactivation of the Distance Education Advisory Committee (DEAC). DEAC in particular has brought forth a number of concrete improvements to distance education, including a strategic [plan](#) and a faculty [handbook](#).

Analysis and Evaluation

The College meets the standard. Practices, programs and services at Fullerton College are continuously under review. All members of the campus community have ways to participate in governance, especially during program review, President's open forums and office hours, convocation, staff development, budget forums, and the numerous shared governance bodies that meet on a regular basis.

Evidence

Program Review Yearly Update Form
Program Review webpage screenshot
President's Office Hours announcement
President's Open Forum email
Faculty Senate attachment, 3-Sep 15
Faculty Senate minutes, 3-Sep 15
The Hornet coverage of Quadchella, 19-Sep 15.
Faculty Senate minutes, 1-Sep 16
Faculty Senate minutes, 16-Apr 16
Faculty Senate minutes, 5-May 16
New Faculty Seminar schedule, Fall 16
New Faculty Seminar agenda, 21-Feb 14
New Faculty Seminar agenda, 18-Mar 16
Adjunct Academy agenda, 2-Sep 16
Classified Staff Development Day agenda, 14-Apr 14
Classified Staff Development Day agenda, 21-Mar 15
Classified Staff Development Day agenda, 30-Mar 16
Staff Development Committee meeting summary, 10-Sep 15
Staff Development Committee meeting summary, 10-Mar 16
Faculty Senate website screenshot
Faculty Senate website Minutes and Agendas screenshot
Faculty Senate Committees List, 6-May 16
Documents Warehouse, screenshot from OIRP website
Council of Chairs minutes, 23-Sep 16

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

Board Policy [3100](#), Organizational Structure, and the [organizational chart](#) provided by the District's Administrative Procedure [3100](#), establish the lines of authority at the College. **(Figure 1)** By policy, the Board “acknowledges the role of faculty, staff and students in the shared governance process.” Board Policy [1002](#), Philosophy, affirms “the District will apply the principles of shared governance, which is a decision-making process that is based on a fundamental belief in the value of all opinions, as well as on an agreement to thoughtfully consider the point of view of all affected constituencies.” Board [policies](#) and District [procedures](#) on local decision-making demonstrate a commitment to shared governance by defining the College's constituent groups: students, faculty members, staff professionals, confidential employees and administrative employees. Policies and procedures spell out the consultative relationship among the Board and the Faculty Senate, the Classified Senate, the Confidential Employees Association, the District Management Association, and the collective bargaining units. The *Fullerton College Integrated Planning Manual* (pp.5, 26-37) illustrates how administrators, faculty members, staff professionals and students participate in making decisions, and it describes the many shared governance bodies on campus. **(Figure 2)**

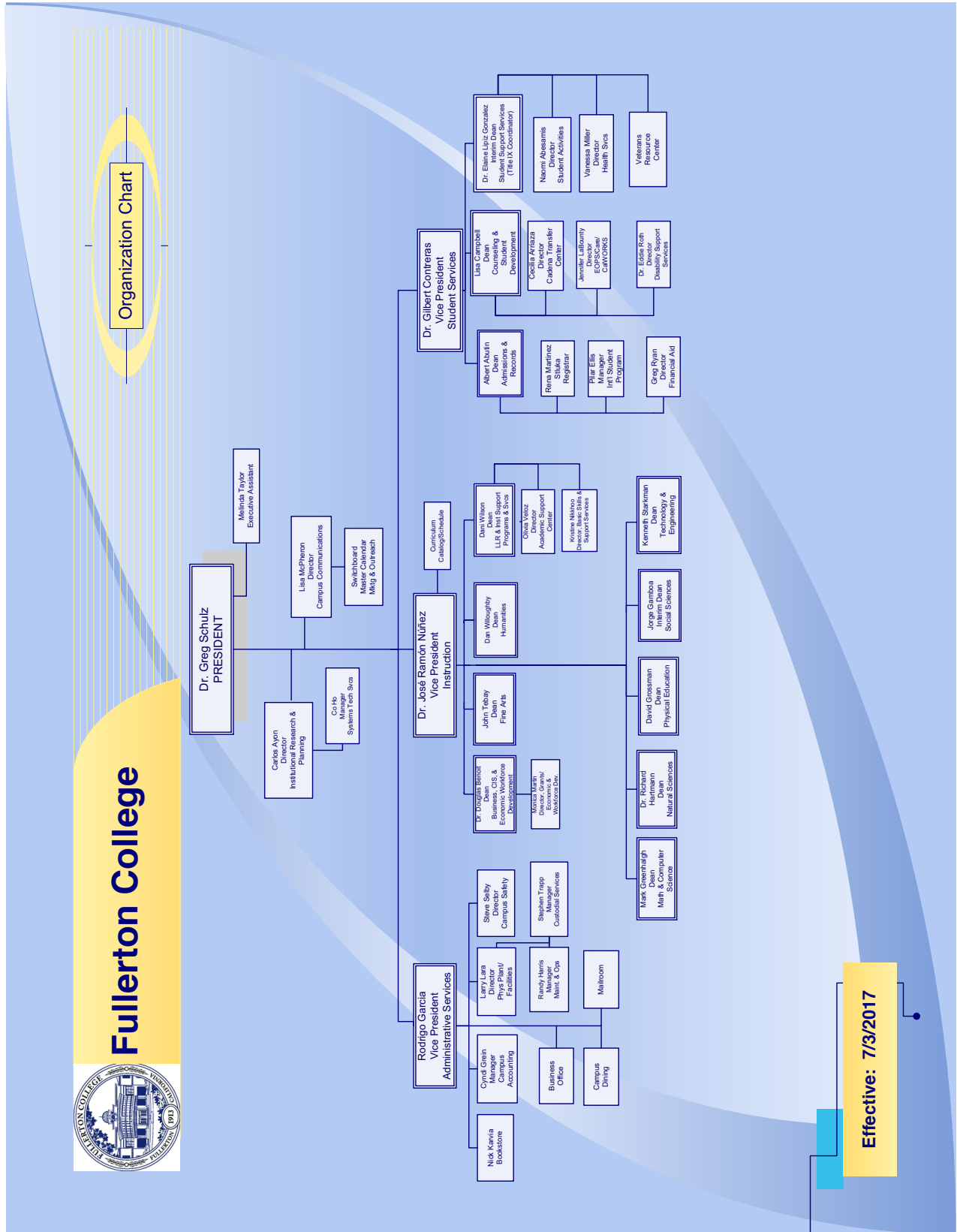
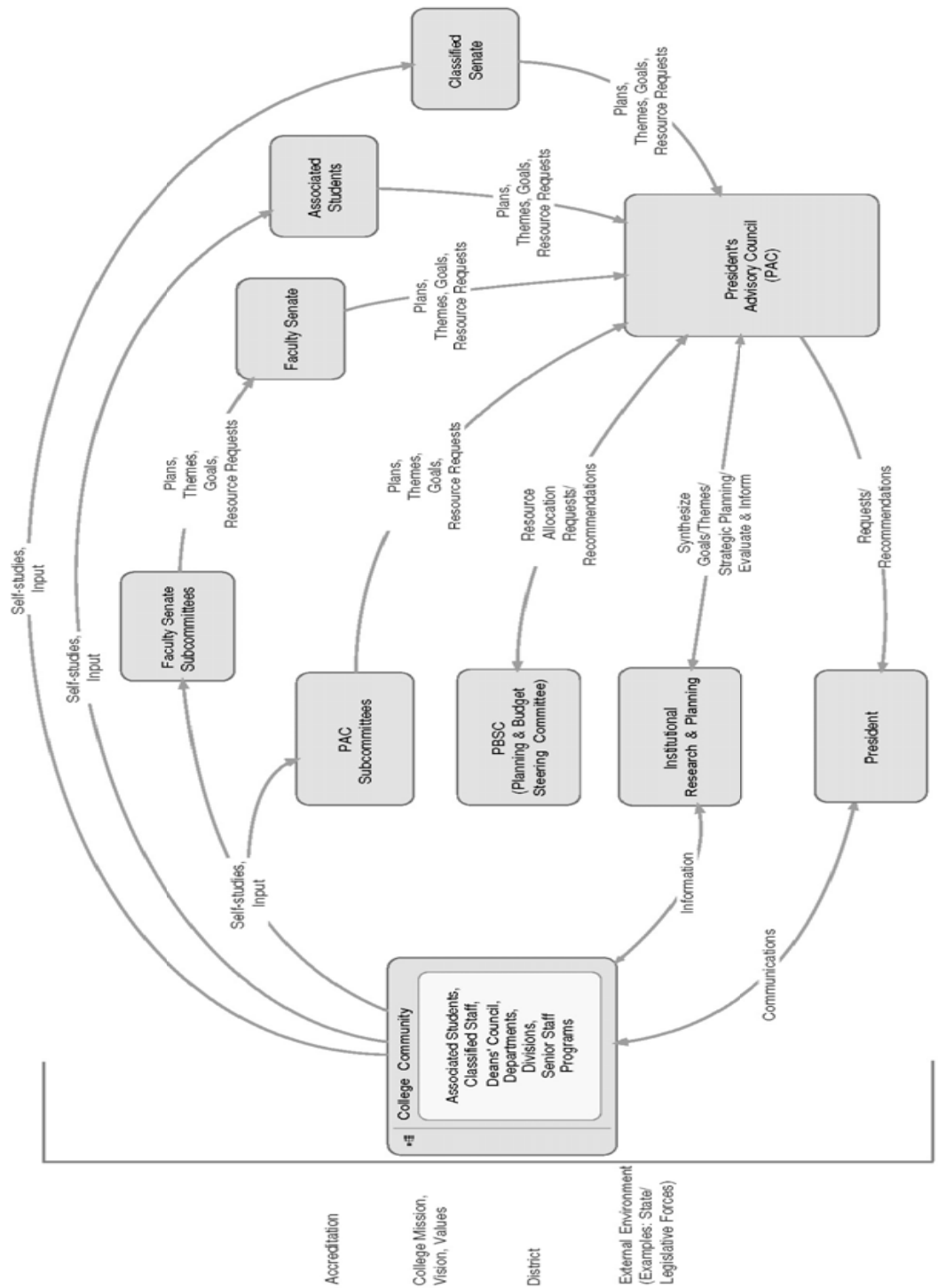


Figure 1

Fullerton College Campus-wide Planning Process



5/2015

Figure 2

President's Advisory Council (PAC)

Because the College President has ultimate decision making authority, most shared governance decisions flow through the President's Advisory Council (PAC). The President relies on PAC for advice on issues such as budgets, hiring, program review, curriculum and planning. PAC [consists](#) of four faculty members, one division dean, two managers, two classified staff members, and two students. Board Policy [2510](#), Participation in Decision Making, requires that representatives from all campus groups participate in shared governance, and PAC clearly exemplifies that policy.

Every year PAC gathers program review self-studies, which all College employees help to write. Often, self-studies request increase funding, staffing, or allocation of other [resources](#). PAC refers each resource request to a subcommittee, the Planning Budgeting Steering Committee ([PBSC](#)). (pp.14-15) PBSC compares the resource requests (and how well they are supported by the self-study's data analysis) with the College's allocation from the District. PBSC makes a [recommendation](#) to [PAC](#) about how the College should [allocate](#) resources among the programs making requests. In this way PAC [hears](#) (p.3) from representatives of all employee groups before making a major decision with discretionary funds.

In addition to making budget decisions, PAC also provides a forum for campus groups to give direct feedback to the President. For example, in spring 2015 PAC student representatives [proposed](#) that the College add an acknowledgement of service to the transcripts of student government leaders. PAC [discussed](#) the proposal, referred it to the dean of admissions and records, and then acted to implement the students' request. With the ultimate decision-making authority resting on his or her shoulders, the President relies on PAC to keep him or her informed of the needs of all campus groups.

Faculty Senate

There are 10 academic divisions at Fullerton College and all of them have representatives on the Faculty Senate proportional to their size. Two part-time instructors also serve on the Senate. Like PAC, the Faculty Senate convenes twice a month in meetings open to the public, in accordance with the [Brown Act](#). In addition, the Senate invites any member of the public to address the senators during a [comments period](#) at the start of the meeting. In practice, most public comments come from members of the campus community. The bulk of a typical Senate meeting consists of faculty members discussing and taking action on academic and professional matters as outlined in the "[10 plus one](#)" and in Title 5 of the California Education Code. Minutes of Faculty Senate meetings are distributed to all faculty members, administrators and District personnel and they are [posted](#) on the Senate website. The Faculty Senate President informs Campus and District officials when the Faculty Senate has taken action or passed a resolution. In this way, Faculty Senate hears from campus divisions, engages in robust discussion, and then communicates faculty needs and perspectives throughout the shared governance system. A

recent example occurred when the Faculty Senate [discussed and endorsed](#) (pp.3-4) an Associated Students resolution calling for smaller classes and extended library hours.

As a key player in shared governance, the Faculty Senate President frequently reads all draft reports and plans from the College and the District, then decides whether or not to add his or her signature to the final draft. Before deciding to sign, the President consults with the senators. For example, at a recent Senate meeting, senators [considered](#) (pp.2-3) a draft of the Student Equity Report and vetted its statistical analysis for errors such as selection bias. Students also participate in the Senate's shared governance role. A report from Associated Students leaders is a standing item on the Faculty Senate agenda. They frequently use their time to advance new ideas, such as the recent [Quadchella](#) music and arts festival, a request for more [counseling for AB 540 students](#), and a [resolution](#) calling for the completion of the Sherbeck Field construction project.

Classified Senate

Unlike the Faculty Senate, in which representation is based on division size, the Classified Senate consists of eleven at-large representatives and five executives. Senators are elected by classified professionals and serve two-year terms. Senators represent classified professionals in twice-monthly meetings and on shared governance bodies such as PAC. The California School Employees Association (CSEA) Chapter 167 is the collective bargaining unit for District employees, and it appoints the classified professionals who serve on Faculty Senate and PAC [subcommittees](#), such as staff development, student equity, basic skills and program review. The main role of the Classified Senate is similar to the Faculty Senate's role—to provide a major campus group with a [forum](#) for discussing issues, to present new ideas to campus leaders, and to take [actions](#) that can be communicated throughout the shared governance process. In fall 2016, for example, the President [communicated](#) with the Classified Senate executives to help the College reach its annual goals, such as re-writing the [mission statement](#).

Other Meetings

Once a month the Vice President of Instruction convenes a council of the deans of the academic divisions. Also once per month, the President chairs a Friday morning meeting with all managers at the College. Neither the Deans' Council nor the managers meetings keep regular minutes, but they report to the President on specific, regular items. For example, every fall the Deans' Council makes a priority list of faculty positions for hiring. The President considers this list when making the final list.

The District Board of Trustees

The Board of Trustees mirrors the College's commitment to wide participation in shared governance by hearing from representatives of all campus constituencies. There are two [student trustees](#) on the Board, one from each college, and they have advisory voting rights. Also seated

at the resource table for each Board meeting are the presidents of the Faculty and Classified Senates, and the presidents of the District collective bargaining units. Resource table members [report](#) campus concerns and news updates. (p.4)

Analysis and Evaluation

The College meets the standard. In both policy and practice, decisions are made based on input from all constituencies at the College, including students. The shared governance model ensures that committees charged with planning and decision-making have representatives from students, faculty members, staff professionals, confidential employees and administrative employees.

Evidence

Board Policy 3100, Organizational Structure
FC Organizational Chart, 5-Jul 26
Board Policy 1002, Philosophy
Board Policy 2510, Participation in Local Decision-making
Administrative Procedure 2510, Participation in Local Decision-making
Planning Process Chart from Integrated Planning Manual, p.5.
President's Advisory Council roster, screenshot
Board Policy 2015, Participation in Decision Making
President's Advisory Council minutes, 9-Apr 14
President's Advisory Council minutes, 23-Apr 14
Faculty Senate minutes, 15-Oct 15
President's Advisory Council minutes, 25-Feb 15
President's Advisory Council minutes, 8-Apr 15
The Brown Act (1953)
Faculty Senate agenda, 15-Oct 15
Faculty Senate minutes, 5-Mar 15
Faculty Senate website, Ten-Plus-One (Ed Code)
Faculty Senate website, agendas and minutes screen
Faculty Senate minutes, 5-May 16
Faculty Senate minutes, 1-Oct 15
Faculty Senate minutes, 3-Sep 15
Faculty Senate minutes, 19-Nov 15
Faculty Senate minutes, 5-May 16
Associated Students Senate, Sherbeck Field resolution
Faculty Senate committees list
Classified Senate Constitution
Classified Senate Bylaws
Classified Senate minutes, 18-Aug 16
Classified Senate minutes, 23-Sep 16
Classified Senate agenda, 18-Nov 16
Board Policy 2015, Student Members
Board minutes, 22-Sep 15

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

District Administrative Procedure [2430](#), Delegation of Authority to the Chancellor “delegates full responsibility and authority to the College Presidents ... to administer delegated policies.” To meet this responsibility the College has developed procedures described in the *Integrated Planning Manual*. The flow chart on [page five](#) of the *Manual* (**Figure 2**) illustrates how shared governance bodies communicate with each other to determine the College’s needs, set goals for meeting those needs, and allocate resources accordingly.

The *Manual* defines the roles of each campus group. Students participate through Associated Students Senate and by serving on governance bodies such as the President’s Advisory Council (PAC), Faculty Senate, Honors Program Advisory Committee, and the Student Equity Committee. Faculty members participate through Faculty Senate and by serving on campus committees and hiring committees. Staff professionals share in governance through the Classified Senate and through various campus committees and hiring committees. Managers serve on PAC and other campus committees, and meet monthly with the President and the Vice Presidents. Deans serve on campus committees and convene monthly with the Vice President of Instruction. Deans also manage the staffing, schedules, budgets, and evaluations of their divisions by meeting regularly with their department coordinators and division faculty. See [pp.25-36](#) of the *Manual*. (**Figure 3**)

Appendix B

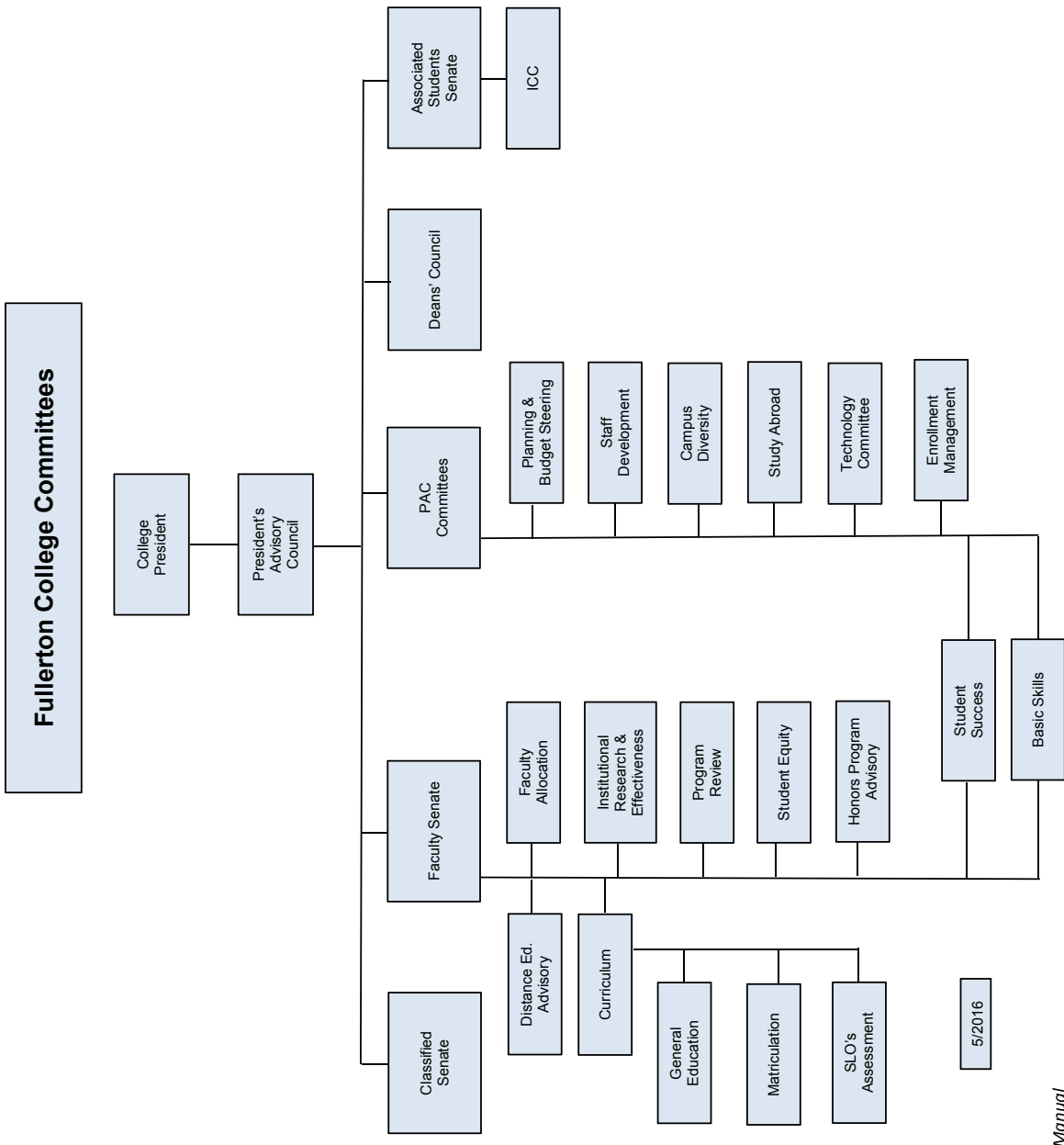


Figure 3

Writing the *Integrated Planning Manual* was as collaborative as the practices described therein. More than two dozen faculty members, staff professionals, administrators and students met for a day-long planning [symposium](#) in January 2015 to discuss and finalize the flow chart so that the manual accurately describes how the College operates. The *Manual* includes the annual timeline ([pp.38-40](#)) for how decisions are made regarding budget, program review, student learning outcome assessment and measures of institutional effectiveness.

Allocation of resources follows the timeline set by the *Manual* ([pp.17-18, 37-39](#)). The largest portion of the College's operating budget comes from the state allocation. It is the responsibility of the Vice President of Administrative Services (VPAS) to keep track of the allocation, which varies throughout the year depending on decisions made in Sacramento. The Vice President reports these developments to the Planning and Budget Steering Committee ([PBSC](#)), which is made up of the VPAS, the institutional research director, two faculty members, two managers, two classified professionals and two students. Every January, the PBSC incorporates state budget data into its projections and assumptions for the next year's budget. In March, faculty members work with division deans to submit spending plans for the following academic year. In April, the PBSC reviews funding requests that come from the self-evaluations every program writes as part of program review. The PBSC develops the College budget in May and submits it for Board approval in June. In July, the PBSC learns the results of the previous year's budget and incorporates unspent funds into the following budget.

In addition to the central work of the Vice President of Administrative Services and PBSC, the President and staff oversee other sources of funding. The District innovation fund and strategic plan fund are available by application. In Fall 2015, for example, Fullerton College oceanography professor [Sean Chamberlin](#) (p.26) won an innovation fund grant to launch a program called Students for a Greener Planet. During 2015-2016, the Horticulture Department received an innovation grant to open an aquaponics lab, which was featured in the Fullerton College [News Center](#) and the *Orange County Register*. The College President also prioritizes applications for the Fullerton College [Foundation](#) (pp.37-39), an independent fund-raising entity that provides hundreds of annual scholarships to students.

Analysis and Evaluation

The College meets the standard

Evidence

Administrative Procedure 2430, Delegation of Authority to Chancellor
Integrated Planning Manual, p.5
Integrated Planning Manual, pp.25-36
Spring 2015 Planning Symposium summary
Integrated Planning Manual, pp.38-40
Integrated Planning Manual, pp.17-18

Integrated Planning Manual, budget cycle, pp.37-39
FC News Center article, aquaponics lab
Board of Trustees minutes, 13-Oct 15

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Board [Policy](#) and Administrative [Procedure](#) 4020, Program and Curriculum Development, state that faculty members and administrators have overlapping responsibilities to make sure that what we teach and how we serve students remain current and effective. The two arenas for making these improvements are the curriculum and program review processes.

Curriculum Committee

The Curriculum Committee reports to the Faculty Senate, a structure that embodies the value that faculty members are disciplines experts and therefore should determine the College's offerings. Board Policy 4020 says, "curriculum changes and new course proposals generally flow from the departmental level through the division to other points within the approval process." The Faculty Senate's [bylaws](#) (p.5) describe the Curriculum Committee's roles and membership. The *Curriculum Development Handbook* (pp.5-6) thoroughly describes the many stages of review required for a course or program to receive approval at the Campus-, District- and state-level. It also clearly describes the duties of all persons in the curriculum review procedure. Faculty members serve as originators of proposals and revisions. Department coordinators oversee proposals and keep division curriculum representatives informed when a department is planning to launch a new proposal. Division deans review proposals for academic rigor. Librarians, counselors and articulation officers subject each proposal to vigorous technical review. The entire Curriculum [Committee](#) (pp.12-14) makes the final check before forwarding proposals to the College President. After the President, the proposal is in the hands of the District Curriculum Coordinating Council ([DCCC](#)), on which the Board relies for recommending courses and programs to approve. In order to acquaint new faculty members to this multi-level approval process, the College Curriculum Committee holds training sessions for CurricuNET, the software application that allows timely communication among the many people involved.

The main work of the committee happens at the meetings in which representatives from every academic division discuss and evaluate proposals. Every year the committee examines hundreds of [proposals](#). Those that pass the multi-step review are forwarded to the District Curriculum Coordinating Committee (DCCC) and reviewed by faculty members from the District's three campuses—Fullerton, Cypress and the School of Continuing Education. DCCC makes the final recommendation to the Board for [approval](#) (p.133) of proposals and [changes](#). Usually the Board relies on the advice of DCCC.

Program Review

Through program review, faculty members meet with their department colleagues to discuss improvements in pedagogy, textbooks, software packages, lab equipment, studio space, vocational technology, course offerings, scheduling, new faculty hiring, library acquisitions and a host of other topics. Some of these changes (such as new textbooks) are captured by the curriculum review procedure. But most of them are documented in each department's program review self-study. The Program Review Committee oversees this practice, and it publishes guidelines, calendars, training videos and best practices on its website and in the *Program Review Handbook*. Academic program self-studies are written by department faculty members, reviewed by division [deans](#), and thoroughly [vetted](#) by the Program Review Committee, which consists of faculty, staff professionals, deans and managers. Staff professionals and managers write self-studies for non-academic programs. In writing their self-studies, they discuss staffing and equipment needs and measurable student service outcomes. The [Supplemental Instruction](#) program, for example, has made strong use of its program review self-studies to increase dramatically the number of class sections served by a supplemental instruction leader. All programs, academic and non-academic, write comprehensive self-studies every three years with annual updates.

Student Learning Outcomes

An outgrowth of the Program Review Committee, the Student Learning Outcomes Assessment [Committee](#) has been essential in assisting employees learn how to use the eLumen software that records and stores the College's SLO data and analysis.

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy 4020, Administrative Procedure 4020 Program and Curriculum Development
Senate bylaws on Curriculum Committee, p.5.

Curriculum Development Handbook, pp.5-6, 12-14

Curriculum Committee minutes, 2-Sep 15, 16-Sep 15, 7-Oct 15, 21-Oct 15, 4-Nov 15.

Administrative Procedure 4020, Program and Curriculum Development

Board of Trustees minutes, 9-Jun 15

Program Review Handbook

Program Review Timeline

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The District Board of Trustees operates under Board [Policy](#) 2510, Participation in Local Decision Making, which states that administrators will “consult collegially” with shared governance groups before making a decision. Collegial consultation means that District and College leaders consider relevant perspectives from experts in order to take appropriate action on planning, policies, curriculum changes and other areas.

Consideration of relevant perspectives and decision-making aligned with expertise:

The Board of Trustees is an elected body of prominent citizens, many of whom have careers in education, although such experience is not a requirement. Accordingly, the Board relies on the expertise and perspectives of College administrators, faculty members, professional staff members and student leaders. This reliance is apparent in the seating arrangement at Board meetings, which includes seven elected trustees, two student trustees, three campus presidents, three Faculty Senate presidents, the Classified Senate presidents, the District Management Association president, the California School Employees Association (Chapter 167) president, the United Faculty president and the Adjunct Faculty United president. Each representative [reports](#) (pp.108-110) to the Board, then communicates to their constituents the Board’s discussions and decisions. The Board secretary also emails a “News from the Board” [summary](#) of each Board meeting. Several years’ worth of Board meeting agendas and minutes are available at the District [website](#).

To receive expert advice, the Board relies on many District bodies staffed by the colleges. Like the Board resource table, these bodies are a cross-section of campus constituencies. For example, the Technology Coordinating Council ([TCC](#)) convenes information technology managers and experts from all three campuses in order to make recommendations to the Board. The (TCC) received Board approval for a “network refresh” in 2017, which involves [updating](#) the servers and software the College relies on for web services and distance education. The TCC held open meetings on campus to gather feedback from administrators, managers, faculty, staff professionals and students. Another shared governance committee, the District Curriculum Coordinating Council ([DCCC](#)) relies primarily on faculty expertise. DCCC [screens](#) curriculum proposals developed and vetted at the College-level and it recommends proposals for Board [approval](#). (p.204)

At the College-level, the President presides over twice-monthly meetings of the President’s Advisory Council (PAC), which includes students, classified professionals, confidential

professionals, managers, deans, vice presidents and faculty members. PAC's decision-making practices reflect the College's commitment to including relevant perspectives and utilizing people's expertise, for example when PAC [formed](#) a workgroup to re-write the College mission statement. (p.2) When PAC makes decisions on budgets and plans, it relies on its Planning and Budget Steering Committee (PBSC), which contains the same cross-section of representatives from campus groups. For example, in fall 2016 PBSC members [consulted](#) program review self-studies to make [recommendations](#) on how to allocate fairly instructional equipment funds released by the State.

Faculty [Senate](#), [Classified Senate](#) and [Associated Students](#) Senate ensure that the perspectives and expertise of instructors, classified professionals and students play a role in College decision making. Their [constitutions](#) and [bylaws](#) ensure that all divisions and offices have [representation](#). Senate leaders communicate with College administrators on a regular basis, and each senate is [represented](#) on PAC so that the President can consult with each campus group to help him or her make decisions. Two examples in [fall 2016](#) included PAC convening a workgroup to revise the College mission statement and collaborating with the Faculty Senate to create an Institutional Integrity Committee. Students are represented in shared government; for example when the AS Senate [assigned](#) (p.3) students to each of the accreditation standards teams that did the research and writing of this self-evaluation report.

Timely action on institutional plans:

The College's *Integrated Planning Model* reinforces Board Policy [2510](#), Participation in Local Decision Making, which requires that administrators, managers, students, faculty and staff members have a meaningful presence on each governance body, and that each body plays a role in planning and budget making. On a semi-annual basis, representatives from these bodies and groups meet to discuss institution-level planning. The Office of Institutional Research and Planning (OIRP) convenes day-long planning symposiums that focus on topics of College-wide interest, such as the College [mission](#) and planning model, [campus communication](#), and goal-setting for [institutional effectiveness](#). Recent results of these discussions are the updates to the *Integrated Planning Model*, the new OIRP documents [warehouse](#), and the [spring 2017 visit](#) by a [team](#) from the State Chancellor's Office Institutional Effectiveness Partnership Initiative.

Every two years, all academic divisions and student support programs contribute to the *Fullerton College Strategic Plan*, which sets goals for each unit and a timeline for attaining and assessing goals. All faculty members, administrative professionals, managers and deans participate in the *Strategic Plan* and they keep track of their progress on the plan's timeline, updated annually. Since 2014, classified professionals, faculty members, and students have collaborated to write the [annual Student Equity Plan](#), a thorough statistical analysis of, and remediation for, the achievement gaps that appear in access, course completion, degree and certificate awards, and transfer rates.

The work of Curriculum Committee is discussed fully in Standard II. The College has also responded in a timely matter to new mandates and new developments in higher education, for example the need for [distance education](#) policies and best practices, the need for systematic recording and archiving of the [SLO process](#), and the need to make [program review](#) a meaningful part of the budget and planning cycle. Finally, the self-evaluation report itself was the result of timely action by representatives from all areas of the College. The process of researching and writing the report complemented the ongoing planning process by bringing issues to light and generating discussion among shared governance [bodies](#). (pp.4-6)

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy 2510, Participation in Local Decision-making
Board of Trustees minutes, 12-May 15, p.108; 9-Feb 16, pp.113-116; 11-Oct 16, pp.106-108; 23-Aug 16
Technology Coordinating Council minutes, 17-May 16
District Curriculum Coordinating Committee minutes, 13-Nov 16
Board of Trustees minutes, 9-Jun 15, p.133; 28-Jan 14, p.204; 24-Jan 12, p.178
President's Advisory Council minutes, 12-Oct 16
Planning and Budget Steering Committee notes, 19-Oct 16, p.2; 17-Feb 16, p.3
Faculty Senate Constitution, Bylaws
Associated Students Senate Constitution, Bylaws
Classified Senate minutes, 24-Feb 11
President's Advisory Council roster, website
President's Advisory Council minutes, 12-Oct 16, p.2
Associated Students Senate minutes, 27-Sep 16, p.3
Integrated Planning Manual, p.28
Planning Symposium summaries, Spring 15, Fall 15, Spring 16
Documents Warehouse screenshot
Strategic Plan, pp.2-99
Student Equity Plan, 2014
Distance Education Advisory Committee Strategic Plan
Faculty Senate minutes, 17-Mar 16, p.5; 7-Apr 16, p.6; 19-May 16, pp.4-6
President's Advisory Council minutes, 28-Sep 16, p.2; 26-Oct 16, p.2

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Documenting and communicating the College's shared governance process occurs online, in email, and during face-to-face meetings. Every governance body has members who serve on other governance bodies. Accordingly, a significant portion of most meetings is devoted to

hearing and discussing reports about what was on the agenda and decided at other meetings. This is especially true of the campus-wide shared governance [groups](#) (p.40): President’s Advisory [Council](#) (PAC), Faculty [Senate](#), Classified [Senate](#), and Associated Students [Senate](#). They publicize their meeting agendas and minutes on websites and over email. Other committees submit agendas, notes and minutes to the documents [warehouse](#) maintained by the Office of Institutional Research and Planning (OIRP). Whenever an important planning document needs to be approved by all three senates and PAC, drafts are distributed and discussed, often more than once (for a “first read,” then a “second read.”) For example, in fall 2016 the Distance Education Advisory Committee’s Strategic Plan went through [several](#) iterations, going [back](#) and [forth](#) between [PAC](#) and Faculty [Senate numerous times](#) so that every campus constituency could contribute to making it complete and accurate. The College’s *Integrated Planning Manual* describes the [flow](#) (p.5) of discussions and reports through various campus bodies.

The main point of communication between the College and Board of Trustees occurs twice a month at Board meetings. The College President makes a regular report, as do the classified and faculty senate Presidents. Administrative Policy [2430](#), Delegation of Authority to the Chancellor, holds the President accountable to the Board. In order to produce regular reports to the Board, the President relies on the OIRP. An example occurred on November 22, 2016 when the President [presented](#) (p.143) the College’s *2016 Institutional Effectiveness [Report](#)*. In addition to assisting the President, OIRP also promotes communication among shared governance bodies through the documents [warehouse](#), a searchable database of meeting minutes, agendas, and other documents.

Communication about budget decisions requires a constant flow of information between the College and the District. The District informs the College of developments at the state, county, and local levels that have impacts on the District’s budget. The District Vice Chancellor of Finance and the College Vice President of Administrative Services (VPAS) hold [yearly public sessions](#) at the College to present and discuss the *Budget Allocation [Model](#)*. Decisions about allocated funds occur mostly at the District-level, but College-level administrators, senates, and bargaining units all have representatives on [District councils](#) where they can ask questions and inform their constituents. For the College, PAC makes budget decisions concerning funds outside of the State’s allocation. The President relies on the VPAS, who chairs the Planning and Budget Steering [Committee \(PBSC\)](#). PBSC [serves](#) as PAC’s budget subcommittee, and like [PAC](#) it includes representatives of all campus [constituencies](#).

The Office of Campus Communications (OCC) sends out the *President’s Weekly [email](#)* every Monday, puts event notices on the College home page, and makes [daily](#) (often hourly) [updates](#) to the Fullerton College News [Center](#). All faculty, staff and students receive the *News from the Board [emails](#)* that go out the day after every Board of Trustees meeting. Faculty and staff may

log in to the searchable documents warehouse to read the documents of shared governance bodies. Through many channels, the College communicates widely the processes of shared governance and the decisions that result from it.

Analysis and Evaluation

The College meets the standard. The College communicates to all staff members, faculty members and students about upcoming meetings, past meetings, budget forums, bond project discussion forums, accreditation feedback forums, budget allocation discussions, and other events that are part of the shared governance process.

Evidence

FC Organizational Chart
Integrated Planning Manual, p.40
President's Advisory Council minutes, 27-Apr 16, p.2
Faculty Senate minutes, 19-May 16, pp.3-4
Associated Students Senate minutes, 6-Sep 16, p.3
Faculty Senate committees list
Faculty Senate agenda, 4-May 16, 19-May 16, 6-Oct 16, 3-Nov 16, 17-Nov 16
President's Advisory Council agenda, 28-Sep 16, 12-Oct 16, 26-Oct 16
Integrated Planning Manual, p.5
Administrative Policy 2430, Delegation of Authority to the Chancellor
Board of Trustees minutes, 22-Nov 16
Documents Warehouse screenshot
District Budget Allocation Model presentation slides, 2016
District Budget Allocation Model presentation flyer, 2016
District Budget Allocation Model presentation flyer, 2015
Council on Budget and Facilities summary, 12-Sep 16
District Consultation Council summary 26-Sep 16, p.2
Planning and Budget Steering Committee webpage screenshot
President's Advisory Council minutes, 12-Oct 16, p.1
President's Weekly email, 14-Nov 16
FC News Center screenshots
News from the Board of Trustees email, 8-Nov 16

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

When reviewing decision-making policies, procedures and processes, the Board considers [recommendations](#) (pp.43-46) from shared governance committees, such as the District Consultation Council ([DCC](#)), and from the Chancellor's staff. DCC makes regular

[recommendations](#) (p.127) to the Board about which Board policies and administrative procedures need to be updated and how to do so. There is even a Board policy about Board policies. Board Policy [2410](#), Board Policies and Administrative Procedures, gives the Board the power to adopt, revise, add to or amend policies. Board Policy 2410 also states, “the Board shall regularly assess its policies for effectiveness in fulfilling the District’s mission.” On an annual basis, the Chancellor informs the Board about changes to administrative procedures.

The Board ensures that employees performing leadership functions are regularly evaluated. Under Board Policy [7240](#), Management Employees, and Administrative Procedure [7240-9](#), Management Employees—Disciplinary Action, the Board of Trustees must approve performance reviews of managers and administrators, when necessary going into closed session with the Vice Chancellor of Human Resources. When an administrative position is found to be a poor match for the expectations of the office, Administrative Policy [7240-13](#), Management Employee Classification Review, creates a “uniform method for processing requests for classification review of management positions.”

At the College level, the Office of Institutional Planning and Research (OIRP) convenes [twice-yearly planning symposiums](#) that examine the decision-making processes on campus. These discussions have generated changes that appear in the annual *Integrated Planning Manual* and the College website. One example is the creation of the documents [warehouse](#). The Institutional Research and Effectiveness Committee (IREC) evaluates College practices and bodies, such as the Deans’ [Council](#) and the Planning and Budget Steering Committee ([PBSC](#)). Since its formation in 2010, IREC has [reported](#) on the [program review](#) process. IREC has also surveyed and collected data on the Student Learning Outcome Assessment ([SLOA](#)) process, the annual [planning](#) process, the [grant-application](#) process, the [Student Equity program](#) and [committee](#), and the roles of deans and administrators. On a three-year [cycle](#), the President, vice presidents, managers, and deans are evaluated by comprehensive management [evaluation](#) committees.

Analysis and Evaluation

The College meets the standard. In order meet this standard more effectively, the President’s Advisory Council (PAC) and Faculty Senate created the Institutional Integrity Committee ([IIC](#)), which began meeting in December 2016. In February 2017 it [began](#) developing a plan for carrying out regular reviews of the College’s “administrative policies, processes, practices and procedures.” In Spring 2017 IIC [worked](#) on the process for setting and using institution-set performance standards, which is elaborated in Quality Focus Essay Topic #2. IIC reports to PAC and the Faculty Senate, which publicizes IIC’s findings and recommendations.

The College is also taking advantage of the State Chancellor’s Office Institutional Effectiveness Partnership Initiative (IEPI) to have its institutional effectiveness and planning practices

evaluated. An IEPI Partnership Resource Team visited campus on in April 2017, with a follow-up [visit](#) in May.

The Faculty Senate is also in the process of refining the mission of the Institutional Research and Effectiveness Committee (IREC). As faculty-led research committee, IREC will provide evidence-based advice to the Senate on matters of shared governance, decision making, and resource allocation.

Evidence

Board Policy and Administrative Procedure 7240, Management Employees

Board of Trustees minutes, 26-Oct 16, pp.122-128

District Consultation Council agenda packet, pp.43-63

BP 2410, Board Policies and Administrative Procedures, Sec. 3.0, Sec. 5.0

Planning Symposium summaries, Spring 15, p.1; Fall 15, p.2

Integrated Planning Manual

Planning and Budget Steering Committee summary, 20-Nov 13, p.1

President's Advisory Council minutes, 12-Mar 14, p.1

Faculty Senate survey response to IREC

Institutional Research and Effectiveness Committee (IREC) program review report

Institutional Research and Effectiveness Committee (IREC) SLO data

Institutional Research and Effectiveness Committee (IREC) planning process survey

Institutional Research and Effectiveness Committee (IREC) grants planning checklist

Institutional Research and Effectiveness Committee (IREC) Student Equity Committee report, reply from SEC

Institutional Research and Effectiveness Committee (IREC) dean's council survey

District Manager Evaluation form, 2106

Administrative Procedure 2002, Management Evaluation

Faculty Senate, Institutional Integrity Committee final wording, 17-Nov 16

Institutional Integrity Committee agenda, 22-Feb 17

Integrated Planning Manual, p.6

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College President is the chief executive officer. According to Administrative Procedure [2430](#), Delegation of Authority to Chancellor, the President has “full responsibility and authority ... to implement and administer delegated policies.” The District Chancellor delegates power to the President and holds him or her “accountable for the operation” of the College. Board Policy [2430](#) grants the Chancellor “executive authority for administering the policies of the Board.”

Planning

As its position in the flow chart on page 5 of the *Integrated Planning Manual* indicates, PAC plays a central role in the annual planning process. **(Figure 2)** Through PAC, the President oversees efforts to meet College and District goals. The President also directs the Office of Institutional Research and Planning (OIRP) to conduct ongoing research so that the College can make data-based planning decisions.

Examples of the President’s leadership in planning are the *Strategic Plan*, *Student Equity Plan* and the *Student Success and Support Plan*. The President initiated and participated in the writing of these planning documents. The *Strategic Plan* adopted many of the goals set by the District, for example: meeting the needs of under-prepared students, increasing the number of degrees and certificates awarded, and increasing the number of transfers. The President directed each division to write a plan to meet the goals, including a timeline and progress reports. The President also supervised the development of a *Student Equity Plan*, which identified student groups who experienced disproportionately low rates of access, retention, success, persistence, completion, and transfer. The *Student Equity Plan* identified the programs on campus that can ameliorate these achievement gaps. Funding for those programs is provided and overseen by the state and the District. The Student Equity Committee makes regular progress [reports](#) (p.1) to the President’s Advisory Council (PAC).

The President directed the Student Success and Support Committee to write the *Student Success and Support Program Plan*, which details how the College employs state funding to enroll, advise and counsel new students so that they begin their college career with a clear goals and an understanding of how to attain them. Additionally, the President directs the Office of Institutional Research and Planning (OIRP) to update the *Integrated Planning Manual*, which ensures that planning decisions, including the budget and program review, stay on a regular schedule and are the product of wide participation.

Organizing

College Presidents have occasionally made changes to the organizational chart, but much more frequently he or she decides how to allocate personnel and resources among the various programs, committees, and councils. To fill vacancies, the President considers the recommendations of the Vice Presidents, the recommendations of the Faculty [Senate](#) (p.7), and Board hiring policies. In 2011, the President [reorganized](#) the duties of the three Vice Presidents into instruction, student services, and administrative services. The reorganization of vice presidential roles was critical for addressing the concerns of the Commission after the visiting team's spring 2011 report. The College's 2014 midterm [report](#) addressed the Commission's concerns and was written by the vice presidents. In order to make equitable decisions about granting a course release, the President meets twice a month with the Vice Presidents and the executives of the Faculty Senate.

Budgeting

The District provides an annual budget [allocation](#) to the College, which has "discretion over [its] budget center allocations." (p.14) The President supervises how the College spends its allocation. The President relies on the Vice President of Administrative Services to discuss and develop the College's budget at meetings of the Planning and Budget Steering Committee (PBSC). The Committee then makes budget recommendations directly to the President at PAC meetings. During [PAC meetings](#), representatives raise questions on behalf of their constituents and cast votes. Academic departments and non-instructional programs make written requests for equipment upgrades or additional hiring by making a persuasive, data-driven argument in program review self-studies, which serve as a basis of [PBSC recommendations](#). Working with all parts of the campus community through PAC and PBSC, the President is responsible for the College's budget process.

Staff Recruitment and Development

Board Policy [3004](#), Tenure Track Hiring endows the President with ultimate responsibility for hiring full-time faculty members. After consulting with the division deans and the Faculty Allocation Committee, the President makes a prioritized list of faculty positions to be filled. Department faculty members and division deans form hiring committees to write desired qualifications, interview questions and screening criteria. Hiring committees evaluate applications and conduct on-campus interviews. The President does not play a direct role in these routines, but policy requires his or her action if a problem arises, such as removal of the chair, noncompliance with the affirmative action policy, an inadequate candidate pool, or lack of consensus on a final candidate. The President interviews at least three candidates per open position, then meets with each hiring committees to choose final selection.

When hiring [administrators](#), the President follows a similar process. The main difference is that the President ensures that hiring committees have representatives from across campus, not just

within one department or division. In hiring [classified](#) professionals, the President does not make the initial list, but takes the chief executive role in approving the final selection.

The President's responsibility in hiring continues through tenure review and staff development. Probationary faculty members undergo four years of training and evaluation. The United Faculty [contract](#) (pp.57-58) states that the President has authority for making each tenure decision.

The President makes sure that the Staff Development (SD) Committee chair receives sufficient course-release time in order to manage the SD program. The President also approves the annual SD budget, which is developed by SD and PBSC. The SD budget allows faculty and staff members to [travel](#) to off-campus conferences, workshops, and trainings. SD also holds regular trainings and [workshops](#) on campus, especially for [newly hired instructors](#).

In the past two years, increased allocations and directives from the state created a hiring spree. In 2015, President Rajen Vurdien hired 42 full-time instructors and more than one dozen administrators and classified professionals. In 2016, President Greg Schulz hired 54 full-time instructors and more than one dozen administrators and classified professionals. For each position, the President interviewed three candidates and met with search committees. Needless to say, both Presidents spent most of their waking hours in April and May working on hiring. For each search, the President was responsible for selecting qualified and high-performing applicants. To make sure new hires continue to develop their expertise, in 2015 and 2016 Presidents Vurdien and Schulz secured increases in the College's [funding](#) for staff development. (pp.145-146)

Assessing Institutional Effectiveness

To develop robust data on the College's overall effectiveness, the President works closely with the Office of Institutional Research and Planning (OIRP). In the past five years, Presidents Vurdien and Schulz expanded the size of OIRP. The department had consisted of a full-time director of institutional research and one part-time assistant. Over the past three years, three full-time classified researchers have been hired and the part-time administrative role became a full-time position. This expansion allowed the College to increase its data capacity and to participate in the State Chancellor's Institutional Effectiveness Partnership Initiative (IEPI). The OIRP [began](#) this effort by [compiling](#) an [annual](#) *Institutional Effectiveness Report*, which measures how well the College measures up to key indices: completion rates, retention and success rates, persistence rates, degree/certificate/transfer rates, and basic skills progress rates. OIRP has become the College's central data bank and planning hub, making reports available on its website, holding semi-annual campus-wide planning symposia, making regular reports at PAC and PBSC meetings, and authoring the *Institutional Effectiveness Report* that the President presents to the Board [every November](#). (p.143, p.60)

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy and Administrative Procedure 2430, Delegation of Authority to Chancellor
FC Strategic Plan, 2013-15
Student Equity Plan, 2014
Student Success and Support Program Plan, 2014-15
Integrated Planning Manual, 2015-16, p.6
Faculty Senate minutes, 20-Oct 16, p.7
FC Organizational Chart
Accreditation Midterm Report, 2014
NOCCCD Budget Allocation Handbook, 2013, p.14
President's Advisory Council minutes, 22-Apr 15, 23-Apr 14
Planning and Budget Steering Committee summary, 20-Nov 13, 5-Feb 14, 2-Sep 15
Board Policy 3004, Tenure-Track Faculty Hiring Policy
Administrative Procedure 7120-4, Management Employee Hiring
Administrative Procedure 7120-3, Classified Employee Hiring
Collective Bargaining Agreement Between North Orange County Community College District and United Faculty CCA-CTA-NEA, July 1, 2013-June 30, 2016, updated February 2014 and August 2015, pp.57-58
Staff Development New Faculty Seminar schedule, agenda
Board of Trustees minutes, 26-Aug 14, pp.145-146
Planning Symposium summary, Spring 15
Institutional Effectiveness Reports, 2014-15, 2013-14, 2012-13
Board of Trustees minutes, 24-Nov 15, p.60

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

Administrative Procedure [2430](#), Delegation of Authority to Chancellor, authorizes the Chancellor to delegate to the College President authority to oversee College administration. At Fullerton College, the President [oversees](#) a [staff](#) consisting of three vice presidents (responsible for [instruction](#), [student services](#) and [administrative services](#)), the director of campus communications, and the director of institutional research and planning. This staff structure has been in place since 2010. The President retains the ability to alter the structure if needed. The Office of the President consists of two administrative assistants. The vice presidents meet with the President, report to the President, and are annually evaluated by the President. The President meets weekly as a group with the vice presidents and two directors. Additionally, the President meets bimonthly with his individual staff members. The President's staff attends meetings of the

President's Advisory Council (PAC), which makes recommendations to the President and ensures College operations are aligned with the College mission.

PAC is a shared governance committee. It includes multiple representatives from the main campus groups: students, classified professionals, faculty members, managers and deans. PAC's representation is in-line with Assembly Bill 1725 and NOCCCD Board Policy [2510](#), Participation in Local Decision-making, both of which embrace the principle of shared governance in making decisions. All aspects of campus governance are discussed at [PAC](#) (pp.31-32), with the exception of collective bargaining, personnel and legal issues. The President relies on PAC to serve as the central recommending body. In particular, the Planning and Budget Steering Committee (PBSC), a PAC subcommittee, is chaired by the Vice President of Administrative Services and provides detailed recommendations to PAC about budget and planning items on the PAC agenda. Each spring PAC and PBSC work closely with the Program Review Committee (PRC) to process the self-studies carried out by instructional and non-instructional programs (on alternating years).

Analysis and Evaluation

The College meets the standard. Since the 2011 visiting team's visit, the President has overseen the expansion of the Dean of the Library to the Dean of Library/Learning Resources, Institutional Support Programs and Services, and the creation of a new Dean of Student Support Services/Title IX Coordinator. Since July 2010, there have been two College Presidents, Drs. Rajen Vurdien and Greg Schulz. The President reorganized the vice presidential duties in summer 2010. Before [2010](#), the President's staff consisted of a Director of Budget and Finances and a Vice President of Educational Support (leaving out the Director of Institutional Research and Planning). The roles of Director of Budget and Finances and the Vice President of Educational Support were combined, and the Director of Institutional Research and Planning was included in the President's Staff in fall [2010](#). The President [now](#) oversees three vice presidents (of administrative services, instruction, and student services), and two directors (of institutional research and communication). Each of these five administrative branches carries out numerous tasks necessary to keep the College operating. The President oversees these branches and continually evaluates their performance.

Evidence

FC Organizational Chart

Vice President job descriptions

Board Policy and Administrative Procedure 2510: Participation in Local Decision-making
Integrated Planning Manual, 2015-16, p.39

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring the college sets institutional performance standards for student achievement;*
- *ensuring that evaluation and planning rely on high quality research analysis of external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

In order to improve the teaching and learning environment, the President guides College governance procedures that embody the principle that administrators consult with students, classified professionals, faculty members, managers, deans, and other administrators.

Collegial process that sets values, goals, and priorities

In fall 2016, the President directed the Director of Institutional Research and Planning and the Associated Students President to chair a workgroup to revise the College mission statement, goals, vision, and core values. The workgroup is comprised of students, classified professionals, faculty members, managers, and administrators. It began meeting in [November](#) 2016 and [met](#) over winter break to produce a first draft, which it shared with the College at open forums and at regular meetings of shared governance bodies. It began circulating a second draft in May 2017. Every program review self-study begins with a narrative section that explains how the program fulfills the mission statement, goals, vision and core values. The new Institutional Integrity Committee ([IIC](#)) will review the mission statement annually, and it will regularly review College processes and publications to ensure that they support the mission statement. The IIC reports to the Faculty [Senate](#) and the President's [Advisory Council](#).

Institutional performance standards for student achievement

In [spring 2016](#), President Schulz directed the Director of Institutional Research and Planning to convene a performance standards [workgroup](#) to develop student achievement performance [standards](#). The [workgroup](#) consisted of representatives from students, faculty, classified professionals and managers. It researched and developed performance [standards](#) and made a report to PAC in Spring 2017.

Evaluation and planning that rely on high quality research analysis of external and internal conditions

To ensure that the College evaluates itself and plans for the future with high quality research analysis of external conditions, the President oversees the Office of Institutional Research and Planning's annual environmental scan, which is part of the College's Institutional Effectiveness [Report](#). The President presents the report to the Board every [November](#) (p.143) and OIRP and the Office of Campus Communications make the report widely available to the public. The environmental scan provides a robust baseline for many of the College's evaluation and planning efforts, such as the *Student Equity Plan*, the [high school outreach team](#), and the Student Success and Support [Program](#).

To ensure that the College evaluates itself and plans for the future with thorough analysis of internal conditions, the President oversees the annual program review process. On alternating years, instructional and non-instructional programs complete self-study [forms](#) and submit [them](#) to the Program Review Committee (PRC), a Faculty Senate committee comprised of one faculty representative from each division, four managers and four classified professionals. The PRC reads all self-studies and makes recommendations about resource requests to the Planning and Budget Steering Committee (PBSC). During the spring semester, PBSC makes recommendations as to which requests the President should allocate funds. During its 2016-17 planning year, the Program Review Committee discussed changes to its calendar that would allow PBSC to act more effectively with its funding recommendations.

Educational planning integrated with resource planning and allocation to support student achievement and learning

The President is responsible for making sure the College integrates its educational planning with its resource planning. Fifteen years ago, the College embarked on a major series of construction projects that were funded by passage of the Measure X ballot measure. Under the direction of President Kathy Hodge, the College built a new library, classroom office building, science building, cafeteria/student center building, aquatics center, football field/track, field house and parking structure. In November 2014, District voters approved Measure J, which funds the next expansion and renovation projects that will offer improved services and learning opportunities for students. In June 2016, the Board [approved](#) (p.259) the College's Facilities Master Plan. The President and Vice President of Administrative Services have spent the last two years working closely with architects to [plan](#) a new theater and performing arts complex, student services and welcome center, instructional building, maintenance and operations building, athletic field seating and lighting, horticulture teaching facility, and a second parking structure. The College held public [forums](#) to [discuss](#) these plans with members of the local community.

Every two years, the President requires an update of the *Strategic Plan*, which translates District goals into specific plans at the department and program level. The Office of Campus Communications and the OIRP are responsible for updating the plan. The responsibility returned to OIRP when its staffing levels increased in 2014-2015. Twice per month, [PBSC](#) meets to

manage the College's financial resources. PBSC receives regular updates from OIRP about student achievement and uses this data to make decisions about [allocating](#) funds. PBSC also [reviews](#) (p.2) and discusses the annual resource requests included in program review self-studies and annual updates. The Program Review Committee (PRC) analyzes the self-studies to ensure that the resource requests are based on data that show that the requested allocation of resources will likely make a significant improvement to student achievement and learning. PBSC reviews the PRC's recommendations and then makes its spending recommendations to the President at PAC meetings.

Allocation of resources supports and improves learning and achievement

The President is ultimately responsible for resource allocation decisions, and he relies on PAC and PBSC to make sure that all allocations improve student learning and achievement. PAC and PBSC monitor closely budget allocations from Sacramento, such as instructional equipment funds and funds for campus maintenance. These funds are allocated when [PAC](#) and [PBSC](#) review the allocation requests forwarded by the Program Review Committee. The President meets frequently with his or her staff, Faculty Senate executives, Deans' Council and the monthly managers' meeting to discuss FTES targets, allocation of course-release time, extended day budgets, the management of categorical funds, and the staffing needs of various offices.

Procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution

As discussed above, in 2016 the President directed the College to begin the process of [revising](#) its [mission](#) statement and developing a process for regular mission evaluation. A mission statement workgroup began its work in November 2016. In the same month, the Faculty [Senate](#) and PAC created a new joint committee, the Institutional Integrity Committee, that regularly examines the processes, practices and procedures by which the College carries out its mission.

Analysis and Evaluation

The College meets the standard. The College has met this standard for several years through established procedures, such as program review, and recently the President has initiated the creation of institutional performance standards and the revision of the mission statement.

Evidence

Mission Statement Work Group minutes, 16-Nov 16, 7-Dec 16

Faculty Senate minutes, 3-Nov 16, p.8

President's Advisory Council minutes, 12-Oct 16, p.2, item 1; 26-Oct 16, p.2, item 6; 24-Feb 16, p.2, item 1; 9-Mar-16, pp.1-2, item 3

Institutional Integrity Committee agenda, 22-Feb 17

Performance Standards Work Group minutes, 5-Oct 16, 19-Oct 15, 2-Nov 16, 16-Nov 16

Board of Trustees minutes, 24-Nov 15, p.60; 22-Nov 16, p.143

Student Equity Plan, 2015

High School Outreach report, 2015-16
Student Success and Support Program Plan, 2014-15
Program Review forms: instructional programs, administrative and operational programs
Board of Trustees minutes, 28-Jun 16, p.259
Campus bond projects website screenshot, community forums summaries
FC Strategic Plans
Planning and Budget Steering Committee notes, 4-May 16, p.1; 3-Feb 16, pp.1-2; 15-Sep 15, p.2
President's Advisory Council minutes, 10-Feb 16, 9-Mar 16
Planning and Budget Steering Committee summary, 20-Apr 16, p.1; 4-May 16, pp.2-3
Faculty Senate, final wording of Institutional Integrity Committee, 17-Nov 16
Mission Statement Work Group minutes, 16-Nov 16, 7-Dec 16

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission Policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

In his role as primary leader of the accreditation process, the President consulted with his staff and the Faculty Senate to appoint the accreditation liaison officer (ALO) and the Accreditation Steering Committee (ASC). The ALO and ASC keep the President and the College community informed of recent changes to eligibility requirements, accreditation standards, and commission policies, all of which are accessible through the College's [accreditation website](#).

The President worked within shared governance to appoint the co-chairs of the ASC. The research and writing workgroup for each standard was co-chaired by one faculty member and one administrator. After giving an accreditation overview at a campus-wide convocation event, the standard workgroups sought volunteers to find evidence for the self-evaluation report. Each workgroup was comprised of several volunteers from all campus groups.

Any accreditation issues that arose during the self-evaluation process were discussed at ASC meetings. The standards co-chairs also attended statewide and regional training sessions, such as those hosted by the commission and by the Academic Senate for California Community Colleges and by the Commission. Members of the steering committee [visited](#) numerous [meetings](#) around [campus](#) in order to [provide](#) the College [community](#) with [updates](#) and status [reports](#), and to solicit feedback and advice. The ASC faculty chair and the ALO regularly report on all these issues and activities to the President, who in turn makes regular [reports](#) (p.1) to the Board.

President Rajen Vurdien was hired in the spring of 2010. He took office just after the College received a warning letter from the commission. Vurdien made sure that the College addressed the commission's recommendations, which resulted in the removal of warning in June 2012. From that moment, the President directed the College's efforts toward the 2013 follow-up report

and began planning for the next accreditation site visit in spring 2017 (later changed to fall 2017). Vurdien is a veteran of several visiting teams, most recently chairing the team that visited West Valley College in 2014. Consulting with the vice presidents and the Faculty Senate officers, he appointed the Vice President of Instruction, Dr. José Ramón Núñez, as the ALO (taking over the position from outgoing VPI Dr. Terry Giugni).

On November 20, 2014, the Faculty Senate [elected](#) (p.3) English professor Danielle Fouquette co-chair of the steering committee. Vurdien was determined to submit the best possible self-evaluation report and he followed Administrative Procedure [3200](#) by delegating tasks to the steering committee. By May 2015 all the steering committee [members](#) were [selected](#). The ASC began meeting during summer 2015 to plan a fall [Convocation](#) presentation for all [employees](#). During summer 2015, Vurdien accepted the position of superintendent president at Pasadena City College. Dr. Greg Schulz became the College's Interim President for 2015-16, then permanent President in April 2016. Schulz continued the accreditation process that Vurdien had set in motion. Formerly the Provost of the School of Continuing Education, Schulz is a veteran of three visiting teams that visited schools of adult education.

During 2015-16 and 2016-17, the ALO and faculty co-chair held twice-monthly steering committee meetings. The work group for each standard also met regularly to discuss the subsections in detail and find evidence of the College's compliance. The work groups made presentations to groups across campus: Faculty [Senate](#), Classified Senate, Associated Students [Senate](#), [PAC](#), and each division. Work group members updated the community about the steering committee's progress and asked for feedback. Working with the Office of Campus Communications, the steering committee co-chair created and maintained an accreditation [website](#) that posted meeting schedules, accreditation documents, and working drafts of the self-evaluation, linked to the College home page. The President provided funds to send members of the steering committee to conferences and workshops focused on accreditation—some hosted by the Commission, some hosted by the ASCCC. Throughout the most recent accreditation process, the President has provided primary leadership and has delegated responsibilities among faculty members, staff professionals and administrators.

Analysis and Evaluation

The College meets the standard.

Evidence

Accreditation 2017 webpage screenshot

Faculty Senate minutes, 20-Nov 14, p.3

Administrative Procedure 3200, Accreditation

Faculty Senate minutes, 5-Feb 15, p.5; 7-May 15, p.2; 17-Sep 15, p.3; 15-Oct 15, p.4; 29-Oct 15, pp.5-6; 19-Nov 15, pp.4-5; 3-Dec 15, pp.4-6

Academic Senate for California Community Colleges Accreditation Institute, Feb 15

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

Board Policy [2430](#), Delegation of Authority to Chancellor, directs the Chancellor to oversee the implementation of federal laws, state regulations, and Board policies. In turn, the Chancellor delegates compliance oversight to the College [President](#). The President is responsible for keeping College practices consistent with the College mission and Board policies. The President attends monthly District Consultation Council (DCC) [meetings](#), where policy changes and implementation are discussed. The President also meets regularly with his staff. Collectively, the vice presidents oversee implementation of three other areas of Board policies: academic affairs (Vice President of Instruction), student services (Vice President of Student Services), and business and fiscal affairs (Vice President of Administrative Services).

The largest portion of the College's budget is staff salaries and benefits, which are decided at the District-level and are the product of negotiated agreements between the District and local employee bargaining units. Board Policy [6300](#), Fiscal Management, governs the remainder of the College budget. The College follows the timelines and budget controls described in the District *Budget Allocation Handbook*. The President oversees the expenditure of College funds through the Planning and Budget Steering Committee (PBSC). The Vice President of Instruction chairs PBSC and it reports to the President's Advisory Council on a twice-monthly basis. PBSC budget practices comply with Board Policy 6300, Administrative Procedure [6300](#), and Title 5, Section 58311.

Analysis and Evaluation

The College meets the standard. Federal regulations, California statutes, and Board policies are in a constant state of flux. Accordingly, through the oversight of PBSC and PAC, the President ensures that College practices stay consistent with the law. The program review process also keeps the President and his staff informed of how changes in laws and regulations affect the daily operation of programs and departments. Program review [self-studies](#) require programs to [report](#) to the President about how they support the mission, vision, core values and goals of the College.

Evidence

Board Policy 2430, Delegation of Authority to Chancellor
College President job description
District Consultation Council agenda packet, 26-May 16
Board Policy and Administrative Procedure 6300, Fiscal Management

NOCCCD Budget Allocation Handbook, April 2013
Vice President of Administrative Services job description
Planning and Budget Steering Committee notes, 15-Sep 15
President's Advisory Council minutes, 22-Apr 15, p.1
Program Review self-study forms, instructional programs and administrative/operational programs

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The President is in constant communication with employees and students at Fullerton College, and with the community it serves. All employees and students receive the *President's Weekly email*, a newsletter comprised of news briefs, reminders about upcoming deadlines, celebrations of employee and student achievements, recent athletics results, announcements about art shows and theatrical performances, and many other items. In addition, the President holds open office hours and hosts monthly open forums on campus. The President formally meets with representatives of all campus groups through twice-monthly President's Advisory Council (PAC) meetings. He meets with managers monthly. The faculty and classified [senates](#) offer a standing invitation to the President to attend their [meetings](#), and he frequently [does](#). Throughout the year, the President speaks to the College community on several occasions, such as convocation, commencement, and the planning symposiums.

When communicating with the off-campus community, the President is assisted by the Office of Campus Communications (OCC), which is responsible for maintaining the College website, communicating with media relations, and updating the online FC News [Center](#). The OCC director works closely with the Office of the President and is a resource member of PAC. The OCC also arranges and coordinates College interactions with the local community: campus tours, commencement exercises, high school college fairs, publications (such as the Annual [Report](#)), the Student Ambassadors program, and charitable events such as [Love Fullerton](#) and Fullerton College [Night](#) at Angels Stadium.

Since the last self-evaluation report in 2011, Presidents Vurdien and Schulz have communicated with students, classified professionals, faculty members, managers, administrators, and members of the surrounding community. Two examples of the results of this open communication are the passage of Measure J and the recent growth dual enrollment classes.

In November 2014, District voters approved Measure J, a \$574 million construction and renovation bond that will fund projects for the next 20 years. Both Presidents ensured that planning for these projects included the input of the on-campus and off-campus community. To

display the latest construction plans and get feedback, the College [hosted](#) four open forums for College students and employees and three open forums for members of the public.

Dual enrollment is a recent innovation with local high schools in Fullerton, Anaheim, and Buena Park. The President and Vice President of Instruction worked with principals to offer college-credit classes in counseling, speech, ethnic studies, and library science. A local middle school soon will be offering computer science classes in computer animation and game development. Instructors are selected through regular hiring processes, which include a role for department faculty members. Instructors follow the approved course outline and students earn college credit. The President [views](#) (p.3) dual enrollment as a way to serve several purposes: to communicate to high school students that Fullerton College is a good option for post-secondary education, to offer high school students a preview of what to expect when they enroll in college, to make the College a more visible presence among local students, parents, teachers and administrators, and to help future College students get started on their post-secondary academic careers.



We work together with our educational and community partners.



Fullerton College played host to 2,700 volunteers, many of them FC students, staff, and faculty, who offered 81,000 hours of work worth \$218,000 within the city for the annual Love Fullerton day of service. The collective strength of volunteers helped complete 80 service projects, which included 13 city projects, 19 schools, 17 senior centers or private homes, and much more in Fullerton. After completing their service projects, volunteers came together at Fullerton College for a barbeque lunch.

Analysis and Evaluation

The College meets the standard. The College President communicates frequently and effectively with students, faculty members, staff professionals, administrators, and members of the surrounding community.

Evidence

President's Weekly email, 31-Aug 15

Faculty Senate minutes, 3-Sep 15, pp.2-3; 15-Oct 15, p.6; 29-Oct 15, p.2, p.7

Classified Senate minutes, 10-Feb 11, p.3

President's Open Forum email announcement, 13-May 16

FC Annual Report, 2014-15

Campus construction projects website screenshot

Faculty Senate minutes, 19-May 16, p.3

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The North Orange County Community College District is governed by a Board of Trustees, which has responsibility for Fullerton College, Cypress College, and the School of Continuing Education. Seven trustees and two student advisory trustees set the policies that govern the College. The Board is governed by its own policies, which state that the trustees are to “monitor institutional performance and academic quality.” Adhering to Board Policy [2200](#), Board Duties and Responsibilities, the Board oversees the College’s programs, services and finances. Board business is recorded in agendas and minutes [posted](#) on the [District website](#) and sent via email to all College students and employees.

To assure academic quality and integrity, in accordance with Board Policy [4020](#), Program and Curriculum Development, the Board regularly reviews curriculum through the District Curriculum Coordinating Committee (DCCC). [DCCC](#) consists of representatives from the three campuses. Every year, [DCCC](#) studies and evaluates [hundreds](#) of proposals for new courses and programs and changes to existing courses and programs. On a [regular basis](#), (p.178) the [Board](#) examines and [approves](#) (p.51) DCCC recommendations.

To assure the effectiveness of the student learning programs and services, the Board periodically reviews the College’s Institutional Effectiveness [reports](#) (p.143) and the State Chancellor’s Student Success [Scorecard](#). (p.205)

To assure the College’s financial stability, Board Policy [6200](#), Budget Preparation, Board Policy [6250](#), Budget Management, and Board Policy [6300](#), Fiscal Management direct the Vice Chancellor of Finance and Facilities to develop a budget that follows Title 5 guidelines and the California Community Colleges budget manual. The budget must support the District planning goals, must be based on clear assumptions, must be open to public hearings, and must follow an annual schedule presented to the Board no later than October 15. As required by Sec. 58310 of Title 5, every three months the trustees [examine](#) (p.245) the College’s [investment](#) and [financial status](#) reports. Every year the Board hires outside [auditors](#) (p.82) to conduct a thorough review of the District’s income and expenditures. Because of the 2007-2009 recession and subsequent state budget cuts, the Board has held special budget study [sessions](#) with staff professionals from the District Department of Finance and Facilities.

Analysis and Evaluation

The College meets the standard and the eligibility requirement. The faculty members and administrators who manage budget and curriculum meet on a regular basis, adhere closely to

State law and District policies, engage in candid dialogue about meeting student needs under changing conditions, and report to the Board so that the trustees can provide oversight and approval.

Evidence

Board Policy 2200, Board Duties and Responsibilities
Board Meeting Agenda & Minutes webpage screenshot
Board Policy and Administrative Procedure 4020, Program and Curriculum Development
District Curriculum Coordinating Committee agenda, 31-Jan 14
District Curriculum Coordinating Committee minutes, 9-Oct 15, 13-Nov 15
District Curriculum Coordinating Committee list of changes, 10-Nov 15, 24-Jan 12
Board of Trustees minutes, 10-Nov 15, p.51; 11-Mar 14, p.7; 26-Jan 16, pp.97-98, 24-Jan 12, p.178; 22-Nov 16, p.143
Board of Trustees, student success scorecard presentation, 25-Nov 14
Board of Trustees minutes, 25-Nov 14, pp.238-239; 26-Nov 13, p.154
Board Policy 6200, Budget Preparation
Board Policy 6300, Fiscal Management
Board of Trustees quarterly investment report, 14-May 13, 14-Feb 12
Board of Trustees quarterly financial status, 14-May 13, 14-Feb 12
Board of Trustees minutes, 14-May 13, p.245; 14-Feb 12, pp.193-194; 8-Dec 15, p.82
Board of Trustees budget study sessions

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

Board Policy [2330](#), Quorum and Voting, states that “the Board acts as a whole and that the authority rests only with the Board in a legally constituted meeting, not with individual members.” Board Policy 2330 also describes the voting threshold to pass or approve various types of actions. All votes are recorded in the minutes, and after Board members have cast votes they act as a collective entity. The trustees have established a long record of reaching consensus on important votes and acting accordingly.

When taking action, each trustee votes publicly and all votes are published in the minutes. Soon after each meeting, the Chancellor’s office sends an email to all District employees and students containing a brief summary, “[News](#) from the Board.” The only exception to the Board’s practice of openness is when the topic of discussion falls under Board Policy [2315](#), Closed Sessions, during which trustees discuss employee or student discipline, litigation, and real property transactions.

On no known occasion has a member of the public accused the Board of failing to act as a collective entity. The three campus Presidents, Presidents of the Academic and Classified

Senates, and leaders of the collective bargaining units attend every Board meeting. These representatives sit around the Board's resource table. A member of the Board's resource table has never accused the Board of failing to act as a collective entity. A recent example of the Board acting as a collective entity occurred when it met in August 2015 to fill a vacant seat on the Board. Adhering to Board Policy and Administrative Procedure [2110](#), [Vacancies](#) on the Board, Board members interviewed five candidates and then voted to select the new trustee. There were four rounds of voting, during which individual Board members explained their reasons for supporting different candidates. By the fourth round, the Board had [reached](#) (pp.218-219) a consensus on a single candidate, demonstrating a good example of how the NOCCCD Board acts as a collective entity.

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy 2330, Quorum and Voting

News from the Board of Trustees, 23-Feb 16

Board of Trustees minutes, 9-Feb 16, p.113

Board Policy 2315, Closed Sessions

Board Policy and Administrative Procedure 2110, Vacancies on the Board

Board of Trustees minutes, 25-Aug 15, pp.218-219

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Because selecting a new chancellor is one of the most important decision a Board will make, there is an extensive administrative procedure for hiring a chancellor. Administrative Procedure [7120-4](#), Management Employee Hiring, details the screening committee formation and duties, the job announcement and publication, the application requirements, and the instructions to the screening committee. Administrative Procedure [2431](#), Chancellor Selection, further elaborates the roles of the screening committee, the Vice Chancellor of Human Resources, the Chancellor's Staff, and the Board. As Administrative Procedure 2431 states, "the final authority for hiring the Chancellor rests with the governing Board." The full Board interviews the finalists and makes the hiring decision. The chancellor selection policy also requires finalists to attend candidate receptions, campus forums, and site visits.

After hiring a chancellor, the Board adheres to Board Policy [2435](#), Evaluation of the Chancellor, by evaluating the Chancellor "at least annually." The details of this process appear in Administrative Procedure [2435](#), which states the criteria and process for Chancellor evaluation. The Chancellor appears in person before the Board members, who compare his or her

performance to the job description and assess his or her progress toward annual [goals](#). The trustees develop criteria and set goals each summer. The Board considers the Chancellor's self evaluation, input from the Chancellor's Staff, and input from those seated at the Board's resource table. Trustee discussions about the Chancellor's job description occur at regular Board meetings. Since the Chancellor's and the College President's evaluations are a personnel matter, the trustees meet in closed [session](#) (p.9) to [examine](#) and [discuss](#) them. In a confidential personnel file, the District Human Resources Department stores the results of the Board's evaluations, in accordance with Administrative Procedure 2435.

Like all other College managers, the College President undergoes an [evaluation](#) every year and a [comprehensive](#) evaluation every three years. The District Human Resources Office conducts the annual evaluation. The comprehensive three-year evaluation is conducted by a committee, chaired by the Chancellor and comprised of the faculty members, classified employees and confidential employees.

In spring 2016 the Board hired a new District Chancellor, Dr. Cheryl Marshall, and a new College President, Dr. Greg Schulz. The process for each selection was transparent and included the participation of the Board, the College community and the general public. The Board [updated](#) (p.268) the job description for each position. The screening committee read applications, selected five chancellor candidates, and selected three president candidates for the trustees to consider. Each group of candidates came to campus for two-day interview visits, during which they spoke and answered questions at open forums attended by faculty members, staff professionals, students, and interested laypersons. There was an open microphone for audience questions, and there was a website portal that collected audience feedback. Each forum was video-recorded and [posted](#) on-line. Those who could not attend the forums also had the chance to submit comments through the portal. More than 80 people provided feedback, and the Board included these comments in their overall consideration of the candidates. Trustees attended the open forums, read the posted feedback, and then interviewed each candidate on day two of the [interview](#) process. After the [interviews](#), the trustees [met](#) in closed [session](#) to discuss the final decision, which they promptly [broadcasted](#) to the entire campus community via email, the District website and the College website.

Analysis and Evaluation

The College meets the standard.

Action Plan

The District Office of Human Resources is currently finalizing the policy for the evaluation of management employees, which includes the College President. The language of the new policy is being updated with input from the District Management Association. The District's highest shared governance body, the District Consultation Council (DCC), will discuss the new policy

before making a recommendation to the Board to adopt it. This process will conclude during the 2017-2018 academic year.

Evidence

Administrative Procedure 7120-4, Management Employee Hiring, pp.2-10
Administrative Procedure 2431, Chancellor Selection, pp.1-8
Board Policy 2435, Evaluation of Chancellor, p.1
Board of Trustees retreat, Chancellor's goals, 15-Sep 15
Chancellor's email to staff, Chancellor's goals, 2016-17
Board of Trustees minutes, 12-Sep 16, 30-Aug 14, 12-Mar 13, p.209; 26-Feb 13, p.200
Administrative Procedure 2002, Management Evaluation
Manager evaluation form, 2016
Board of Trustees minutes, 8-Sep 15, p.268
College President finalists open forum videos, FC News Center screenshot
Board of Trustees minutes, 11-Feb 16, 12-Feb 16
Board of Trustees agenda, 17-Mar 16, 18-Mar 16
Board of Trustees, announcement of new College President

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

Evidence of Meeting the Standard

In adherence to Board Policy [2200](#), Board Duties and Responsibilities, and California Education Code Section 70902, the Board governs the College on behalf of the citizens of the North Orange County Community College District. Because the College is a public institution, the Board follows the Ralph M. Brown Act of 1953, which requires that public agencies conduct their business transparently and in public.

The Board considers its first responsibility "to represent the public interest." To assure that these words are meaningful, trustees discuss District business and vote on actions only at public meetings. There are usually District employees and interested members of the public in the audience at Board meetings. At the beginning of each meeting, in accordance with Board Policy [2345](#), Public Participation at Board Meetings, members of the public can address the Board on any topic, or they may address the Board in writing. Board policies ensure that trustees do not have conflicts with the public's interest in maintaining the excellence of the College's educational programs. Each Board member represents residents of one of the seven [areas](#) in the North Orange County District. Trustees are not elected at-large. The District map is re-drawn as population ratios shift among the seven sub-districts. Over the past few decades, North Orange County has become increasingly heterogeneous in almost every [measure](#). (pp.101-103) Electing trustees by sub-district has allowed the Board to reflect North Orange County's flourishing diversity. Voters have the opportunity to elect their area's trustee every two years. Board Policy

[2100](#), Board Elections, requires elections to be staggered so that each three seats or four seats are on the ballot.

As Board Policy [2715](#), Code of Ethics/Standard of Practice describes, occasionally there are special circumstances, such as personnel issues, that require the trustees to meet in closed session. Even though this is the only time Board members conduct business outside the spotlight, Board Policy 2715 protects the public interest. Board members must always “hold the educational welfare and equality of opportunity of the students of the District as his or her primary concern.” In addition, each trustee must act “as an agent of the public—entrusted with public funds” to “protect, advance, and promote the interest of all citizens, maintaining judgment unbiased by private interests or special interest groups.”

In 2002 and 2015 the Board placed proposed bond issues on the ballot (Measure X and Measure J) to raise millions of dollars for campus construction and renovation projects. Board members were prohibited by law from using business time or District resources to campaign either for or against bond measures. Trustees adhered to the principle that the voters would decide to approve the proposed bond measures on their merits, not because of undue influence or political pressure. This was in accordance with Board Policy [7370](#), Political Activity. The fact that District voters voted in favor of both measures indicates a high level of satisfaction with the way the Board has promoted the public’s interest in the College’s educational quality.

Analysis and Evaluation

The College meets the standard. The evidence for this self-evaluation report consists of policies, meeting minutes, manuals, and other written records. There is ample evidence to show that the Board has carried out the public’s interest in high quality education. There is a Board policy regarding ethical behavior and the Board members adhere to it.

Evidence

Board Policy 2200, Board Duties and Responsibilities
California Government Code, Section 54950-54963 (The Brown Act)
Board Policy 2345, Public Participation at Board Meetings
Board of Trustees areas map, 3-Nov 15
FC Institutional Effectiveness Report and Environmental Scan, 2014-15, pp.101-103
Board Policy 2100, Board Elections
Board Policy 2715, Code of Ethics/Standard of Practice
Board Policy 7370, Political Activity

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The Board has a policy for making policies. Board Policy [2410](#), Board Policies and Administrative Procedures, states that the Board shall adopt policies to govern the College's ongoing operation and to make sure the District complies with state and federal laws. Board policies also advance the College's mission "to prepare students to be successful learners" and the District's mission "to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent." Because laws and the College's needs often change, the Board frequently updates and revises its policies, always in public meetings and by a majority of the trustees. According to Administrative Procedure [2410](#), the District Chancellor regularly reviews policies and makes specific recommendations to the Board.

The Board handles legal matters in public, and always according to its own policies. It makes any changes to District policies in open, public meetings, and the decisions are recorded in meeting minutes that are posted to the Board [website](#). An example of a policy change originating at [DCC](#) and receiving Board approval at a public meeting occurred in November 2015, when the Board [approved](#) (p.57) Board Policy [3540](#), Sexual Assault and Other Sexual Misconduct.

Educational Quality

In order to assure a high level of educational equality, the Board created the District Curriculum Coordinating Committee ([DCCC](#)) to handle the large volume of curriculum proposals. DCCC duties are spelled out in Board Policy [4020](#) and Administrative Procedure [4020](#), Program and Curriculum Development. Faculty representatives on DCCC maintain the high academic quality of the College's courses and programs. Each month, DCCC [meets](#) (p.3) to advise faculty members so that their proposals will continue the College's expectation of academic excellence, comply with Title 5, and successfully advance through multi-level approval process. Several [times](#) each year, the Board [reviews](#) the [recommendations](#) of the DCCC and makes the final decision in a public board [meeting](#). (p.51)

Having a high-quality curriculum is only half the job of assuring educational quality. Talented and qualified faculty members must put the curriculum into practice. Board Policies [3004](#), Tenure-Track Faculty Hiring Policy, and [3010](#), Adjunct Faculty Hiring, describe rigorous and detailed procedures for hiring faculty members. Board Policy [7220](#), Classified Employees, and Administrative Procedure [7120-3](#), Classified Employee Hiring, define the role and set guidelines

for hiring classified professionals. Board Policy [7240](#), Management Employees and Administrative Procedure [7120-4](#), Management Employee Hiring, define the role and set guidelines for hiring managers and administrators. District processes require regular performance evaluations of all employees: [probationary instructors](#), [tenured instructors](#), [classified professionals](#), [librarians](#), [counselors](#), and [adjunct employees](#).

In addition, the Board directs the College to adopt measurable goals for institutional effectiveness. Under Board Policy [3225](#), the trustees examine the College's annual institutional effectiveness [reports](#). (p.60)

Legal Matters

Operating a large College involves a host of legal issues that range from personnel management, to state and federal regulations, to student discipline, to real estate, to general contract work. Under Administrative Procedure [6364](#), Coordination and Direction of Legal Services, the Board takes responsibility for legal matters by hiring outside counsel who will "consider the interests of the District as an entity and the interests of all constituents, including the Board of Trustees, administrators, faculty, staff, and District residents, and taxpayers." The Board also considers the advice of the DCC and Chancellor's Staff, which periodically reviews Board policies and makes recommendations. Recommendations often result from the legal advice District officials receive from the Community College League of California, which explains why the numbering system of District policies matches that of many other districts.

Financial Integrity and Stability

Under Board Policy [6200](#), Budget Preparation, the Board directs the Vice Chancellor of Finance and Facilities to prepare an annual budget. Before October 15, the Vice Chancellor informs the Board of the fiscal year's timeline, which includes a tentative budget, public hearings, Board study sessions, and final approval. The final budget must be "in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual." To guard against unforeseeable exigencies, the Board requires the budget to include a reserve fund of at least five percent of the total budget. When revenues exceed budget forecasts, the Board requires carryover funds to be placed in the District's reserve fund. The Board can only spend from the reserve fund by a two-thirds vote. As required by Section 58310 of Title 5, trustees examine quarterly [financial](#) and [investment reports](#). (p.245)

The Board requires the District and the College to manage finances prudently. This prudence strengthened the District's financial integrity and stability to the extent that it was able to withstand statewide budget cuts following the 2007-2009 recession. The Board's sound policies and management allowed the District to [weather](#) the cuts and emerge in a position to enlarge its offerings during the expansive state budget climate that came about after 2013. It is worth noting that while the California State University system and many other state agencies issued

[layoffs](#) and [furloughed](#) employees during the recession, the NOCCCD was able to operate without taking such drastic measures.

Analysis and Evaluation

The College meets the standard. The Board's curriculum policies and the work of DCCC allow the College to fulfill its mission to ensure quality, integrity, and improvement of student learning programs and services.

Evidence

Administrative Procedure 2410, Board Policies and Administrative Procedures
Board Policy and Administrative Procedure 4020, Program and Curriculum Development
FC Curriculum Development Handbook, 2009-10, p.3
Board of Trustees minutes, 24-Jan 12, p.178; 28-Jan 14, p.204; 11-Mar 14, p.7; 10-Nov 15, p.51; 9-Jun 15, p.133
Board Policy 7210, Faculty
Board Policy 3004, Tenure-Track Faculty Hiring Policy
Board Policy 3010, Adjunct Faculty Hiring Policy
Probationary faculty evaluation form
Adjunct faculty evaluation forms
Classified professional evaluation forms
Tenure evaluation forms
Board Policy and Administrative Procedure 3225, Institutional Effectiveness
Board of Trustees minutes, 22-Nov 11, pp.141-142; 24-Nov 15, p.60
Administrative Procedure 6364, Coordination and Direction of Legal Services
Board Policy 6200, Budget Preparation
Board Policy 6250, Budget Management
Board of Trustees minutes, 14-May 13, p.245
Board of Trustees quarterly investment report, 14-May 13
Board of Trustees quarterly financial status, 14-May 13
Board Policy 2410, Board Policies and Administrative Procedures
Board of Trustees minutes, 22-Nov 11, p.147; 10-Nov 15, p.51
Board Policy and Administrative Procedure 3540, Sexual Assaults and Other Sexual Misconduct
Los Angeles Times article on furloughs, 30-Jan 09
San Diego Union Telegraph article on furloughs, 25-Jul 09
Chancellor's budget memo, 26-Mar 12

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Board Policy [2410](#), Board Policies and Administrative Procedures, allows the Board to set other policies that specify: the number of [members](#) and [student members](#), the [election process](#), the duties of [officers](#), the [meeting](#) schedule, the guidelines for [closed session](#) and [emergency](#) meetings, the rules for [quorum and voting](#), [agenda](#) requirements, the rules for [public participation](#)

and [speakers](#), the standards of [decorum](#), and the requirements for [recording](#) meetings. The District Consultation Council (DCC) and Chancellor's Staff, which recommend policy changes, periodically review the policies that serve as bylaws. The Board only changes a policy after a first and second reading. Within one week of an approved change, the policy is updated on the District [website](#). The Board does not have a separate set of bylaws per se. Board Policy 2410 and the other Board policies that specify the Board's size, duties, responsibilities, structure, and operating procedures collectively function as a set of bylaws.

Analysis and Evaluation

The College meets the standard. The policy revision, approval, and publication system is operating according to policy. Trustees regularly review policies, create new ones, and modify existing ones as necessary. The Board also adheres to existing policies for Board operations. For example, in December 2015 the Board held its annual [organizational meeting](#), at which it elected a President, appointed board members to serve on various committees, and set the meeting schedule for the coming calendar year. The Board both monitors and adheres to its own operating procedures.

Evidence

Board Policy and Administrative Procedure 2410, Board Policies and Administrative Procedures
Board Policy 2010, Board Membership
Board Policy and Administrative Procedure 2015, Student Members
Board Policy 2100, Board Elections
Board Policy 2105, Election of Student Members
Board Policy 2210, Officers
Board Policy 2310, Regular Meetings of the Board
Board Policy 2315, Closed Sessions
Board Policy and Administrative Procedure 2320, Special and Emergency Meetings
Board Policy 2330, Quorum and Voting
Board Policy and Administrative Procedure 2340, Agendas
Board Policy 2345, Public Participation at Board Meetings
Board Policy 2350, Speakers
Board Policy 2355, Decorum
Board Policy and Administrative Procedure 2365, Recording
Board Policy 2305, Board Organizational Meeting
Board of Trustees minutes, 8-Dec 15, pp.75-78

IV.C.7. The governing board acts in a manner consistent with its practices and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

In response to changes in state and federal law, and to fulfill the College's and the District's missions, the Board reviews its own rules. To maintain best practices, Board Policy [2410](#) states that "policies of the Board may be adopted, revised, added to or amended at any regular board meeting by a majority vote." The District Consultation Council ([DCC](#)), chaired by the Chancellor, meets regularly to discuss policies or procedures that may be revised. DCC meeting [summaries](#) (pp.2-3) document the discussion of proposed revisions. The Board also charges the Chancellor to issue administrative procedures as statements of method to be followed as the District implements Board policies.

Like most California community colleges, the District subscribes to the Community College League of California (CCLC) Policy and Procedure Service in order to keep policies and procedures up to date. DCC receives regular updates through the CCLC and [assesses](#) (pp.3-4) its own policies as appropriate. For example, three times in the last ten years the Board has updated Board Policy and Administrative [Procedure 5040](#), Student Records Directory Information, and Privacy, in order to comply with changes to state and federal statutes. In 2011, the Board adopted a new Administrative Procedure [5800](#), Prevention of Identity Theft in Student Financial Transactions, to comply with federal law. In spring 2015, on the advice of DCCC and DCC, the Board revised Administrative Procedure [4020](#), Program and Curriculum Development. Policy assessment and revision is an ongoing process that is consistent with existing practices and policies.

Analysis and Evaluation

The College meets the standard. Regularly assessing Board policies is a continual process and requires the expertise of many College and District governing bodies.

Action Plan

Starting in [2016](#), all chapters of the Board policies and associated administrative procedures will be reviewed on a [six-year cycle](#). Each chapter of Board policies will have a senior lead-administrator. Consulting with the personnel in his or her area, the lead-administrator will examine each policy with respect to the District's mission and strategic plan. He or she will also follow regular updates from the CCLC Policy and Procedure Service. Drafts of recommended revisions to policies and procedures will then be forwarded to Chancellor's Staff, which comments on the revisions and either approves them or returns them to the lead-administrator. The Chancellor will take the finalized set of policies to the Board for a vote. Administrative procedures do not require a Board vote. The Chancellor takes draft administrative procedures to

DCC for consideration. If DCC approves a new or revised procedure, the Chancellor will inform the Board. This improved process will help ensure that the Board is regularly assessing its policies for their effectiveness, and appropriateness to the College mission.

Evidence

BP 2410, Board Policies and Administrative Procedures, Section 3.0. 4.0
District Consultation Council summary, 1-Jun 15, pp.2-3; 26-Nov 12, pp.3-4
Board Policy and Administrative Procedure 5040, Student Records, Directory Information, and Privacy
Administrative Procedure 5800, Prevention of Identity Theft in Student Financial Transactions
Administrative Procedure 4020, Program and Curriculum Development
District Consultation Council summary, 25-Apr 16, p.2
Board of Trustees, review cycle for board policies and administrative procedures
District Consultation Council summary, 28-Mar 16, p.2

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The State Chancellor's Office requires that governing boards regularly review a Student Success [Scorecard](#), a summary of the College's key indicators of persistence, completion, remedial education, and career/technical education. The Board [reviews](#) the Scorecard in January and publishes it with its meeting [minutes](#). (p.205) The Board also requires the College President to present the annual *Institutional Effectiveness Report* and *Annual Report*. Both reports provide details on the College's academic performance and the College's plans to improve it.

In 2014, the Board approved the *District-Wide Strategic Plan*, which sets timetables for reaching three goals directly related to student learning and achievement: 1) improving completion rates, 2) eliminating the achievement gap, and 3) improving the success rate of students in math, English and ESL classes. The trustees developed these goals during the spring 2015 Strategic Conversation. [Strategic Conversations](#) are twice-a-year meetings in which trustees talk to District employees, students, and interested laypersons about the challenges confronting the College.

In 2011, the Board commissioned HMC Architects to write a *Comprehensive Master Plan* to address economic and social trends that have a direct impact on academic quality. The plan studied [changes](#) in the regional job market, changes in students' academic and career interests, and changes in the socioeconomic profile of Fullerton and its neighboring cities. The plan included a labor market "gap analysis" that identified local professions finding too few or too many qualified candidates for hire. (pp.2-13 to 2-15) The Plan included a facilities inventory

that evaluated College's legal compliance (such as the Americans with Disabilities Act) and the College's ability to provide enough learning [space](#) to meet student demand. (p.5-95 to 5-170) In fall 2015 the Board read and [approved](#) (p.62) a midterm update of the Educational Master Plan.

Planning has allowed the Board to expand its vision beyond the conventional key indicators, such as course completion and job placement rates, to consider broader environmental factors, such as the local job market, the contours of student demand, and the uses of College's physical plant. In June 2016, the Vice President of Administrative Services [presented](#) (p.259) the Board with an updated plan for new construction at the College using Measure J funds. The College's plans were incorporated into the District's 2016 Mid-Term [Update](#) to the Educational Master Plan.

To ensure a high level of academic quality, Board Policy and Administrative [Procedure 4220](#), Standards of Scholarship, define grading standards and degree requirements. Board Policy 4220 is consistent with the standards used by other community colleges and four-year universities. Under Board Policy and Administrative [Procedure 4025](#), Philosophy and Criteria for Associate Degree and General Education, the Board considers the College's associate degree to be "more than an accumulation of units." The degree also includes "measurable learning outcomes in vocational and liberal arts education." The District curriculum process has already been discussed earlier in Standard IV.C, subsections 1, 5 and 7.

To make sure that the indicators of student success reviewed by the Board are robust and meaningful, in spring 2016 the District created a [workgroup](#) to study best practices in student success measures. The workgroup included faculty members and managers from all three campuses, and its recommendations to DCC are still being discussed and considered.

Analysis and Evaluation

The College meets the standard. Every day hundreds of classes are taken and taught under Board policies that require high academic quality. Yearly, the Board reviews key indicators of student success, learning and achievement. These reviews are part of the Board's commitment to institutional effectiveness. The Board sets the benchmarks for academic quality that it expects the College to meet.

Evidence

Student Success Scorecard, Board of Trustees Meeting, 28-Jan 14
Board of Trustees minutes, 28-Jan 14, p.205
Board of Trustees minutes, 27-Jan 15, p.3
Administrative Procedure 3225, Institutional Effectiveness
FC Annual Report, 2015
Board of Trustees minutes, 24-Nov 15, p.60

Board of Trustees agenda, 22-Nov 16, p.1
FC Institutional Effectiveness Report, 2015-16
NOCCCD District-Wide Strategic Plan, 2014-2017, p.6
NOCCCD website screenshot, Strategic Conversations
NOCCCD 2011 Comprehensive Master Plan, ch.2
Board of Trustees minutes, 28-Jun 16, p.258
NOCCCD Educational Master Plan, 2016 Update, pp.44-74
Board Policy and Administrative Procedure 4220, Standards of Scholarship
Board Policy and Administrative Procedure 4025, Philosophy and Criteria for Associate Degree and General Education
Board of Trustees minutes, 25-Feb 14, p.264
Board of Trustees minutes, 25-Nov 14, pp.238, 241
Board of Trustees minutes, 24-Nov 15, p.62

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The members of the Board are elected officials, but they are never elected all at the same time. Under Board Policy [2100](#), Board Elections, the seven trustees serve staggered four-year terms in groups of three and four. Staggering the terms provides continuity in Board [membership](#) and institutional memory. [Occasionally](#), (pp.218-219) vacancies occur when a trustee is unable to finish serving his or her full four-year term. In that case, the trustees follow Board Policy [2110](#), Vacancies on the Board. The new trustee serves until the next regular board election, at which point a new trustee is elected for the remainder of the term.

According to Administrative Procedure [2740](#), Board Education, new Board members undergo an orientation and training process that involves studying an orientation packet and meeting with the Chancellor, the campus Presidents, and District officials and staff members. New trustees also tour the campuses and District facilities. They receive orientations in person or in writing from the Community College League of California (CCLC) and from the collective bargaining units that negotiate with the District. The District provides trustees with materials describing the Board's responsibilities under federal and state laws, and district policies. These materials cover vital areas, such as the Brown Act, parliamentary procedure, the collective bargaining agreements, the budget, and shared governance. After their initial training and orientation, Board members continue training with the [CCLC](#). When a vacancy occurs on the Board between elections, the Board announces the vacancy and convenes an open, public meeting to interview candidates and elect a person to fill the vacancy until the next regular election date.

Since the last accreditation self-evaluation, there have been four vacancies on the Board of Trustees, and each vacancy was filled according to Board Policy 2110. Ryan Bent, Stephen Blount, Ed Lopez, and Jacqueline Rodarte underwent orientation according to Administrative Procedure 2740. Veteran trustees also receive additional education, for example when the District budget office provides budget [training sessions](#). The Board remains on-track with its prescribed, staggered election schedule.

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy 2100, Board Elections

District website, trustee bios page screenshot

Board of Trustees minutes, 25-Aug 15, p.62

Board Policy and Administrative Procedure 2110, Vacancies on the Board

Board Policy and Administrative Procedure 2740, Board Education

Trustee Dunsheath, trustee excellence program

Trustee Blount, campus visits

News from the Board of Trustees, 12-Apr 16, p.3

Board of Trustees minutes, 24-Apr 12, p.243; 13-Mar 12, p.214

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Under Board Policy and Administrative [Procedure 2745](#), Board Evaluation, the Board regularly undergoes a public evaluation process in the spring of odd-numbered years. At the first April meeting, a Board Assessment Subcommittee distributes the assessment instrument to Board members and to members of the Board's resource table. Interested members of the public also fill out the assessment questionnaire. At the second April meeting, the Chancellor's Office collects the surveys. At the first May meeting, the Chancellor's Office reports on the results. Based on these results, the Board can decide to put action items on the agenda for the second May meeting.

Below is a timeline of the Spring 2015 Board evaluation process. The evaluation occurred at several public meetings, was announced in the agenda, and was published in the minutes.

- **10-Feb:** The Board reviewed its assessment [form](#) and agreed on revisions that placed a greater emphasis on academic quality and institutional effectiveness. Trustees revisited the survey [results](#) from the [2013 evaluation](#).
- **24-Mar:** The Board [adopted](#) the [revised](#) assessment form to distribute at the 14-Apr Board meeting.
- **14-Apr:** The assessment form was [distributed](#) to all Board members, all people seated at the resource [table](#), and to audience members identified as regular attendees.
- **12-May:** The Board reviewed the results of the 2015 assessment. A Board Assessment Subcommittee further reviewed the results and identified necessary changes.
- **28-Jul:** The Board reviewed the subcommittee's [recommendations](#) and agreed to discuss further the items during the Board's annual retreat (a closed session meeting). The Subcommittee gave the Board several requests and [recommendations](#) to discuss during the retreat. (pp.200-201)

Analysis and Evaluation

The College meets the standard. At this writing, further discussion has not occurred on the subcommittee's recommendations. In spring 2016, the Board hired a new Chancellor, Dr. Cheryl Marshall. The Board Assessment Subcommittee is preparing recommendations that the trustees will discuss with Dr. Marshall.

Evidence

Board Policy and Administrative Procedure 2745, Board Self-Evaluation
 Board self-assessment instrument agenda item, 10-Feb 15
 Board self-assessment forms and tallies, 2013, 2015
 Board of Trustees minutes, 14-May 13, p.245

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of the governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

To maintain the integrity of the District and the College, trustees adhere to ethical behavior policies. Under Board Policy and Administrative [Procedure 2710](#), Conflict of Interest, Board members may not vote on any District contract in which they have even "a remote interest." Board members may not be employees of the District, nor accept gifts or emoluments that would compromise their impartiality. Board Policies [2716](#), Political Activity, and [2717](#), Personal Use of Public Resources, prohibit trustees from using public resources for themselves, and from

campaigning on behalf of bond issues before voters. If an accusation of misconduct arises, Board Policy [2715](#), Code of Ethics/Standards of Practice spells out how the other Board members will investigate the accusation. To ensure ethical behavior at all levels District governance the Board has developed policies based on California statutes, which cover [conflicts of interest](#), [ethics](#), [nepotism](#), and [communications](#) among Board members. State law requires scrutiny of College administrators whose jobs include purchasing, contracting, making real estate transactions, or hiring consultants. Board policy prohibits nepotism, the hiring of unqualified family members or relatives. Board policy also prohibits District employees from discussing agenda items with trustees outside of regular, public meetings. Board members sign an annual statement that obligates them to abide by all District ethical rules.

[Currently](#), the seven trustees have [careers](#) in local schools, colleges, public institutions, and businesses. They share a keen interest in the District mission to provide the people of the District with excellent academic programs. Although many trustees have taught at public schools, no Board member is a current District employee, nor do any hold other elected office. The two student trustees are enrolled in their respective colleges. Board members are compensated for their part-time work conducting Board business and for Board-related travel expenses. For the sake of transparency, the Board website posts an annual [statement of trustee compensation](#) and travel [expenses](#). The Board meets this standard with a high level of disclosure and very clear policies to guard against conflict of interest.

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy and Administrative Procedure 2710, Conflict of Interest

Board Policy 2716, Political Activity

Board Policy 2717, Personal Use of Public Resources

Board Policy and Administrative Procedure 2715, Code of Ethics/Standards of Practice

Board Policy 7310, Nepotism

Board Policy 2720, Communications among Board Members

District website, trustee bios page screenshot

NOCCCD Board of Trustees Total Compensation, 2015-15

NOCCCD Board of Trustees Travel Expense Reports, 2014-15, 2015-16

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Following Board Policies [2200](#), Board Duties and Responsibilities, and [2430](#), Delegation of Authority to Chancellor, the Board delegates “power and authority to the Chancellor to effectively lead the District” and “to reasonably interpret Board policy.” The Chancellor reports directly to the Board regarding his or her decisions. In situations where there is no Board policy, Board Policy 2430 grants the Chancellor power to act, but his or her decisions are subject to review by the Board. It is the duty of the Chancellor to inform the Board of such action and to recommend written Board policy if needed. The Chancellor performs the duties contained in the chancellor’s job description and fulfills other responsibilities determined by the Board during goal-setting sessions. Under Board Policy [2435](#) trustees evaluate the Chancellor “at least annually.” As a personnel matter, evaluation [sessions](#) are closed to the public. Administrative Procedure [2430](#), Delegation of Authority to Chancellor, further authorizes the Chancellor to delegate administrative authority to the three campus CEOs: the provost of North Orange Continuing Education, and the presidents of Fullerton and Cypress Colleges.

Board [minutes](#) (p.90) show regular, closed-session discussions of the Chancellor performance. The College President undergoes the same [three-year cycle](#) of evaluation as other managers: an annual evaluation by his or her immediate management supervisor (in this case, the Chancellor), and every three years a comprehensive management [evaluation](#) by a College committee convened for that purpose.

Analysis and Evaluation

The College meets the standard. Chancellor evaluation follows established procedures.

Evidence

Board Policy 2200, Board Duties and Responsibilities
Board Policy and Administrative Procedure 2430, Delegation of Authority to Chancellor
Board of Trustees minutes, closed session with Chancellor, 30-Aug 14
Board of Trustees minutes, 12-Mar 13, p.209
Board of Trustees minutes, 26-Feb 13, p.200
Board Policy and Administrative Procedure 2435, Evaluation of Chancellor
Board of Trustees minutes , 8-Dec 15, p.90
Administrative Procedure 2002, Management Evaluation
NOCCCD Manager Evaluation form, 2016

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy [3200](#), Accreditation, require the Chancellor to keep the Board informed of the College's accreditation status and self-evaluation process. The District Consultation Council meets monthly to review Board policies and suggests revisions. The DCC makes clear [cross-references](#) (pp.61-63) to ACCJC standards that correspond to district policies and procedures. As per Board policy, the chancellor [apprises](#) (p.232) the Board of changes to eligibility requirements, accreditation standards, and commission policies.

In order to complete the self-evaluations and midterm reports, Administrative Procedure [3200](#) directs the President and Faculty Senate to appoint an accreditation liaison officer and a steering committee that draws on the wide participation of administrators, faculty members, staff professional, students, District personnel, and Board members. Employees and students write the self-evaluation report, but final approval is in the hands of the Board members. Trustee Dunsheath has completed the Accreditation Basics Training, has served on multiple visiting teams, and has delivered presentations on accreditation at the Community College League of California.

After the College was placed warning in 2011, the Board directed the Chancellor to keep Board informed of [progress](#) (p.85) on [accreditation](#). (p.43) The Board requires the Accreditation Steering Committee to provide a draft of the self-evaluation report well in advance of the site team's campus visit. Board members take seriously their responsibility for maintaining the College's accredited status, as demonstrated by the high level of scrutiny they applied to the College's 2012 follow-up report and 2014 midterm [report](#). (p.10)

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy and Administrative Procedure 3200, Accreditation

Board of Trustees minutes, 10-Apr 12, p.232

Chancellor's Staff revision of BP 2715, 26-Nov 14.

Board of Trustees minutes, 13-Sep 11, p.83; 24-Jul 12, p.43; 11-Mar 14, p.10

IV.D.1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

On a monthly basis, the Chancellor communicates expectations of educational excellence and integrity at meetings of the District Consultation Council ([DCC](#)). DCC is the highest-level shared governance body in the District and it is comprised of the chancellor, vice-Chancellors, leaders of the faculty senates, leaders of the classified senates, representatives of the managers association, and representatives of faculty and staff bargaining units. DCC members report on discussions and actions to their constituent [groups](#). (p.4) DCC meeting [agendas](#) and [summaries](#) are regularly updated by the Chancellor's Office and are available on the District [website](#). The Chancellor also communicates directly with members of the College community through regular open [office hours](#), [regular](#) email [memos](#), semiannual convocation addresses, and semiannual [Coffees](#) with the Chancellor and Board held at each campus. Through these formal and informal events, the Chancellor is able to communicate his or her vision of educational excellence to all College employees and students.

Board Policy [2430](#), Delegation of Authority to Chancellor, grants the Chancellor “the executive responsibility for administering the policies adopted by the Board,” first and foremost Board Policy [1001](#), District Mission, Vision and Values Statements. Board Policy 1001 states that the mission of the District is to provide educational services that are “academically excellent.” To ensure high academic quality, Board Policy [3100](#), Organizational Structure grants the Chancellor authority “to establish organizational charts that delineate lines of responsibility and fix the general duties of employees within the District.” At the College-level, the Chancellor oversees “revisions to the organizational structure of the colleges” through “established collegial consultation processes,” as required by Administrative Procedure [3100](#).

The Chancellor works closely with the President to communicate his or her expectations of educational excellence and integrity. Administrative Procedure [2430](#), Delegation of Authority to Chancellor, grants the Chancellor authority to delegate “full responsibility and authority to the College Presidents and the provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution.” The College President is a participant in weekly Chancellor's Staff meetings, and is joined by several other College representatives at monthly [DCC](#) meetings. In general, Chancellor's Staff meetings address operational effectiveness and alignment between the District and the colleges. DCC meetings focus on overall District policy and direction to continue providing education excellence and

institutional effectiveness. On an annual basis, the Chancellor evaluates the President's performance.

During the last few years of state budget cuts, the District's executive leaders [communicated](#) frequently to students and employees to [explain](#) how the District was prudently managing finances. No full-time employees were laid off or furloughed. After taking office in July 2016, Chancellor Cheryl Marshall sent several memos to all District employees announcing her open [office hours](#) and her [goals](#) for the 2016-17 academic year. Every year the Chancellor sends the Vice Chancellor of Finance and Facilities to the College to hold [open forums](#) to address questions pertaining to the District budget. On a monthly basis, the Chancellor hosts a lunch meeting for the Presidents of the academic senates from each campus.

During the 2017 accreditation cycle and under the leadership of the Chancellor, the District and the College worked collaboratively to revise and update the District's functional [map](#) (see **Figure 4**) that clearly delineates College and District roles. The functional map is evaluated on a regular basis based on discussions in Chancellor's Staff and DCC. Update of the District's functional map is a part of the District's regular review and planning cycle and further strengthens its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders in the College and the District.

Analysis and Evaluation

The College meets the standard. The close working relationship between the Chancellor and the College ensures that the College has adequate support for its operations and has a clear delineation of roles and authority so that the College can meet the Chancellor's expectations of excellence.

Evidence

Faculty Senate minutes 3-Sep 15, p.4
District website, District Consultation Council, agendas and summaries screenshot
District Consultation Council agenda, 24-Oct 16
District Consultation Council summary, 24-Oct 16, 27-Jan 14, 23-Feb 15
Memo from the Chancellor, office hours, 3-Oct 16
Memo from the Chancellor, budget update, 18-Sep 15
District website, Coffee with the Chancellor screenshot, 2016
Board Policy 2430, Delegation of Authority to Chancellor
Board Policy 1001, District Mission, Vision and Values Statements
Board Policy and Administrative Procedure 3100, Organizational Structure
Administrative Procedure 2430, Delegation of Authority to Chancellor
Memo from the Chancellor, 30-Nov 15, 28-Apr 16
Memo from the Chancellor, 2016-17 Chancellor's goals
Spring Budget Forum, 15-Mar 15
District/College Functional Map

Figure 4: College-District Functional Map

P = Primary Responsibility -- Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement

S = Secondary Responsibility -- Support of a given function, including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility

SH = Shared Responsibility -- The District and the College are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and College mission statements

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	College	District
A. Mission		
1.A.1.	P	
1.A.2.	P	
1.A.3.	P	
1.A.4.	P	S
1.B.1.	P	S
1.B.2.	P	
1.B.3.	P	
1.B.4.	P	
B. Institutional Effectiveness		
1.B.5.	P	
1.B.6.	P	
1.B.7.	P	S
1.B.8.	P	
1.B.9.	P	
C. Institutional Integrity		
1.C.1.	P	
1.C.2.	P	
1.C.3.	P	
1.C.4.	P	

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity	College	District
1.C.5.	P	S
1.C.6.	P	
1.C.7.	P	S
1.C.8.	SH	SH
1.C.9.	P	S
1.C.10.	NA	NA
1.C.11.	NA	NA
1.C.12.	P	S
1.C.13.	P	S
1.C.14.	NA	NA
Standard II: Student Learning Programs and Support Services	College	District
A. Instructional Programs		
2.A.1.	P	
2.A.2.	P	
2.A.3.	P	
2.A.4.	P	
2.A.5.	P	
2.A.6.	P	
2.A.7.	P	
2.A.8.	P	
2.A.9.	P	S
2.A.10.	P	
2.A.11.	P	
2.A.12.	P	
2.A.13.	P	
2.A.14.	P	
2.A.15.	P	
2.A.16.	P	
B. Library and Learning Support Services		
2.B.1.	P	
2.B.2.	P	

Standard II: Student Learning Programs and Support Services	College	District
2.B.3.	P	
2.B.4.	P	S
C. Student Support Services		
2.C.1.	P	
2.C.2.	P	
2.C.3.	P	
2.C.4.	P	S
2.C.5.	P	
2.C.6.	P	S
2.C.7.	P	
2.C.8.	SH	SH
Standard III: Resources		
A. Human Resources		
3.A.1.	SH	SH
3.A.2.	SH	SH
3.A.3.	SH	SH
3.A.4.	S	P
3.A.5.	SH	SH
3.A.6.	P	S
3.A.7.	SH	SH
3.A.8.	P	S
3.A.9.	SH	SH
3.A.10.	SH	SH
3.A.11.	SH	SH
3.A.12.	SH	SH
3.A.13.	SH	SH
3.A.14.	P	S
3.A.15.		P
B. Physical Resources		
3.B.1.	P	S
3.B.2.	P	S
3.B.3.	P	S
3.B.4.	SH	SH

Standard III: Resources	College	District
C. Technology Resources		
3.C.1.	P	S
3.C.2.	SH	SH
3.C.3.	P	S
3.C.4.	P	S
3.C.5.	SH	SH
D. Financial Resources		
<i>Planning</i>		
3.D.1.	SH	SH
3.D.2.	P	S
3.D.3.	P	S
<i>Fiscal Responsibility and Stability</i>		
3.D.4.	P	S
3.D.5.	SH	SH
3.D.6.	SH	SH
3.D.7.	SH	SH
3.D.8.	SH	SH
3.D.9.	S	P
3.D.10.	SH	SH
<i>Liabilities</i>		
3.D.11.	S	P
3.D.12.	S	P
3.D.13.	S	P
3.D.14.	SH	SH
3.D.15.	P	S
<i>Contractual Agreements</i>		
3.D.16.	SH	SH
Standard IV: Leadership and Governance	College	District
A. Decision-Making Roles and Processes		
4.A.1.	P	S
4.A.2.	SH	SH
4.A.3.	SH	SH
4.A.4.	P	S
4.A.5.	SH	SH
4.A.6.	P	S

Standard IV: Leadership and Governance	College	District
4.A.7.	P	S
B. Chief Executive Officer		
4.B.1.	P	S
4.B.2.	P	S
4.B.3.	P	S
4.B.4.	P	S
4.B.5.	P	S
4.B.6.	P	S
C. Governing Board		
4.C.1.		P
4.C.2.		P
4.C.3.		P
4.C.4.		P
4.C.5.		P
4.C.6.		P
4.C.7.		P
4.C.8.		P
4.C.9.		P
4.C.10.		P
4.C.11.		P
4.C.12.		P
4.C.13.	SH	SH
D. Multi-College Districts or Systems		
4.D.1.	S	P
4.D.2.		P
4.D.3.		P
4.D.4.		P
4.D.5.	SH	SH
4.D.6.	SH	SH
4.D.7.		P

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

Administrative Procedure [2430](#), Delegation of Authority to Chancellor, states “the Chancellor delegates full responsibility and authority to the College Presidents and the provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution.” The District provides human resources and fiscal management services, which have been operating for decades and are well understood and appreciated by the College. As long as the College’s resource needs are being met, the College operates relatively independently. The 2014 creation of a District Educational Services and Technology Department changed some aspects of the District-College relationship. The changes were addressed in the manuals described in the next paragraph and were reflected in the 2015 revision to the functional [map](#) (**Figure 4**) carried out collegially by District and College representatives.

In 2012, the Chancellor oversaw, and the Board approved, two manuals that clearly defined the structure of governance and decision-making in the District as well as the functions of different groups. The *Decision Making Resource Manual* describes each District body—how they communicate and report, and when they meet regularly. The *Decision Making Resource Manual* is reviewed and updated annually, and it is evaluated every three years as a part of the overall assessment of planning processes. The *Integrated Planning Manual* articulates the District’s strategic directions, which provide a template for the College to develop its own specific goals and action plans in the College’s *Integrated Planning Manual*.

Another similarity between the District and College’s planning practices is the District services [administrative review](#) (pp.20-22), which mirrors the College’s program review. Each of the six District service areas and departments (Chancellor’s Office, Human Resources, Finance and Facilities, Educational Services and Technology, Information Services, and Public and Governmental Affairs) writes an annual, data-driven self-study with a request for resources to be considered by the Council on Budget and Facilities (CBF). Each administrative review self-study is assessed for meeting accreditation standards and for making progress toward stated goals.

Analysis and Evaluation

The College meets the standard. The Chancellor oversees a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation and re-evaluation. Adequacy and effectiveness of District Services are evaluated through annual administrative reviews and the District-wide services and communication satisfaction surveys. Through the review process, District services are engaged in a regular cycle of evaluation for continuous quality improvement. The District continuously evaluates its resource allocation and financial accountability policies to ensure the College receives adequate support and is able to meet accreditation standards regarding financial resources and stability.

In spring 2016, the Chancellor and Vice Chancellors met several times with the chair of the College's accreditation steering committee to update the functional map. The functional map shows how responsibilities for meeting accreditation standards are shared or divided between the College and the District. Because so many responsibilities overlap, the steering committee decided to use the format that used P for "primary responsibility," S for "secondary responsibility," and SH for "shared responsibility." (**Figure 4**)

Evidence

District/College Functional Map

Administrative Procedure 2430, Delegation of Authority to Chancellor

District Decision Making Resource Manual, p.5

FC Integrated Planning Manual, 2014, p.2, pp.20-22

FC Integrated Planning Manual, 2016-17, p.3, p.13

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

In keeping with Board Policy [6200](#), Budget Preparation, and adhering to the schedule set by the *Budget Allocation Handbook* (p.5), the Chancellor makes budget [recommendations](#) (p.3) to the Board, after consulting with the Vice Chancellor of Finance and Facilities, the Council on Budget and Facilities (CBF), and the District Consultation Council (DCC). CBF recommendations regarding policies and planning are forwarded to DCC, the highest shared-governance body. Before October 15 the Vice Chancellor provides the Board with a budget schedule for the fiscal year. The Vice Chancellor informs the Board of the budget underlying assumptions, presents tentative budgets to the Board, holds public hearings and Board study sessions, and keeps the Board apprised of changes to budget assumptions that occur throughout the year.

Board Policy [6250](#), Budget Management, requires the Vice Chancellor to follow Title 5 and the California Community Colleges Budget and Accounting Manual. To guard against unforeseen exigencies, Board Policy 6250 requires every year's budget to include a five percent reserve fund. During surplus years, the District adds surplus dollars to the reserve fund. Board Policy 6200 specifies, "the annual budget shall support the District's master and educational plans." The District uses an incremental approach to budgeting. Each year's budget begins with the previous year's base budget, with adjustments as necessary based on projections of available revenue for the current year. The goal is to balance ongoing expenditures with revenues, maintain the five percent reserve fund, and maintain the College's ability to make its own resource decisions. A key component of the budget model is the establishment of a District-wide FTES target that approximates the expected FTES funding provided by the state. Once established, FTES targets are monitored closely to ensure there is no detrimental impact on future apportionment revenues. The first step in the budget allocation process is to fund the salary and benefit costs of existing permanent personnel positions. Personnel expenses account for more than 85 percent of the District's annual operating budget and are closely monitored by the Fiscal Affairs and Human Resource Departments. These expenses are "rolled" into the budget from the budgetary position control system, which means that the individual budget centers do not have discretion over these allocations and cannot modify these balances during the budget input process. If adjustments to the "rolled" balances are warranted, the Fiscal Affairs Department will make an adjustment through the processes established in Board Policy and Administrative [Procedure 6250](#), Budget Management. This process is made transparent to the Board and the public through the annual budget [report](#) every October, quarterly financial status [reports](#), and yearly audit [reports](#).

Once established, the budget is monitored and discussed at budget officers meetings. The budget is also discussed at monthly Council on Budget and Facilities [meetings](#). The Board of Trustees receives quarterly reports. With Board approval, the District submits an annual budget to the State Chancellor's Office. An independent accounting firm audits the final budget.

The District ensures control of expenditures through Administrative Procedure [6150](#), Designation of Authorized Signers, which lists the sole authorized signers for orders and transactions. The District has consulted with the Board to keep this policy continually updated since 2002. Board Policy [6300](#), Fiscal Management governs bank accounts, books and records, and quarterly reports. The District oversees College-level expenditures through the campus [Bursar's](#) Office.

Analysis and Evaluation

The College meets the standard. The policies and practices described above ensure that the College's expenditures are sustainable and are under effective control. Policies require fiscal prudence, and the District's financial reserves ensure that funding for the College is sustainable.

The District’s resource allocation policies and management allowed the College to survive state allocation reductions that came out of the 2007-09 recession. The District ensured the College’s operations were effective and sustainable without a reduction in the number of full-time employees and without resorting to furloughs.

IV.D.3 evidence

Board Policy 6200, Budget Preparation
Board of Trustees minutes, 22-Sep 15, p.3
District Budget Allocation Handbook, 2013, p.5
Board Policy and Administrative Procedure 6250, Budget Management
Council on Budget and Facilities summary, 10-Oct 16
District Quarterly Financial Status Report, 31-Mar 16
District Annual Financial and Budget Report, 7-Oct 15
District website, audit reports screenshot
Administrative Procedure 6150, Designation of Authorized Signers
Board Policy and Administrative Procedure 6300, Fiscal Management

IV.D.4. The CEO of the district/system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEOs accountable for the operation of the colleges.

Evidence of Meeting the Standard

According to Board Policy [2430](#), Delegation of Authority to the Chancellor, the Chancellor “delegates full responsibility and authority to the College Presidents” to carry out Board policies. The President must meet the Chancellor’s standards for operational excellence.

The President has full authority to conduct his or her work without interference from the Chancellor. (See, for example Standard IV.C.3 on selecting and evaluating District and College CEOs.) The President has full authority in the selection and evaluation of his or her staff and management team. On an annual basis, the Chancellor and [President](#) collaborate to set [goals](#), which are [published](#) on their respective [websites](#). They are used in the College’s *Strategic Plan* and in the President’s yearly self-evaluation report to the Chancellor. Every three years the President undergoes a comprehensive [evaluation](#), which [includes](#) an evaluation committee, peer input, and, if needed, recommendations for improvement from the Chancellor and the Board. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal. The District’s functional map (**Figure 4**) clarifies the roles and purviews of the Chancellor and the President.

Analysis and Evaluation

The College meets the standard. The Chancellor delegates full authority and responsibility to the President to implement District policies without interference. The President serves as the chief executive and educational leader of the College. He or she ensures the quality and integrity of programs and services, accreditation status, and fiscal sustainability of the College.

Evidence

Administrative Procedure 2430, Delegation of Authority to the Chancellor
FC website, College goals screenshot
District website, Chancellor's goals screenshot
FC Strategic Plan, 2015-17, p.1
NOCCCD Manager Evaluation form, 2016
Administrative Procedure 2002, Management Evaluation
District/College Functional Map

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy [3250](#), Institutional Planning, directs the Chancellor to oversee a planning process that is “comprehensive, systematic and integrated.” Every year the College publishes an *Integrated Planning Manual* (p.3) and the District [updates](#) its most recent *Manual*, published in 2015. Both manuals track and evaluate the success of specific programs in meeting goals. The College and District's planning goals derive from the District's *Strategic Plan*, published in 2014. Both manuals describe the ways that constituent groups participate in and contribute to District-level long-term and short-term planning.

The District *Integrated Planning Manual* is reviewed and updated annually to maintain credibility as a valuable resource by the Vice Chancellor of Educational Services and Technology. The annual update includes minor revisions, such as changes to descriptions, timelines, or processes. In addition to this annual review of contents, the District evaluates integrated planning processes every three years. This assessment occurs as a component of the District's assessment of its decision-making processes. The evaluation processes includes gathering input District-wide and using the results to prepare an assessment report to the District Consultation Council. DCC reviews the report and recommends revisions to planning processes, and the revisions are reflected in the [updates](#) to the District *Manual*.

DCC helps integrate College and District planning efforts in order to make improvements in student learning, student achievement, and institutional effectiveness. DCC is chaired by the Chancellor and includes representatives of each college's administration, faculty, classified professionals, bargaining units, and students. DCC [approves funds](#) that enable the College to achieve the goals set forth in the District's Strategic Plan. For example, the College used these funds to adopt [DegreeWorks](#) (pp.1-2) software, which enhances counselors' ability to create personalized education plans for each student. DCC oversees the College's regular [reports](#) to the State Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI). DCC regularly evaluates and [updates](#) (pp.1-2) the District's planning documents, such as the *Integrated*

Planning [Manual](#), the Educational Master [Plan](#), the Decision Making Resource [Manual](#), and the Budget Allocation [Handbook](#).

In spring 2016, DCC created a [workgroup](#) to study best practices in student success measures. The workgroup included faculty members and managers from all three campuses, and its recommendations to DCC are still being discussed and considered.

During the state allocation cuts that followed the 2007-2009 recession, DCC's subcommittees used integrated planning to ensure the College continued to offer excellent academic programs. The Council on Budget and Facilities (CBF) and the Technology Coordinating Council (TCC) kept needed computer network [updates](#) on [schedule](#). CBF carefully [monitored](#) changes to the state and District budgets. CBF also made sure that bond-funded [construction](#) projects followed the *Educational Master Plan*.

DCC's newest subcommittee, the Institutional Effectiveness Coordinating Council (IECC) also participates in integrated planning. For example, IECC turned the annual District Services and Communication Satisfaction Survey into a biannual survey. Beginning in 2017, the survey will be conducted every other year. In addition, IECC has examined the general effectiveness of the annual *Integrated Planning Manual* progress report and [recommended](#) a change in timeline for the District to produce a succinct summary progress report at the end of the cycle of annual reports from the colleges. This changes the reporting from early September to late spring. Through the budgeting and planning efforts of DCC, the College and District work together to improve student learning and achievement and institutional effectiveness. **(Figure 5)**

Analysis and Evaluation

The College meets the standard.

Evidence

Board Policy 3250, Institutional Planning

FC Integrated Planning Manual, 2016-17, p.3

District Strategic Plan Progress Report, 2015, pp.2-4

NOCCCD District-Wide Strategic Plan, 2014-17, pp.5-6

District Consultation Council summary, 26-Nov 12, p.2; 28-Sep 15, p.1; 23-Sep 13, pp.1-2; 24-Feb 14, pp.1-2; 23-Mar 15, pp.1-2, 7-Apr 15, p.2; 22-Apr 13, pp.1-2; 23-Nov 15, pp.3-4

Council on Budget and Facilities summary, 8-Feb 16, pp.1-2

Institutional Effectiveness Coordinating Council minutes, 16-Oct 16, pp.2-3

Council on Budget and Facilities summary, 13-Jun 16, p.1

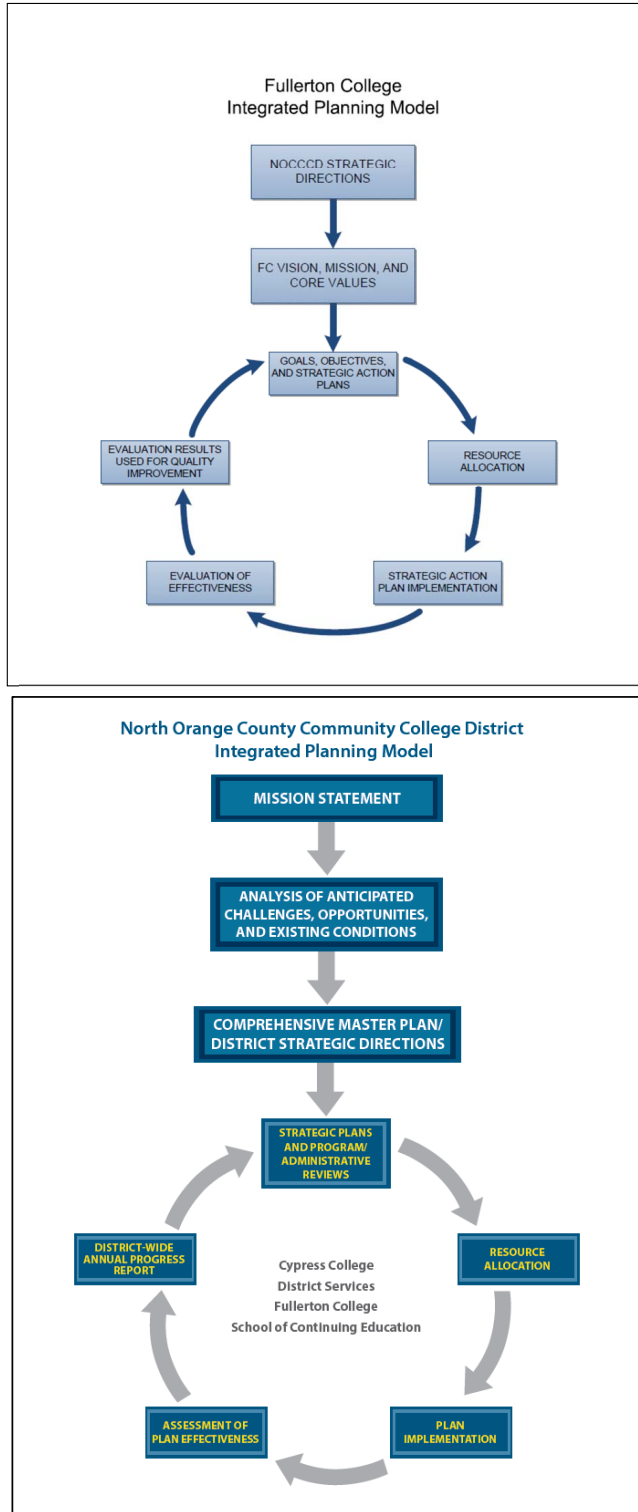


Figure 5

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The *NOCCCD 2012 Decision Making Resource Manual: Structure, Function and Alignment* defines the role of two groups in which District and College administrative staff, faculty, classified staff, and students regularly participate to ensure effective communication and operations: Governance Groups and Organizational Groups. Both sets of groups provide regular opportunities for constituencies to be informed about issues of District-wide importance. They make decisions, and they serve as conduits of information to and from the constituents. All groups maintain agendas and minutes on the District [website](#) or on the District intranet. Governance groups represent specific constituencies and serve as a liaison between constituent groups and District leaders. Five District governance groups meet monthly: the [Council on Budget and Facilities](#), the [District Consultation Council](#), the [District Curriculum Coordination Committee](#), the [Institutional Effectiveness Coordinating Council](#), and the [Technology Coordinating Council](#).

Organizational groups assist the Chancellor in implementing the Board policies by coordinating operational, procedural and policy implementation. Members encompass a broad range of College faculty, deans, classified and administrators, with representatives from the unions, academic senates, and District Services administrators. Agendas are emailed to members in advance of each meeting. Fourteen District organizational groups meet on a regular basis: Chancellor's Staff, Banner Steering Committee, Banner Steering Subcommittee: Student Team, Banner Steering Subcommittee: myGateway Steering Committee, Budget Officers, District Agenda Committee, District Equal Employment Opportunity Advisory Committee, District Facilities Committee, District Grants and Resource Development Committee, District Services Committee, District Staff Development Committee, District Technology Roundtable, Educational Technology Steering Team and Vice Presidents' Council.

Regular Board meetings are 5:30 p.m. on the second and fourth Tuesdays of the month in the Boardroom of the Anaheim Campus, 1830 W. Romneya Drive, Anaheim, CA 92801. The first Board meeting of the month focuses on regular business items, while the second is an information and discussion session, with business items handled as needed. The Board includes two student trustees, and the Board receives regular reports from campus leaders, such as the Presidents of the colleges and the Presidents of the faculty senates. The NOCCCD Public Affairs Department publishes a courtesy [summary](#) of action taken by the Board of Trustees entitled "News from the Board" before the official minutes are approved. "News from the Board" is emailed to all employees of the District and posted on the District [website](#).

In accordance with the Brown Act, all agendas and informational documents for Board meetings are posted in the lobby of the Anaheim Campus and on the District website. They are also distributed electronically to the Presidents, vice presidents, faculty senates, and bargaining unit representatives prior to each Board meeting. Minutes of the meetings have the status of official legal documents and must include a record of each Board action. An audio recording of each Board of Trustees meeting is available from the Chancellor's Office. The Chancellor's Office disseminates emails informing the College and constituency groups of approved changes to board policies and administrative procedures. These updates are also posted on the District's [website](#).

The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and institutional integrity through regular participation in various faculty, staff, and student events at the College. The Chancellor employs several methods to communicate regularly with the Board, administrators, staff and students. Each week, the Chancellor sends a letter to the Board of Trustees communicating events of the week and important information. Included with this letter is the College President's letter to the Board. The Chancellor posts yearly goals on the District website and distributes them via [email](#) to all staff. Created with the Board of Trustees each summer during an annual goal setting retreat, the Chancellor's goals outline important objectives and areas of interest for the District's leadership. The [Chancellor's monthly memo](#) is distributed to all District staff during the [fall](#) and [spring](#) semesters. It serves as a way to solicit input, explain upcoming operational changes, and provide an overall District [news](#) update.

Coffees with the Chancellor and Board and are informal gatherings so that staff professionals, faculty members and students can ask questions and have a dialogue with Board members and the Chancellor. Each College hosts one [coffee](#) per semester, and employees and students are welcome to attend any of the coffees at their convenience.

Select District services departments issue regular newsletters in order to disseminate information on current events, announce new initiatives and systems, relay news items of interest, and promote success stories. Newsletters are distributed to all District staff via email and posted on the District website. [CaTT Tales](#) is an Information Services Computer and Telecommunication Technology Initiatives newsletter, distributed several times per year. Launched March 2016, [inside/NOCCCD](#) is published bi-monthly by the Public Affairs Office.

In 2014, NOCCCD Public Affairs undertook a complete redesign of the District [website](#), which went [live](#) in January 2016. The updated website allows each service department to manage its own content. Links to the Board of trustees, committees, councils, and program information improved public access to information about the District. A District events calendar was created. Job opportunities are now featured prominently on the homepage, and important sections such as

planning and governance, campus safety, sexual misconduct and Title IX, and professional development were added. The website now acts as a one-stop-shop for all District information.

Analysis and Evaluation

The College meets the standard. The District employs many collegial and transparent opportunities for communication to ensure effective operations and decision-making at the College level. In addition to the district-wide councils, governance groups, and organizational groups in which administrators, faculty members, classified professionals, and students regularly participate, NOCCCD employs communication methods such as email, newsletters, memos, events, and the District website. Adequacy and effectiveness of District communication methods are evaluated through annual administrative reviews and District-wide services and communication satisfaction surveys.

Evidence

District Decision-Making Resource Manual, 2016
District webpage, News from the Board screenshot
District webpage, Board agendas and minutes screenshot
Memo from the Chancellor, budget update, 18-Sep 15
Memo from the Chancellor, to staff, 30-Nov 15
Memo from the Chancellor, new Chancellor selection, 29-Feb 16
Memo from the Chancellor, new FC President selection, 21-Mar 16
Memo from the Chancellor, office hours, 3-Oct 16
Memo from the Chancellor, 2016-17 Chancellor's goals
District webpage, Coffee with the Chancellor screenshot
CATT Tales Newsletter, Sep 16
Inside NOCCCD Newsletter, 11-Mar 16
District home page screenshot
District Consultation Council summary, 23-Nov 15, pp.1-2

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as a basis for improvement.

Evidence of Meeting the Standard

In 2011, in a concerted effort to strengthen continuous planning and quality improvement, the Chancellor directed the District to improve substantially the planning, governance, decision-making, and budget-allocation processes. In addition to finishing the *Comprehensive Master Plan* (CMP), the District published three major planning, decision-making and governance documents: the *Decision Making Resource Manual*, the *Integrated Planning Manual*, and the *Budget Allocation Handbook*.

The *Decision Making Resource Manual* clearly defines the structure of governance and decision-making in the District and the functions of different groups in policy development, student success and institutional effectiveness. To maintain credibility as a valuable resource, the *Decision Making Resource Manual* is reviewed and updated annually by the District Consultation Council (DCC) and other shared governance groups. The *Decision Making Resource Manual* is also evaluated every three years as a part of the overall District assessment of its planning processes.

The *Integrated Planning Manual* is a guide to integrated institutional planning between the District and the College. The manual identifies how constituent groups participate in and contribute to the District's long-term and short-term planning by describing specific details of the process and timeline for each component in the model. The College has an integrated planning process, which is linked in its components to the District planning process in two ways: 1) The District Strategic Directions establish the District-wide institutional goals. The College in turn develops site-specific goals, objectives, and action plans that collectively contribute to the achievement of the District Strategic Directions; 2) The annual progress report measures progress toward District Strategic Directions and District Objectives, as well as College goals and objectives.

The *Integrated Planning Manual* is reviewed and updated annually to maintain credibility as a valuable resource. The annual update, prepared by the Vice Chancellor of Educational Services and Technology, typically reflects minor changes, such as in descriptions, timelines or processes. In addition to this annual review of content, the planning processes described in the *Integrated Planning Manual* are evaluated every three years. This assessment occurs as part of NOCCCD's assessment of its decision-making processes that includes gathering input District-wide and then using those results to prepare an assessment report that is submitted to DCC. DCC reviews the

assessment report and recommends revisions to planning processes as warranted based on that assessment. The *Integrated Planning Manual* is then updated to reflect any agreed-upon changes in the planning processes. Through these two review processes, one completed on an annual basis and one completed every three years, the *Integrated Planning Manual* captures the inevitable changes in planning processes that occur during the District's cycle of continuous quality improvement.

Likewise, an assessment process is in place for budget allocation, as described in the *Budget Allocation Handbook*. Every October the Council on Budget and Facilities evaluates the allocation model. CBF reports to the District Consultation Council about formula-driven allocations, such as backfill rates, FTES targets, and operating increases for COLA and growth funding. Each budget center provides input via their representatives on CBF.

Analysis and Evaluation

The College meets the standard. The District has processes to evaluate regularly District and College role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. It is a priority of the District Consultation Council to assess District-wide integrated planning, decision-making and governance during the 2016-2017 academic year.

Evidence

District Decision-Making Resource Manual, 2016

District Integrated Planning Manual, 2014

District Budget Allocation Handbook, 2013

Quality Focus Essay



One of two Distinguished Students of the Year in 2017, Russell Hillabrand earned associate's degrees in philosophy, political science, geography, religious studies, and economics before transferring to Pomona College with a full scholarship. In addition to his academic accomplishments, Hillabrand was recognized for his contribution to the success of other students as a Supplemental Instruction leader in Philosophy and American Government. His career goal is to become a professor of comparative philosophy.

The Clothesline Project is an annual event held to provide survivors of violent crimes an opportunity to offer testimony. Participants share their stories on T-shirts hung from clotheslines in the quad.



Section H: Quality Focus Essay

Introduction

When Fullerton College began the formal self-evaluation process in Spring 2015, it established a philosophy to guide the efforts of the large team of people who would be devoting considerable time and energy to reviewing and evaluating the work of the College. That philosophy emphasized the importance of identifying opportunities to improve. This Quality Focus Essay discusses two topics that consistently came up in the self-evaluation process, **distance education** and **institutional effectiveness**.

Process to Select Topics

To identify projects for the Quality Focus Essay, the Fullerton College Accreditation Steering Committee (FCASC) identified trends among the opportunities for improvement that arose during the initial stages of the self-evaluation process. At a series of meetings in Spring 2016, this list of trends was reviewed and discussed, and four candidates emerged, representing different paths to improving student learning:

- Institutional Effectiveness
- Distance Education
- Campus Diversity
- Transparency in Decision Making

The FCASC put together a brief presentation on the four potential topics, which was shared with the campus at governance and division meetings in Fall 2016 for feedback and discussion. The steering committee then met to review and discuss the projects in light of the feedback and selected two to discuss in the Quality Focus Essay: Institutional Effectiveness and Distance Education.

A short presentation about the two selected projects was then shared with the entire campus at the Spring 2017 Convocation.

Rationale for selected topics:

The FCASC looked for projects that would benefit from a multi-year, campus-wide approach to improving student learning. The two projects selected offer the most tangible connection to student learning and they allow the College to address concerns identified by a cross-section of the campus community.

In addition, while separate plans were prepared for both projects, there are several points where the projects intersect, namely around the collection, distribution, and use of data and information to inform decisions. Given that intersection, the FCASC determined both projects should be addressed in the Quality Focus Essay.

Action Project #1: Improving Online Education

- Outcome 1: Instructors teaching Online Education courses will maintain regular and effective contact in accordance with College and district policies.
- Outcome 2: Success and retention rates in Online Education courses will increase.

Rationale for Selection of Topic:

The online education offerings at Fullerton College are a result of two related commitments: To provide student access and to offer quality instruction and curriculum. Rather than use online education courses to recruit new students or to expand the reach of the College's enrollment, department faculty at Fullerton College identify courses for online sections as a way to better serve the current and existing population of students based on observed needs and interest as well as appropriateness of the course curriculum.

While this approach has allowed departments to respond to demand and interest in courses, it has also prevented the College from developing comprehensive and cohesive strategies for ensuring that online education classes are comparable in quality to traditional face-to-face sections. Combined with evidence that students in online sections of courses have lower retention and success rates than students in traditional, face-to-face courses, the College determined that online education at Fullerton College warranted the closer attention and opportunity for focused planning that the QFE provides.

Background:

Distance Education began at Fullerton College in 1981 with televised courses offered via cable television. The first online course was offered in 1998. In 2008-2009, the College had approximately 289 course sections using distance education methodologies.

Currently, the College has 359 courses that have been approved to be offered completely online, representing approximately 20% of the total courses offered at the College. While the majority of these courses are not regularly offered online, they have been reviewed and approved for distance education by the Fullerton College Curriculum Committee, which ensures that course content and scope are identical for online and face-to-face sections of the course. In addition, the curriculum committee approval process requires that each proposal for a course to be offered online describe methods of instruction as well as contact types and frequencies for the online sections of the course.

In Fall 2016, Fullerton College enrolled 6,611 students in 125 sections of online courses, accounting for approximately 9% of all student enrollments and 5% of all course sections offered that term. Of those students, 1,474 (less than 2% of total student enrollment) were enrolled exclusively in online courses. The overall completion rate for DE courses for that period was 77% and the success rate was 55%, figures that are comparable to statewide averages (78% and 51%). During the same time period, the completion and success rates for students in face-to-face

courses was 83% and 67%, respectively, which is also comparable to statewide averages (86% and 63%).

While the success rates of the relatively small percentage of students enrolled in online courses at Fullerton College might be typical for the state, the fact is that these students generally are not only taking courses online; they are enrolled in traditional face-to-face classes at the College as well. For example, the majority of students enrolled in an online course in Fall 2016 (5,137, or approximately 80%) were also enrolled in at least one face-to-face class. Given that, Fullerton College sees students in online courses not as a distinct population to be measured only against statewide averages based on method of instruction but rather against the College's campus-wide completion and success rates. Based on that measure, improving completion and success in online courses was identified by the College as a priority.

Distance Education Strategic Plan

The specific projects outlined here are consistent with the broader Distance Education Strategic Plan (DESP) developed by the Distance Education Advisory Committee (DEAC), a subcommittee of the Faculty Senate. The Strategic Plan, which was updated in November 2016, defines a common vision for distance education and instructional technology at the College. It establishes comprehensive strategic goals, and it charts the steps to success for the coordinated implementation of distance learning and instructional technology across the campus. Most importantly, it sets goals for integrating Distance Education planning, budgeting, training, and improvement into the College's overall planning processes.

The DESP positions the College to improve and to promote effective technology-enhanced instruction while responding to the rapidly changing fields of online learning, instructional technology, and the need for students to achieve digital literacy at the college level. The DESP also aligns the College more closely to accreditation standards related to supporting student learning, providing access to student services, improving institutional effectiveness, and integrating technology planning and budgeting with institutional planning and budgeting. The purpose of this plan is to establish a collaborative and comprehensive strategic plan that supports the effectiveness and the quality of distance education at Fullerton College.

Summary of Components and Timeline of Action Projects for Improving Distance Education

Component 1: Online Teaching Certificate

A major component of the Action Plan was put into place in Fall 2016 with the implementation of the Online Teaching Certificate. Based on recommendations from the Distance Education Advisory Committee, the Staff Development Committee worked with faculty and staff to develop a series of workshops and training modules with a focus on current and innovative

pedagogy, technologies, and best practices related to online teaching and web-enhanced instruction. Instructors can earn a certificate by completing 20 hours of workshops from core and supplemental categories.

The current OTC workshops and training include material from the Online Education Initiative (OEI), a collaborative effort among California Community Colleges (CCCs) to ensure that significantly more students are able to complete their educational goals by increasing both access to and success in high-quality online courses. While Fullerton College is not currently participating in the OEI exchange, which allows students to register for online courses at any of the participating colleges without completing separate registration and matriculation processes, the College decided to use the OEI rubric as a reference in establishing local best practices and guidelines for instructors teaching online.

Component 2: Distance Education Handbook

Faculty teaching online at Fullerton College are provided a number of resources to assist in developing effective practices via links on the College's Distance Education webpage. While these links can provide valuable information, the College recognizes the need to develop its own materials suited to the specific needs of Fullerton College instructors teaching Fullerton College courses and Fullerton College students. Therefore, a Distance Education handbook is being developed to guide and assist faculty as they teach and develop online courses.

Component 3: Student Readiness Plan

A key element to student success in online, hybrid, and web-enhanced courses is ensuring that students who enroll in these courses are prepared to use the technologies needed to be successful and that they understand what these courses require from them. The College is evaluating materials provided through the Online Education Initiative to determine how these materials can be used to help students assess their readiness for online instruction as well as the materials' suitability to help students develop the skills and concepts needed to be successful. The Student Readiness Plan will outline what steps the College will take to ensure students are prepared for the general requirements of online courses.

Outcome	Component	Start Date	Summary of Steps and Tasks	Responsible Parties	Completion Date
O: 1 and 2	DE Handbook	September 2016	<ul style="list-style-type: none"> • Evaluate sample handbooks • Revise existing DE material • Publish and share first edition of handbook • Adopt DE handbook 	<ul style="list-style-type: none"> • DEAC • Faculty Senate (approval) 	May 2017
O: 1	OTC	January 2017	<ul style="list-style-type: none"> • Pilot Boot Camp • Conduct Spring Semester Workshops 	<ul style="list-style-type: none"> • Staff Development Committee • OTC trainers • Distance Education office 	May 2017
O: 1	OTC	June 2017	<ul style="list-style-type: none"> • Review participant evaluations from OTC boot camp and Spring Semester • Review and revise workshop topics and schedule as needed • Review and revise workshop materials revised as needed 	<ul style="list-style-type: none"> • Staff Development Committee • OTC trainers 	August 2017
O: 1	OTC	July 2017	<ul style="list-style-type: none"> • Boot Camp 2.0 	<ul style="list-style-type: none"> • OTC • Staff Development 	August 2017
O: 1 and 2	OTC	July 2017	<ul style="list-style-type: none"> • Conduct pilot Canvas training • Collect evaluation on pilot training • Review training process and materials • Revise training process and materials based on feedback • Develop recommendations for ongoing Canvas training 	<ul style="list-style-type: none"> • OTC • Staff Development • DEAC • Faculty Senate (approval) 	November 2017

Outcome	Component	Start Date	Summary of Steps and Tasks	• Responsible	Completion
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				Parties	Date
O: 1	DE Handbook 2.0	August 2017	<ul style="list-style-type: none"> Revise handbook to include: <ul style="list-style-type: none"> Division guidelines for authentication of student identification Student Readiness FERPA guidelines OEI Evaluation Rubric Process Template for Schedule Comments for DE classes Adopt DE Handbook 2.0 	<ul style="list-style-type: none"> DEAC Faculty Senate (adoption) 	March 2018
O: 1 and 2	OTC	August 2017	<ul style="list-style-type: none"> Advertise OTC Boot Camp for Fall and Spring Semester workshops Hold OTC information sessions for faculty 	<ul style="list-style-type: none"> Staff Development Committee DEAC OTC trainers Division Deans 	May 2018
O: 1	OTC	February 2018	<ul style="list-style-type: none"> Identify relevant College DE procedures and definitions Revise OTC material as needed to align with College procedures and definitions 	<ul style="list-style-type: none"> DEAC Staff Development OTC trainers 	November 2019
O: 1 and 2	Student Readiness	January 2018	<ul style="list-style-type: none"> Pilot OEI Student Readiness Tutorials in select DE, Hybrid, and Web enhanced classes 	<ul style="list-style-type: none"> DEAC 	March 2018
O: 1 and 2	Student Readiness	February 2018	<ul style="list-style-type: none"> Develop a Student Readiness Assessment Plan 	<ul style="list-style-type: none"> DEAC 	April 2018
O: 1	OTC	February 2018	<ul style="list-style-type: none"> Propose process to include DE courses in faculty evaluations Review and discuss proposal Revise proposal to reflect feedback from constituency groups Revise contracts to include evaluation of online instructions 	<ul style="list-style-type: none"> DEAC Faculty Senate PAC United Faculty AdFac United Deans Council NOCCCD Human Resources 	July 2018
O: 1	DE Handbook 2.0	April 2018	<ul style="list-style-type: none"> Adopt DE Handbook 2.0 	<ul style="list-style-type: none"> Faculty Senate 	May 2018
O: 1 and 2	Student Readiness	April 2018	<ul style="list-style-type: none"> Develop Student Readiness Assessment Pilot 	<ul style="list-style-type: none"> DEAC Faculty Senate (approval) PAC (approval) 	May 2018

Outcome	Component	Start Date	Summary of Steps and Tasks	Responsible Parties	Completion Date
O: 1 and 2	Student Readiness Assessment	July 2018	Pilot Student Readiness Assessment at registration for select classes	<ul style="list-style-type: none"> • DEAC • Counseling Admissions and Records 	February 2019
O: 1	OTC	September 2018	<ul style="list-style-type: none"> • Analyze retention and success data for DE courses for OTC instructors • Analyze retention and success data for DE and face to face courses • Review sample DE courses 	<ul style="list-style-type: none"> • DE faculty • DEAC • Vice President of Instruction 	May 2019
O: 1 and 2	Student Readiness Assessment	February 2019	<ul style="list-style-type: none"> • Evaluate success and retention data from pilot classes • Develop College-wide Student Readiness Assessment Plan 	<ul style="list-style-type: none"> • DEAC • Counseling Admissions and Records • Faculty Senate (approval) • PAC (approval) 	June 2019
O: 1 and 2	Student Readiness Assessment	July 2019	<ul style="list-style-type: none"> • Implement Student Readiness Assessment plan 	<ul style="list-style-type: none"> • Admissions and Records 	May 2021

Success Indicators

In order to evaluate the success of the Distance Education Action Projects, the College has set three benchmarks for each outcome.

Outcome 1: Instructors teaching Online Education courses will maintain regular and effective contact in accordance with College and district policies.

Current Levels (as of May 2017)	Benchmark 1 Target date: August 2018	Benchmark 2 Target date: May 2020	Benchmark 3 Target date: December 2020
<ul style="list-style-type: none"> • 17 faculty have completed the Online Training Certificate • 125 faculty have completed at least one OTC workshop • Attendance at all OTC workshops was 409 • 41 faculty have completed the OTC evaluation of Regular and Effective Contact 	<ul style="list-style-type: none"> • The number of faculty who complete the OTC program will increase by 50% to 24 • The number of faculty completing at least one OTC workshop will increase by 20% to 150 • Total attendance at OTC workshops will increase 20% • Faculty completing the OTC evaluation of Regular and Effective Contact will increase by 20% to 50 	<ul style="list-style-type: none"> • The number of faculty who complete the OTC program will increase by 25% to 30 • The number of faculty completing at least one OTC workshop will increase by 10% to 165 • Total attendance at OTC workshops will increase 10% • Faculty completing the OTC evaluation of Regular and Effective Contact will increase by 10% to 55 	<ul style="list-style-type: none"> • The number of faculty who complete the OTC program will stabilize at a rate reflective of any growth in online course offerings and hiring of new faculty • The number of faculty completing at least one OTC workshop will stabilize at a rate reflective of any growth in online course offerings and hiring of new faculty • Total attendance at OTC workshops will stabilize at a rate reflective of any growth in online course offerings and hiring of new faculty • All faculty teaching online courses will complete the OTC evaluation of Regular and Effective Contact

Outcome 2: Success and retention rates in Online Education courses will increase.

Current (as of May 2017)	Benchmark 1 Target date: May 2018	Benchmark 2 Target date: May 2019	Benchmark 3 Target date: May 2021
<ul style="list-style-type: none"> • The overall success rate in online courses is 82% of the success rate in face-to-face courses • The overall completion rate in online courses is 90% of the completion rate in face-to-face courses • No students have completed the Student Readiness Assessment 	<ul style="list-style-type: none"> • Overall success rate in online course will increase to 90% of the College's success rate in face-to-face courses • Overall completion rate will maintain current level of 90% of the College's completion rate in face-to-face classes • Pilot group of approximately 100 students will complete Student Readiness Assessment as part of regular class activities 	<ul style="list-style-type: none"> • Overall success rate in online course will increase to 95% of the College's success rate in face-to-face courses • Overall completion rate will increase to 95% of the College's completion in face-to-face classes • Pilot group of approximately four courses will complete Student Readiness Assessment at registration 	<ul style="list-style-type: none"> • Overall success rate in online course will be comparable to the College's success rate in face-to-face courses • Overall completion rate will be comparable to the College's completion in face-to-face classes • All students enrolling in online courses will complete Student Readiness Assessment at registration

Action Project #2: Regular Evaluation of Institutional Effectiveness

- Outcome 1: The College will monitor performance on student achievement indicators and assess results against the institution-set standard for each indicator.
- Outcome 2: The College will integrate institutional-set standards performance data into decision-making processes.

Rationale for Selection of Topic

Fullerton College regularly engages in a number of formal and informal processes to determine and report its effectiveness. Perhaps as a result of the discrete data sets that are generated each year to show compliance with regulations and standards, what has been missing is a single, comprehensive metric that encompasses the work done at the College. While members of the College community are confident that they are engaged in effective practices for meeting the College's mission, there is no clear way for the College to see if or how those practices are working together towards measurable outcomes.

Background:

In March 2016, the Fullerton College President's Advisory Council appointed a workgroup to determine institution-set standards of performance for student success indicators. Institution-set standards are the minimum level of performance set internally by institutions to meet educational quality and institutional effectiveness expectations. Standards reflect the "floor" or "baseline" levels of satisfactory performance of student learning and achievement below which the institution does not want to fall. Standards are different than improvement or target goals as goals are aspirational in nature. Federal (Higher Education Opportunities Act of 2008) and accreditation (ACCJC Standard IB3) regulations mandate that all higher education institutions establish institution-set standards for student achievement, assess performance on student outcome metrics against the standards, and use this assessment to set goals for improvement when the standards are not being met. The regulation requires colleges to set standards for institution-level and program-level student success metrics.

Process for setting standards:

The workgroup met once during the Spring 2016 semester, once during Summer 2016, and bimonthly throughout the Fall semester. The workgroup used the PAC-approved document to guide its work. The workgroup researched work that was conducted at peer institutions to implement institution-set standards. Three methodologies for setting standards were identified:

1) along a central tendency (mean/median), and sometimes above the central tendency when aspirational, 2) within an established statistically calculated confidence level, and 3) at an established raw number or percentage below a five-year average. The Fullerton College Office of Institutional Research and Planning conducted data analysis using each methodology and

presented them to the workgroup. Discussions ensued over the course of the Fall 2016 semester that identified various concerns with the appropriateness of applying each methodology to College data, as well as outlining processes for review and actions if an indicator falls below the standard. Below are the indicators for which the workgroup established standards. Where possible, the indicators align with the California Community College Chancellor's Office Institutional Effectiveness Partnership Initiative Framework of Indicators.

Indicators

- Course completion and success rates
 - Course completion rate – Percentage of fall term credit course enrollments where student did not withdraw from class and received a valid grade
 - Course success rate - Percentage of fall term credit course enrollments where student earned a grade of C or better (including Pass for Pass/No Pass courses)
- Student persistence from Fall to Spring semesters
 - Percentage of first-time freshmen students who are enrolled as of census for an initial Fall semester and a subsequent Spring semester
- Degree and certificate completion
 - The number of California Community College Chancellor's Office approved degrees and certificates awarded in an academic year
- Transfer volume
 - The Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities
- Job earnings
 - The percent change (increase or decrease) in earnings after taking classes as measured on the CTEOS Survey.
- State licensing examination scores
 - The percent of students who pass state licensing exams after completing the necessary coursework at Fullerton College

Methodology

Using the average of the most recent academic years, the workgroup established the 90% cutoff of the average as the standard for each of the indicators identified above, with the exception of State licensing examination scores. Additionally, the workgroup recommends the College establish a 95% cautionary level, in order to be proactive in the potential analyses and responses in the event any indicator dips below 90% of the 5-year average. Since only one program within the College has State licensing examinations as part of the curricula, the workgroup recommended the College adopt the previously established 80% overall standard for the Cosmetology program.

Summary and Timeline of Action Projects for Improving Evaluation of Institutional Effectiveness

Component 1: Annual Review of Institution-set Standards (ARIS)

The development of institution-set standards is a first step towards establishing a more comprehensive and consistent approach to evaluating the College's effectiveness. In order to use this standard, the data will need to be collected and analyzed against the standards set. The indicators around which data is collected will need to be evaluated to determine whether additional indicators need to be included, and standards themselves will also need to be reviewed to ensure they continue to provide meaningful information about the College that can guide decision-making and planning.

The development of ARIS will pull together all relevant data and information related to institution-set performance standards on an annual basis.

Component 2: Enhance Existing Planning with Institution-set Standards Data

While ARIS will be a key tool to evaluating the overall effectiveness of the institution, the performance standards set by the College should also be considered as groups and committees plan and evaluate their own practices and programs. This component of the Action Project will focus on identifying relevant and appropriate reports and other documents to which can be added data about performance relevant to the standards.

Component 3: Action Plan Protocols (APPs)

In addition to monitoring performance of the identified indicators, the College needs to develop a method for responding if performance drops below the standard. Rather than create entirely new planning structures, the College will develop APPs using existing planning and decision-making processes and tool.

Outcome	Component	Start Date	Summary of Steps and Tasks	Responsible Parties	Completion Date
1	ARIS	July 2017	<ul style="list-style-type: none"> • Collect data for indicators for Fall 2012-Fall 2016 • Identify and provide relevant contextual information • Develop preliminary evaluation of College effectiveness relative to the standard • Develop preliminary recommendations 	<ul style="list-style-type: none"> • OIRP • IIC 	October 2017
1, 2	ARIS	August 2017	<ul style="list-style-type: none"> • Develop sample department reports applying performance standards metrics to select courses • Distribute sample department reports to instructional programs 	<ul style="list-style-type: none"> • OIRP • IIC • Faculty Senate 	October 2017
1, 2	Enhance Existing Reports	August 2017	<ul style="list-style-type: none"> • Include performance standards metric with KPI reports distributed for instructional program review • Provided contextual information about performance standards metrics and recommendations for using metrics in program review • Collect feedback from instructional programs on Enhanced KPI report and sample department reports 	<ul style="list-style-type: none"> • OIRP • IIC 	November 2017
1	ARIS	October 2017	<ul style="list-style-type: none"> • Present ARIS 1.0 to shared governance groups • Collect feedback on report format • Collect initial response to data and recommendations 	<ul style="list-style-type: none"> • Academic Divisions • Shared Governance groups • Planning groups • Support services 	Dec. 2017

Outcome	Component	Start Date	Summary of Steps and Tasks	Responsible Parties	Completion Date
1	ARIS	January 2018	<ul style="list-style-type: none"> Revise ARIS format based on feedback Update ARIS data, analysis, and recommendations 	<ul style="list-style-type: none"> OIRP IIC 	March 2018
1, 2	Enhance Existing Reports APPs	March 2018	<ul style="list-style-type: none"> Identify relevant decision-making and planning processes and tools Present model/sample methods of integrating ARIS data into existing planning documents and activities Solicit suggestions for sample action plans 	<ul style="list-style-type: none"> IIC PRC PAC Faculty Senate Classified Senate PBRC 	May 2018
2	Enhance Existing Reports APPs	June 2018	<ul style="list-style-type: none"> Prepare academic department reports with indicators selected by academic departments Distribute to academic departments with Program Review Annual Update Solicit suggestions for sample action plans 	<ul style="list-style-type: none"> OIRP Faculty Senate Academic departments 	August 2018
1	Enhance Existing Reports APPs	June 2018	<ul style="list-style-type: none"> Prepare reports for non-instructional program review Distribute reports to non-instructional programs Solicit suggestions for sample action plans 	<ul style="list-style-type: none"> OIRC 	August 2018
2	Enhance Existing Reports	September 2018	<ul style="list-style-type: none"> Revise/Modify planning and decision-making tools and processes 	<ul style="list-style-type: none"> IIC Program Review PBRC 	May 2019
2	APPs	October 2018	<ul style="list-style-type: none"> Collect sample action plans Develop first draft of Action Plan Protocols Share first draft of APPs for review and feedback Revise APPs for approval 	<ul style="list-style-type: none"> IIC Faculty Senate PAC Classified Senate Associated Students 	May 2019
1, 2	ARIS	January 2019	<ul style="list-style-type: none"> Update ARIS data, analysis, and recommendations Recalculate performance standards 	<ul style="list-style-type: none"> OIRP IIC 	March 2019

Success Indicators

In order to evaluate the success of the Institutional Effectiveness Action Projects, the College has set two benchmarks for each outcome.

Outcome 1: The College will monitor performance on student achievement indicators and assess results against the institution-set standard for each indicator.

Benchmark 1 Target date: March 2018	Benchmark 2 Target date: May 2019
<ul style="list-style-type: none"> • A complete cycle of data collection, analysis, and reporting will be completed 	<ul style="list-style-type: none"> • A second cycle of data collection, analysis, and reporting will be completed • Performance standards will be revised

Outcome 2: The College will integrate institutional-set standards performance data into decision-making processes.

Benchmark 1 Target date: May 2018	Benchmark 2 Target date: May 2019
<ul style="list-style-type: none"> • Relevant Institution-set standards performance data will be included in reports to planning and decision-making bodies 	<ul style="list-style-type: none"> • Relevant Institution-set standards performance data will be included in instructional and non-instructional program reviews

Section I: Changes and Plans Arising out of the Self-Evaluation Process

Change	Standard	Responsible Parties	Timeline	Outcome	Status
Revised Mission Statement	I.A.1	<ul style="list-style-type: none"> • Mission Statement Workgroup • PAC • Faculty Senate • Institutional Integrity Committee 	January 2017-June 2017	<ol style="list-style-type: none"> 1. A Mission Statement that meets ACCJC Standards 2. A Mission Statement that provides the College with clear guidance in all stages of planning and evaluation 	Mission Statement approved by Board of Trustees June 13, 2017
Using Institution-set Standards in Planning and Evaluation	I.B	<ul style="list-style-type: none"> • Standards Workgroup • Institutional Integrity Committee • Program Review 	August 2016-October 2017	<ol style="list-style-type: none"> 1. Institution-set standards will be shared broadly across campus 2. Program Review process will include addressing Institution-set standards 	<p>Standards adopted by Faculty Senate and PAC May 2017</p> <p>See Quality Focus Essay Topic 2 for Action Plan related to use of Institution-set Standards in Planning and Evaluation</p>
Re-activated Distance Education Advisory Committee (DEAC)	IIA	<ul style="list-style-type: none"> • Faculty Senate 	Sept. 2015-May 2017	<ol style="list-style-type: none"> 1. Advisory committee will be formed to provide guidance to faculty on matters related to distance education 2. Training, guidelines, and support material will be developed to support online instruction and practices 	<p>Committee formed and began meeting Nov. 2015</p> <p>See Quality Focus Essay Topic 1 for Action Plan related to improving distance education.</p>

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