Fullerton College

2009 – 2010
Resource Documents
for
Planning and College Initiatives

Document also available online at:
http://pac.fullcoll.edu/resourcedocs.pdf
INTRODUCTION
Introduction

Fullerton College experienced significant institutional development and student success in the past academic year, as evidenced by the academic success of our students, achieving the status as the number one transfer institution to the State Universities, completion of new facilities and improved governance structures. These have all brought fresh perspectives to our core mission.

This publication, *The Fullerton College 2009-2010 Resource Documents*, outlines the college’s accomplishments in 2008-2009 and the directions that will frame the decision-making process during the upcoming academic year. The objectives set out in this document are drawn from the district Strategic Plan. This year the financial challenges are considerable, but I am confident we have the ability to succeed. As we embark on a new academic year, each of you will have the opportunity to participate in the major college wide initiatives including the Accreditation Self-Study, Basic Skills Initiatives and governance. You are partners in taking us to the next level of research and education excellence. Your work will be hard, your jobs formidable, but I promise you the rewards will be worth it.

All of you will help move Fullerton College forward. Everyone has a role – from maintaining this beautiful campus to teaching and supporting our students as they navigate the predictable construction obstacles. Together we will make this year one we can look back on with pride. This collection of planning and resource documents will serve as the framework to develop our strategic initiatives.

I want to express my gratitude to all those throughout Fullerton College whose efforts have contributed so much to making these achievements possible.

Best regards,

Kathleen O'Connell Hodge, Ed.D.
President
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GOVERNANCE
Fullerton College Participatory Governance

Participatory governance at Fullerton College is achieved in the spirit of cooperation, collaboration, and collegiality. It promotes the vision and values of the College and ensures their achievement through appropriate policies and procedures via a structure of councils, committees, and task forces.

The purpose of the Fullerton College participatory governance structure is to provide each constituent group the opportunity to participate in the planning process and program initiatives as well as to develop, review, and revise policies and procedures through their representatives. Functionally, this is accomplished by councils, committees, and task forces created to formalize collegiality, to facilitate collegial communication, and to resolve issues as close to the point of origin as possible. These structures provide an opportunity for all perspectives of constituent group interests to be considered. The result is effective processes for planning, implementation, evaluation, and planning agenda(s) for improvement.

General Principles

1. All decision making is based on recognition that the College exists to educate students.
2. All constituent groups have a vested interest and a role in ensuring that Fullerton College fulfills the mission defined by the legislature, State Board of Governors, and the North Orange County Community College District Board of Trustees.
3. Participatory governance is a method of organized and collegial interaction in which faculty, staff, students, and managers participate in thoughtful deliberation and decision-making, leading to recommendations made to the College President.
4. Mutual agreement is the goal to be achieved through active participation and collegial interaction by all constituent groups.
5. The most effective means of developing policies and procedures is to provide opportunity for involvement by the constituent groups affected by the implementation of these policies and procedures.
6. In academic and professional matters, as defined by AB1725, the College President will rely on the advice of the Academic Senate in reaching mutual agreement.
7. Representatives of constituent groups involved in the participatory governance process have the responsibility of keeping their respective groups informed of the proceedings and recommendations of governance groups.
8. Individuals not serving as representatives have the opportunity to share concerns with their constituent groups, with the anticipation that their views will be represented in governance councils, committees, and task forces.

Roles of the Participants in Participatory Governance

College President
The College President represents the Governing Board. The President is responsible for providing communication procedures and the infrastructure for achieving participation from all constituencies in the decision-making processes appropriate to participatory governance. The President encourages the participation of all constituencies in their appropriate participatory governance roles.
Faculty Senate
The Faculty Senate represents the faculty of Fullerton College in academic and professional matters. Consistent with AB1725 and other District policies, the President consults collegially with the Faculty Senate on academic and professional matters. The Senate expresses the view of the faculty through a vote of the Senate. At the Senate's discretion, the Senate may choose to delegate its responsibility to specific committees or to individual faculty members for limited duration and purposes.

As appropriate, the Senate adopts procedures and approves or endorses actions related to academic and professional matters which include: (1) curriculum including established prerequisites and placing courses within disciplines; (2) degree and certificate requirements; (3) grading policies; (4) policies for faculty professional development activities; (5) other academic and professional matters as mutually agreed upon.

The Faculty Senate makes all faculty appointments to college governance committees. Appointees are expected to regularly attend meetings and to contribute as a part of their professional responsibilities. The faculty members serving on those committees are participating to represent and express the interests of (1) the Senate and (2) their constituents. Appointees do not make decisions for the Senate and are obligated to communicate regularly to the Senate and their representative groups on the governance committee's activities.

Classified Senate
The Classified Senate represents the classified staff in participative decision making and in the participatory governance process which develops and formulates policy and practice with no collective bargaining effect related, but not limited to, the following: (1) representing the perspective of classified staff in policy and procedure deliberations; (2) offering staff in-service activities; (3) communicating among the various interest groups and classified staff of Fullerton College; (4) collaborating with CSEA for appointment of classified staff on all governance committees; (5) maintaining the delineation of responsibility between the Classified Senate and CSEA. The Classified Senate has no responsibility in any area related to bargaining or working conditions; such issues are the explicit responsibility of CSEA. CSEA has the right to appoint the classified representatives to all participatory governance committees. The College President ensures that the recommendations and opinions of classified staff are given every reasonable consideration within this structure.

Associated Students of Fullerton College
The Associated Students of Fullerton College (AS) is the official voice of the Fullerton College student body and is responsible for selecting students to serve on appropriate college councils, committees and task forces. The Associated Students represent the students of Fullerton College in participative decision making and in the participatory governance process which develops and formulates policy and practice related, but not limited to, the following: (1) the AS makes recommendations to the Director of Student Affairs and/or Dean of Student Support Services regarding academic and extracurricular concerns of students; (2) the AS serves as the representative of Fullerton College students on the President's Advisory Council; (3) the AS presents to the President's Advisory Council recommendations and policy for college wide consideration; (4) the AS appoints student representatives for governance committees.

Deans/Managers of Fullerton College
The Deans/Managers of Fullerton College represent the college deans, directors, and classified managers on the President's Advisory Council. The deans/managers are responsible for (1) communicating all college wide issues to deans/managers; (2) representing the perspective of deans/managers in college
wide discussion of policy and procedures at the President's Advisory Council; (3) reporting to the deans/managers governance issues for dissemination through their areas of responsibility.

Responsibilities of All Parties

Participatory governance committee deliberations and actions should be public. In addition to representation afforded to individuals through constituent groups, individuals and groups may also be heard by any council, committee, or task force by requesting permission to speak.

The final authority for governance at Fullerton College is the North Orange County Community College District Board of Trustees. The Board of Trustees delegates authority to the President through the District Chancellor. The President and all constituent groups are committed to a functional and effective participatory governance process.

The Governance Structure

**Council** – A council meets on a regular basis and is composed of constituency representatives designated or selected to act in an advisory capacity. A council often directs the work of numerous committees or task forces.

**Standing Committee** – A standing committee is composed of constituency representatives and considers matters pertaining to a designated charge or subject. A committee reports its recommendations to appropriate representative bodies.

**Committee** – All governance bodies may establish their own committees to support their work. All committees should have a defined purpose. If desired, governance units may request membership from other constituent units to serve as resource members. Resource members will be assigned as defined under "Membership." The President's Advisory Council may establish committees with overarching purpose on topics that are also being reviewed from the perspective of a particular constituent unit.

**Task Force** - A task force addresses special college wide issues or tasks and meets until the issue is resolved or the task is completed.

Membership

Fullerton College faculty, staff, students, and managers serve on a variety of college, constituent group and district councils, committees, and task forces. Members of the governance groups of the college are determined by constituent groups. When the appointment is to be made based on the position held by the individual, the specific position is identified in the composition of the group. When the individual is appointed or elected to represent a constituent group, the following processes are followed:

**Faculty Senate Appointments** - All faculty appointments are made through the Senate.

**Classified Appointments** – All Classified appointments are accomplished by the collaboration of the Classified Senate through the CSEA appointment process.

**Student Appointments** - All student appointments are made through the Associated Students.
Deans/Managers Appointments - All deans/managers appointments are made by the College President after consultation with the deans/managers.

Appointments - Appointments of membership will generally be made in April/May to fill positions which will be vacated the subsequent year. Appointments may be otherwise made at any time deemed appropriate by the participatory governance group.

Fullerton College Councils and Committees

President's Advisory Council
Purpose: The purpose of the President's Advisory Council (PAC) is to receive and review college policy recommendations from any and all college groups, obtain constituent opinions, advise the President as to policy recommendations, provide a venue for college wide initiatives and provide a means of communication within the college community. The PAC is the forum in which all proposed broad-based college policy and procedural changes are discussed collegially before they are acted on or implemented by the College President. (PAC)

Budget Development Committee
Charge: The charge of the Budget Development Committee (BDC) is to: (1) advise on the development of budgetary policies, processes and timelines; (2) receive and review budget proposals from departments and/or program areas; (3) review and recommend projects to be funded through the "Dynamic Fund"; (4) recommend funding priorities for the overall college budget; (5) sponsor budget orientation workshops for the members of BDC and as needed by the college community; (6) engage in self-directed study to meet its regulatory obligations under Title 5 of the California Code of Regulations, and to maintain authority delegated by the State Chancellor's Office. (PAC)

Staff Development Committee
Charge: The charge of the Staff Development Committee is to: (1) plan, develop, coordinate, review and evaluate the professional development activities; (2) plan Flex Day activities for ongoing professional development; (4) assist in the preparation of the twice yearly reports to the District Officer of Staff Development: on expenditures, funding priorities, procedures, deadlines, activities, schedules of meetings, attainment of goals, needs assessments, etc. (PAC)

Distance Education Program Advisory Committee/Technology Implementation Committee
Charge: The charge of the Distance Education Advisory Committee is to: (1) assess how effectively current technology is being utilized at the college; (2) identify, prioritize and recommend areas for expansion of technology utilization for the enhancement of instructional programs, student services and the management of the college; (3) identify, prioritize and recommend both on-going and specialized training needs for maximum utilization of technological resources. (Faculty Senate)

Technology Implementation Committee
Charge: The charge of the Technology Implementation Committee is to: (1) identify, prioritize and recommend staffing for technology; (2) develop an on-going comprehensive College Technology Plan for consideration by PAC; (3) recommend funding strategies and priorities for major technology spending to the BDC; (4) receive regular reports from the District Information Technology Committee, and review and respond as appropriate. (PAC)
Campus Diversity Committee
Charge: The charge of the Campus Diversity Committee is to: (1) plan and develop activities with the purpose of promoting harmony, equality and unity through a greater understanding of diversity; (2) provide advice and recommendations to the College President on related issues. (PAC)
2009 – 2010
Officers of the College

Executive Officers

Dr. Kathleen O'Connell Hodge, President
Dr. Lawrence G. Buckley, Vice President – Instruction
Dr. Toni DuBois, Vice President – Student Services
Dr. Janet Portolan, Vice President – Educational Support
Adam O'Connor, Director – Budget & Finance

Deans

Albert Abutin, Interim Dean – Admissions and Records
Jacqueline Boll, Dean – Learning Resources and Library
Lisa Campbell, Dean – Counseling/Student Development
Dr. Bruce Cordell, Dean – Natural Sciences
Mark Greenhalgh, Dean – Mathematics and Computer Science
Ann Hovey, Dean – Business and CIS
Robert Jensen, Dean – Fine Arts
Carol Mattson, Dean – Academic Services
Scott McKenzie, Dean – Technology and Engineering
Bob Miranda, Dean – Student Support Services
Dr. Pete Snyder, Dean – Physical Education
Daniel Tesar, Dean – Social Science
Dan Willoughby, Dean – Humanities

Directors

Lily Espinoza – Cadena/Transfer Center
Christine Fighera – Physical Plant and Facilities
Darlene Jensen – Student Activities
Nick Karvia – Bookstore
Christine Kiger – Campus Health Services
Paul McKinley – Disability Support Services
Danissa McLean – Basic Skills
Dr. Ken Meehan – Institutional Research
Dr. Nilo Niccolai – Academic Computing Technologies
Karen Rose – Special Programs
Greg Ryan – Financial Aid
Olivia Veloz – Academic Support Center
Vacant – Campus Safety
Managers

Cecilia Alvarado – EOPS
Pilar Ellis – International Student Program
Cyndi Grein – Campus Accounting
Andrea Hanstein – Public Information Officer
Co Ho – Systems Technology Services
Robert Morison – Instructional Technology Services
Javier Sierra – Maintenance and Operations
Rena Negrete – Interim Registrar
Faculty Senate
Dr. Marcus Wilson, President
Dr. Kenneth Collins, Past President
Jane Troop, Secretary
Peg Berger, Treasurer
Jennifer Combs, At-Large

Senators:
Alan McAllister, Business/CIS
Nancy Woolridge, Business/CIS
Laura Almadovar-Sole, Counseling
Bryan Ouchi, Counseling
Markus Burger, Fine Arts
Jaime Perez, Fine Arts
Carl Stanaway, Fine Arts
Dr. Doug Eisner, Humanities
Brandon Floerke, Humanities
Dr. Kim Orlijan, Humanities
Stephanie Piazza, Humanities
Rosalinda Ruiz, Humanities
Erica Bennett, Library
Dr. Dana Clahane, Math and Computer Science
Nancy Ikeda, Math and Computer Science
Linda Ternes, Math and Computer Science
Dr. Jan Chadwick, Natural Sciences
Dr. Sean Chamberlin, Natural Sciences
Dr. Sam Foster, Natural Sciences
Tim Byrnes, Physical Education
Robin Conrad, Physical Education
Dr. Josh Ashenmiller, Social Science
Dr. Julie Felender, Social Science
Karen Markley, Social Science
TBD, Student Services
Connie Lopez, Technology and Engineering
Jose Miranda, Technology and Engineering
Jay Seidel, Technology and Engineering
Dale Craig, At Large
Rebecca Morgan, At Large
Ricardo Salas, At Large
Sharon Portman, At Large
Jim Book, Adjunct Faculty
**Classified Senate**  
Ericka Adakai, President  
Monica Hagmaier, Vice President  
Rene Negrete, Recording Officer  
Starla Battiest, Treasurer  
TBD, Parliamentarian  

Senators:  
Josue Abarca  
Nicole Diamond  
John Huynh  
Melisa Hunt  
Sharon Kelly  
Elizabeth Ledezma  
Jim McKamy  
Claudia Quilizapa  
April Ramos  
Carol Rehfield  
Shauna Weiner  

**Associated Students**  
Peter Cornett, President  
Garry Suharli, Vice President  
Patricia Rodriguez, Recorder  
Jessie Garcia, Treasurer  
Azzi Shirazi, I.C.C. President  
Rajan Vaidya, Student Trustee  

Senators:  
Natalie Baek  
Min Ji Lisa Cho  
Connie Doan  
Lollypop Howie  
Jennifer Lee  
Soo Ji (Claire) Lim  
Kabir Mathur  
Shefalee Nandwana  
Jackie Napalan  
John Park  
Audrey Rose  
Joseph Thompson  
Vincent Velasquez  
Sherry Yi
GOALS & OBJECTIVES
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<th>Fullerton College Goals</th>
<th>Unit Objectives (i.e. V.P., Division, Governance Units)</th>
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| 1
Instructional programs provide the necessary basic skills training, current and relevant vocational skills, successful transfer preparation, and life-long learning options to meet the needs of our students and community. | 1.1 Develop a college-wide educational master plan.  
1.2 To improve basic skills programs, support the assessment process for basic skills initiatives.  
1.3 Support improvement of vocational and transfer programs through analysis of program review data.  
1.4 Complete the SLO cycle for all active courses, programs, certificates, and degrees.  
1.5 Explore district-wide financial support and infrastructure for distance learning. | |
| 2
The campuses provide the necessary student services to ensure learning success. | 2.1 Improve college-wide knowledge of student services.  
2.2 Augment the training opportunities for certificated and classified staff members.  
2.3 Create a college-wide student equity initiative.  
2.4 Address outcomes of the Student Success Summits.  
2.5 Administer a student satisfaction survey. | |
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<tr>
<td>3</td>
<td>3.1 Complete a District-Wide Functional Map.</td>
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<td>3.2 Enhance SPMS system for district-wide linkage of financial data/payroll and course scheduling.</td>
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<td>3.3 Work in collaboration district-wide on projects to enhance the college:</td>
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<tr>
<td></td>
<td>a. Budget Allocation</td>
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<td>b. Non-Credit Labs</td>
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<td></td>
<td>c. Distance Learning</td>
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<td></td>
<td>d. Emergency Preparedness</td>
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<td></td>
<td>3.4 Participate in Strategic Conversations.</td>
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<td></td>
<td>3.5 Increase involvement in staff development activities.</td>
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<td>4</td>
<td>4.1 Continue to cultivate relationships with the City of Fullerton by participation by FC representatives on community committees (e.g., Education, Housing Authority, Chamber of Commerce).</td>
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<td></td>
<td>4.2 Investigate possibility for involvement in cities in our service area outside Fullerton.</td>
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<td>4.3 Finalize MOU/Master Agreements with both the Friends of Fullerton College and the Fullerton College Foundation and determine exactly how each will be utilized for the maximum benefit of the college.</td>
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<tr>
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<td>4.4 Develop and support partnerships and programs that bring community events and community members to the campus for educational, cultural and social activities.</td>
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Approved by PAC 10/22/2008
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| 5. Effective leadership and decision-making are based on an inclusive process that uses data, standards, law, policies and procedures. | 5.1 Write formal procedures to codify institutional planning and decision making process.  
5.2 Develop implementation guidelines for Budget & Planning calendar.  
5.3 Develop campus climate survey.  
5.4 Strengthen the participatory governance process. |                                                       |
| 6. District revenue-generating opportunities are maximized.                   | 6.1 Maximize college efforts to optimize revenue for FTES production while maintaining academic and vocational balance, grant opportunities, VTEA funds, categorical programs, private donations and private funding sources. |                                                       |
| 7. Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services. | 7.1 Develop an educational master plan that links ongoing review of programs with modifications in buildings, grounds, technology and infrastructure.  
7.2 Establish regular replacement plans for technology infrastructure and equipment, motor pool/maintenance vehicles and other major capital support items for operational support to instruction and other campus services.  
7.3 Use SPMS system to improve instructional program planning and scheduling processes and procedures to maximize student access and success. |                                                       |
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| 7 (continued) Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services. | 7.4 College support services will review and evaluate processes to assure the best service to the college-wide community.  
7.5 Provide appropriate technology, equipment and infrastructure to support instructional programs. | |
| 8 Marketing/communications efforts are evaluated and refined on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fundraising. | 8.1 Establish a campus-wide external community outreach program, partnering with community groups and local industry.  
8.2 Expand and coordinate internal and external Marketing and Outreach efforts. | |
NOCCCD Goal # 1:
Instructional programs provide the necessary basic skills training, current and relevant vocational skills, successful transfer preparation, and life-long learning options to meet the needs of our students and community.

Fullerton College Goal #1:
1.1 Develop a college-wide educational master plan.
1.2 To improve basic skills programs, support the assessment process for basic skills initiatives.
1.3 Support improvement of vocational and transfer programs through analysis of program review data.
1.4 Complete the SLO cycle for all active courses, programs, certificates, and degrees.
1.5 Explore district-wide financial support and infrastructure for distance learning.

Academic Services Unit Objectives Goal #1:

The Academic Services Division will contribute to the district goals by 1) supporting basic skills training through Staff Development and 2) reviewing and approving instructional curricula for vocational, transfer, and life-long learning options through the established campus curriculum process.

The Academic Services Division will contribute to the college goals by contributing to the college educational master plan, supporting the basic skills program, participating in program review as arranged, supporting the completion of the SLO cycle, and exploring support for distance learning. (1.1, 1.2, 1.3, 1.4, 1.5)

- The Academic Services Division will participate in the development of a college-wide educational master plan. (1.1)
- The Curriculum Committee will meet regularly to review and approve new curricula. The Curriculum Committee will follow a six-year review process to review and modify or delete existing curricula, and recommend deleting courses that have not been offered and that will most likely not be offered in the future. (1.3)
- The Curriculum Committee will approve adding, deleting, and modifying courses for submittal to California State University and University of California, Intersegmental General Education Transfer Curriculum (IGETC), and Fullerton College Associate of Art and Associate of Science degrees. (1.3)
- The Curriculum Chair will participate in professional development activities appropriate to the assignment. (1.2, 1.3)
- The Student Learning Outcome and Assessment (SLOA) Committee will meet regularly to plan for a SLO assessment pilot project, and the SLOA Chair will make recommendations on developing SLOs for AA/AS GE requirements to the Curriculum Committee. (1.4)
- The SLOA Chair will meet with the Vice President of Instruction and Dean of Academic Services regularly to review progress and activities associated with SLOs and assessments. (1.4)
- The SLOA Chair will work with faculty to develop or amend course SLOs. (1.4)
- The SLOA Chair will participate in professional development activities appropriate to the assignment.(1.4)
- The Distance Education Advisory Committee (DEAC) will meet regularly to discuss campus needs and make recommendations to the President’s Advisory Council.
- A representative from the DEAC will participate in district-wide discussions to explore options and cost-effective solutions pertaining to distance education.

**Admissions and Records Unit Objectives for Goal #1**

- A&R staff will contribute to the development of a college-wide master plan. (1.1)
- A&R staff will serve as a resource when implementing basic skills initiatives. (1.2)
- Complete the SLO cycle for all active courses, programs, certificates, and degrees. (1.4)
- A&R will develop required SLO’s. (1.4)
- Explore district-wide financial support and infrastructure for distance learning. (1.5)
- Dean of Admissions & Records will continue to serve on the Distance Education Advisory Council. (1.5)

**Business CIS Division Unit Objectives for Goal #1:**

- The Business/CIS division will complete the formulation and submission of SLOs for its computer classes and begin to define assessment methods all course SLOs. (1.4)
- The Business/CIS division will complete the state approval process for new certificate programs. (1.3)
- The Business/CIS division dean will lead the vocational deans in formulation of Career Pathways for all relevant vocational programs, and in reinstatement of the two year program review for all technical programs. (1.3)

**Counseling Division Unit Objectives for Goal #1:**

- The Counseling Division will continue to implement/evaluate approved Basic Skills Projects. (1.2)
- The Counseling Division will initiate SLO evaluations for all Division programs and courses. (1.4)
- Cadena/Transfer Center will evaluate previous SLO’s survey results and begin SLO cycle to start Fall 2009. (1.4)
- Assessment will administer a quiz at the end of the on-line New Student Orientation to assess the SLOs of students and incorporate a learning strategy for students who do not pass segments of the quiz. (1.4)
- Disability Support Services will serve as a resource and help initiate training in Universal Design for Learning Principles to address unique and diverse student learning styles and effective instructional strategies to address these styles. (1.5)

**Fine Arts Division Unit Objectives for Goal #1:** The Fine Arts Division will provide excellent instruction responsive to entertainment industry needs, support excellent classroom instruction with appropriate technology and teacher effectiveness training, and utilize institutional research to improve Fine Arts responsiveness to changing student demographics.

- The Fine Arts Division will create a second draft for the Educational Master Plan. (1.1)
- The Fine Arts Division will attempt to work closely with Ken Meehan to monitor enrollment trends and to develop electronic surveys to study the reasons students enroll in Fine Arts, their respective socio-economic backgrounds, their educational plans, and career interests. (1.2)
The Fine Arts Division will work closely with Ken Meehan to monitor student success measurements for transfer, program and certificate completion, and student retention. (1.2).

The Fine Arts Division will complete the development of SLO assessments for all 247 classes, all 20 vocational certificate programs, and the AA degrees in Art, Advertising and Graphic Design, Music, Commercial Music, and Theatre. (1.4)

The Art and Music Department will expand their on-line class offerings by adding approved on-line classes and creating new on-line curriculum. (1.4)

The Fine Arts Division will host advisory meetings for all Fine Arts vocational certificates in February 2010 and 2011, at which time all program requirements, equipment needs, and industry employment trends will be reviewed. (1.3)

The Fine Arts Division will continue to spearhead efforts leading to pod-casting lectures guest speakers, and student generated content video pod casts, creating virtual tours of the campus, and providing technology that represents current state of the arts standards for training our students. (1.0)

The Fine Arts Division will continue to produce a wide array of student centered programming, including, but not limited to over 50 performance groups, two student art exhibitions, four Fine Arts festivals, an artist in residence program, and several guest artist performances. (1.0)

**Humanities Division Unit Objectives for Goal #1:**

- Track student success in subsequent courses in a sequence as part of program review, and make appropriate recommendations based upon that information. (1.3)
- Evaluate online and hybrid course offerings in terms of success, retention, and other appropriate criteria, and use the information to plan future distance education offerings. (1.3)
- Support the assessment and revision of student learning outcomes. (1.4)

**Library Unit Objectives for Goal #1:**

- Create an information literacy competency plan that incorporates the library’s products and services. (1.1)
- Schedule more training for adjunct in use of SynchronEyes; expand use for assessment and feedback to basic skills students. (1.2)
- Assist the Academic Support Center by providing support to their program for student athletes/basic skills. (1.3)
- Assess SLOs for Library 100 and Library 103 courses. (1.4)
- Develop additional web-based resources. (1.5)
- Enhance collection development of resources for basic skills courses. (1.1-1.5)

**Academic Support Center Unit Objectives for #1**

- Continue to offer ESL Specialist Tutors to support English language learners in the Tutoring Center and Skills Center. (1.2)
- Provide and/or increase innovative software that enhances the student’s understanding of the various delivery modes of lectures and materials presented in the classroom. (1.3)
- Partner with the Physical Education Division and Counseling Center to develop a program to enhance academic support to student athletes enrolled in basic skills courses. (1.3)
- Survey FC staff and students on the use of and effectiveness of current resources and procedures in the ASC and assess corresponding SLOs. (1.4)
- Develop a Pilot Online Tutoring Program, beginning with basic math, to complement online course delivery. (1.5)

**Mathematics Division Unit Objectives for Goal #1:**

- Provide input on the educational master plan (1.1)
- Continue to monitor enrollments in basic skills courses in order to offer an optimized schedule for students (1.2)
- Institutionalize Basic Skills projects funded by Basic Skills initiative that have positive assessments (1.2)
- Enlarge Math Lab facilities and increase staffing to accommodate student demand (1.2)
- Outreach to High School Counselors and AP CSCI instructors with information on programs (1.3)
- Continue to develop material to assess SLOs at all levels (1.4)
- Develop Math and Computer Science Division degree and program SLOs (1.4)

**Natural Sciences Division Unit Objectives for Goal #1:**

Improve excellence and responsiveness of instructional programs to facilitate student learning through enhanced student learning and curriculum innovations.

- Develop lists of students who are potential (or unofficial) Natural Science majors for early faculty mentoring. (1.1, 1.2)
- Expand the Science Roadmap Initiative (SRI), to enhance transfers to CSUF, UC Irvine, and CSU Long Beach; e.g., a team member of UC Irvine’s, NIH-funded “Bridges to the Baccalaureate” program (1.7)
- Identify curricular needs and implement improvements through the 6-year curriculum review process. (1.1, 1.2, 1.3, 1.9)

**Physical Education Division Unit Objectives for Goal #1**

- The P.E. Division Participate will develop an education master plan as part of the educational master plan process. (1.1)
- The P.E. Division will track and improve student-athletes regarding retention and transfer rates as according to institutional research data and support improvements made to Wellness program. In addition, it will encourage innovation of instructors to create vocational opportunities, such as connection with State coaching certification process. (1.2)
- The P.E. Division will support the basic skills assessment process and UMOJA project as they connect with student-athlete persistence and matriculation. Collaboration will also occur with Director of Academic Services for increased utilization of tutorial assistance programs. (1.3)
- The P.E. Division will complete the SLO cycle for all active courses, programs, certificates, and degrees. (1.4)

**Social Science Unit Objectives for Goal #1:**

- To develop the Social Science Division contribution to the educational master plan. (1.1)
- To have a minimum of three Division faculty directly involved in a basic skills initiative. (1.2)
- To have each department in the Division represented by a Basic Skills Liaison. (1.2)
- To have each department discuss trends revealed and address issues raised by an analysis of their program review data. (1.3)
- To have an appropriate assessment strategy for each course, program, certificate and degree in the Division. (1.4)
- To make appropriate responses to the feedback provided by all assessment strategies

**Student Support Services Division Unit Objectives for Goal #1:**

Health Services will offer the National College Health Assessment survey to students in spring 2010 to acquire data for understanding the challenges faced by and the health needs of our student learners.

Student Affairs will implement effective marketing strategies to promote the College Center and the programs and services offered.

Student Affairs will increase campus involvement in Commencement Activities by 2%, as compared with 2009.

Student Affairs will actively participate in Accreditation and SLO processes.

**Technology and Engineering Division Unit Objectives for Goal #1:**

The Technology & Engineering Division will facilitate success in achievement of student learning outcomes through the delivery of instructional programs that are relevant and are coordinated with other agencies, institutions, and businesses.
NOCCCD Goal #2
The campuses provide the necessary student services to ensure learning success.

Fullerton College Goal #2
2.1 Improve college-wide knowledge of student services.
2.2 Augment the training opportunities for certificated and classified staff members.
2.3 Create a college-wide student equity initiative.
2.4 Address outcomes of the Student Success Summits.
2.5 Administer a student satisfaction survey.

Academic Services Goals/Unit Objectives Goal #2:
- The Academic Services Division will contribute to the district goals by providing information and support pertaining to student services. (2.0)
- The Academic Services Division will contribute to the college goals by 1) providing information pertaining to student services, 2) scheduling and advertising professional development opportunities, and 3) supporting student success and equity. (2.1, 2.2, 2.3)
- A Fullerton College Catalog and Class Schedule containing information pertinent to student services will be published and made available to all staff and students. The Fullerton College Catalog/Schedule Coordinator will reconvene a catalog taskforce to review the catalog and identify ways in which the content, layout, and distribution methods can be improved. (2.1)
- The Dean and Staff Development Coordinator will meet regularly to discuss methods of augmenting professional development opportunities for all staff. The Staff Development Committee will meet regularly and explore, recommend, and support activities that lead to improving student success and equity. (2.2)
- The Dean will consult with Vice President of Student Services or appropriate student services managers to determine methods of ensuring that students who enroll in distance education courses have access to equivalent student services. (2.1)

Admissions and Records Unit Objectives for Goal #2
- A&R staff will continue to serve/participate on the Student Services Advisory Group and Student Service Managers meetings to share information with other departments. (2.1)
- Admissions & Records staff will attend the annual California Association of Community College Registrars and Admissions Officers (CACCRAO) meeting. (2.2)
- Dean/Registrar will attend quarterly regional CACCRAO meetings.
- Dean will continue to serve as a resource to the Student Equity Committee. (2.3)
- Dean will continue to serve on Student Success Summit Planning Committee. (2.4)

Business Office Unit Objectives for Goal #2
- Create better communication services available at the Bookstore and how the store serves the campus.
- Proactively assist staff members with procedures and forms in the Bursar’s Office.

Business/CIS Division Unit Objectives for Goal #2
The Business/CIS division will continue to work closely with the VTEA counselor to improve learning success and specialized counseling for technical program students. (2.1)

**Counseling Division Unit Objectives for Goal # 2**

- Counseling will expand “Counseling Connections” classroom presentations. (2.1)
- Workforce Center will provide classroom presentations on services we provide, as well as continue the campus marketing efforts which successfully utilize creative posters and signage. (2.1)
- Career & Life Planning will conduct brief classroom presentations campus-wide to highlight services and resources offered to students in the Career & Life Planning Center. (2.1)
- Career & Life Planning will continue to highlight Career & Life Planning Center services and resources in Group Advising sessions. (2.1)
- Assessment will complete and distribute consequential validity study results for English, Reading and Math cut-scores. (2.1)
- Cadena/Transfer Center will participate in training opportunities across campus and departments, including adjunct and newly hired faculty. (2.2)
- Counseling Division representatives will participate in the development and initiation of a Fullerton College First Year Program. (2.4)
- Disability Support Services will develop and refine a staff development strategy to ensure that awareness and training in access and compliance mandates are achieved in all campus departments and divisions. (2.5)

**Fine Arts Division Unit Objectives for Goal # 2:** The Fine Arts Division will increase student success by sponsoring events, programs, and activities that contribute to student success.

- The Fine Arts Division’s outreach efforts to area high schools and the community and in-reach efforts to current students will project the wide array of college opportunities and resources designed to improve student success. (2.1)
- Fine Arts faculty, especially those coordinating vocational programs, will continue systematic tracking of declared majors and declared certificate students, provide program completion advisement, and host at least one meeting of interested students for specific programs per year. (2.4)

**Humanities Division Unit Objectives for Goal # 2**

Invite appropriate student service areas to division and department meetings to find ways to collaborate and integrate appropriate information and services into syllabi and instruction. (2.1)

**International Students Unit Objectives for Goal # 2**

- F1 international students will gain knowledge concerning student support services during the International Student Center’s New Student Orientation and during targeted academic advising appointments with the international counselor throughout the semester. (2.1)
- The International Student Center’s California Cousins Mentor Program will assist new F1 international students in learning about and using student support services. (2.1)
- The International Student Center’s Administrative Assistant II will participate in conferences and workshops held by NAFSA: Association of International Educators and other applicable organizations as appropriate. (2.2)
The International Student Center's Manager will participate in Student Equity Committee meetings. (2.3)

The International Student Center will utilize the International Student Satisfaction Questionnaire to gather data regarding F1 student experiences, needs, and recommendations in order to improve service delivery. (2.5)

Library Unit Objectives for Goal #2:

- Provide staff training opportunities by and for staff. (2.2)
- Investigate the outcomes of the Student Success Summits as they apply to the library. (2.4)
- Administer student satisfaction surveys. (2.5)

Academic Support Center Unit Objectives for Goal #2

- In collaboration with other departments, such as Counseling and Financial Aid, promote our services by offering orientations, workshops and tours to high school students that visit our campus (e.g. make computers available for high school students to complete their FAFSA forms and offer an ASC tour thereafter). (2.1)
- Increase the number of orientations. (2.1, 2.2)
- Provide staff and faculty training opportunities by and for staff. (2.1, 2.2)
- The Director will continue to attend the Student Success Summit Committee meetings and volunteer for committee work. The ASC Staff will participate in the Student Success Summit and other campus outreach activities to contribute to conversation and implement outcomes. (2.4)
- Administer student satisfaction surveys. (2.5)

Mathematics Division Unit Objectives for Goal #2

- Update and improve the Math Division website to provide accurate information on curriculum, support services and scholarships (2.1)
- Develop a more substantial flex day program for division faculty and staff (2.2)
- Continue to develop training programs for our Math Lab tutors (2.2)
- Participate in the development and implementation of the college’s Student Equity Plan (2.3)
- Continue to administer student satisfaction surveys as part of faculty evaluation (2.5)
- Administer a Math Lab and Math Lab Annex survey (2.5)

Natural Sciences Division Unit Objectives for Goal #2:

- Expand focused opportunities for student contact with student service areas. (2.0)
- Expand new students’ exposure to student services, counseling, and transfer staff from FC and other institutions through Science Student Transfer Orientation meetings. (2.4)

Physical Education Division Unit Objectives for Goal #2

- The P.E. Division will augment the training opportunities for P.E. Equipment Managers, Athletic Trainers, Sports Information Directors and Administrative Assistants through involvement with Staff Development initiatives. (2.2)
The P.E. Division will continue connections with student equity plan most specifically with students' developing a sense of belonging in the campus community by involvement with extracurricular activities and events. (2.3)

The P.E. Division will connect to Associated Students satisfaction survey and explore student interest levels in various sporting activities. (2.5)

Social Sciences Division Unit Objectives for Goal #2

To have all Division syllabi include information about and/or links to available student services on campus.

Student Support Services Division Unit Objectives for Goal #2

Cal Works will continue its expansion of marketing and outreach efforts through the publication of a Cal Works newsletter (frequency to be determined), as well as through distribution of marketing materials to departments and student services areas. Cal Works will continue to publish and distribute the Resource, Retention, and Referral Directory, which identifies resource referrals in the community for students (e.g. basic needs, counseling, shelter, legal aid, etc.)

Cal Works will continue to assess student satisfaction of program services through student survey data incorporated within the Student Learning Outcomes.

EOPS will coordinate the expansion of a variety of online workshops.

EOPS will continue coordinating within the tutorial center on innovative workshops.

EOPS will continue supporting the EOPS library reserve.

Financial Aid Services will continue to improve and expand the offering of Counseling 93 courses offered to students who have been disqualified from Financial Aid.

Health Services will modify the hours available for medical as well as personal crisis counseling based on student utilization and available funding.

Health Services will utilize and acquire available technology to reduce barriers to access of medical and psychological services by disabled students.

Student Affairs will utilize improved strategies to promote the student leadership course campus-wide and encourage enrollment.

Student Affairs will revisit the “service abroad” concept and collaborate with the Office of Special Programs, Service Learning Program and Study Abroad Program, and for students to receive college credit and/or recognition for serving our community, state, nation, and world.

Technology and Engineering Unit Objectives for Goal #2

The Technology and Engineering Division will provide access and assistance to the designated VTEA counselor as a model for cooperative efforts between faculty and the counseling department.
NOCCCD Goal # 3
A mutual understanding of and appreciation for each other’s value and contribution exists among Cypress College, Fullerton College, the School of Continuing Education and the District.

Fullerton College Goal #3

3.1 Complete a District-Wide Functional Map.
3.2 Enhance SPMS system for district-wide linkage of financial data/payroll and course scheduling.
3.3 Work in collaboration district-wide on projects to enhance the college:
   a. Budget Allocation
   b. Non-Credit Labs
   c. Distance Learning
   d. Emergency Preparedness
3.4 Participate in Strategic Conversations.
3.5 Increase involvement in staff development activities.

Academic Services Goals/Unit Objectives Goal #3:

- The Academic Services Division will contribute to the district goals by communicating and collaborating with Cypress College, School of Continuing Education, and District as appropriate.
- The Academic Services Division will contribute to the college goals by 1) collaborating on district-wide projects, 2) participating in strategic conversations, and 3) working toward increasing participation in staff development activities. (3.3, 3.4, 3.5)
- The Dean or DE Manager and representative from the DEAC will meet regularly with District, Cypress College, and School of Continuation staff and work together to determine a viable direction for distance education.
- The Dean, as directed, will participate in a district wide discussion to determine ways to better utilize the cable channel.
- The Dean or Staff Development Coordinator will regularly attend Strategic Conversation planning meetings and participate in and promote the attendance of Strategic Conversations.
- The Staff Development Coordinator will regularly publish and promote Staff Development activities in President’s Weekly and other appropriate means of advertising.

Admissions and Records Unit Objectives for Goal #3

- A&R staff will attend Emergency Preparedness workshops as appropriate. (3.3)
- A&R will develop an internal emergency evacuation plan. (3.3)
- A&R will conduct/participate in staff development workshops for classified staff and hourly employees. (3.5)

Business CIS Division Unit Objectives for Goal #3:

The Business/CIS division will continue to support collaborative working relationships with its counterparts at the School of Continuing Education, Cypress College and the district. (3.5)

Business Office Unit Objectives for Goal #3
Coordinate with District and Cypress College to clarify year-end procedures and the transferring of fees. (3.3)
Work with District, Cypress College and SCE on changes in credit card processing. (3.3)
Work with Cypress College and SCE to improve student refund process. (3.3)

Counseling Division Unit Objectives: Goal # 3

Cadena/Transfer Center will encourage staff to participate in staff development activities provided on campus and in the district. (3.5)
Disability Support Services will meet regularly with Cypress and SCE DSPS offices in order to effectively and efficiently maximize the mandated services for students with disabilities throughout the District. (3.5)

Fine Arts Division Goal # 3: The Fine Arts Division will collaborate district-wide on a variety of projects to support District mission and Goals. (3.3)

Dean Jensen will continue to serve on Banner Steering and volunteer for committee work appropriate to his position. (3.3)
The Fine Arts Division will continue research and negotiations for enrolling long time Fine Arts students in SCE non-credit classes to alleviate course repetition and course completion issues. (3.3)

Humanities Division Unit Objectives: Goal # 3

Create opportunities to discuss common goals and concerns that affect multiple departments in the division. (3.3)
Provide opportunities for adjunct faculty to be mentored. (3.5)
Develop greater staff development opportunities, including divisional training on technology such as MyGateway, online/hybrid methodology, and website development and improvement. (3.5)
Advocate for increased campus travel funding. (3.5)

International Students Unit Objectives for Goal # 3

The International Student Center staff will attend Emergency Preparedness workshops as appropriate. (3.3)
The International Student Center's Manager and Administrative Assistant II will participate in staff development activities as appropriate. (3.5)

Library Unit Objectives for Goal #3:

Develop a library emergency preparedness plan. (3.3)
Participate in strategic conversations with CalWest Librarians. (3.4)
Increase staff development opportunities and encourage participation. (3.5)

Academic Support Center Unit Objectives for Goal #3

Form committees to help with the implementation of new or revised practices and procedures in the Centers. (3.3b)
- Participate in the Strategic Conversations. (3.4)
- The Director will continue to serve as Treasurer of the District Management Association Executive Committee and volunteer for committee work appropriate to the position. (3.5)
- The Director will continue to serve on the District Management Association Staff Development Committee and volunteer for committee work appropriate to the position. (3.5)
- The Director will continue to serve on the Fullerton College Staff Development Committee and volunteer for committee work appropriate to the position. (3.5)
- Increase staff development opportunities and encourage participation. (3.5)

Mathematics Division Unit Objectives for Goal #3

- Coordinate with Cypress College on curriculum issues, such as the class size of Math 150 A and 150 B, and continue discussion of incorporating an arranged hour or 5th hour into Math 150 A and 150 B. (3.3)
- Continue to investigate the transition of the Math Lab into a Credit Lab and/or to open entry/open exit (3.3)
- Form cooperative relationship between Cypress and FC Math/CS Divisions regarding CSCI students' opportunities on our campus. (3.3)
- Discuss budget reduction scenarios in anticipation of cuts (3.3)

Physical Education Division Unit Objectives for Goal #3

- Ensure that the P.E. Division, Intercollegiate Athletics in particular, is properly positioned on the District Functional Map. (3.1)
- The P.E. Division will continue to work to collaborate with district-wide projects to enhance Budgetary Allocation planning, Distance Learning curricula and Emergency Preparedness planning. (3.3)
- P.E. Division faculty will continue to participate in District-wide Strategic Conversations. (3.4)
- The P.E. Division will strive to increase involvement in staff development activities. (3.5)

Student Support Services Division Unit Objectives for Goal #3

Cal Works will continue its collaborative efforts with the School of Continuing Education in its efforts to optimize student services efforts to our mutual students. These efforts are also support assisting students in transitioning to Fullerton College.

Cal Works will closely work with the campus in order to identify an emergency preparedness plan, which needs to take into account the Program's off-campus location.

EOPS will ensure that EOPS participates in the new student advisory group.

Health Services will support FC Campus Safety in disaster/emergency planning in conjunction with NOCCCD and Cypress College.

Student Affairs will provide advisement to students serving on shared governance and campus, district and state committees.

Student Affairs staff will be more proactive in serving on campus, district, and state committees.

Technology and Engineering Division Unit Objectives for Goal #3

- The Technology & Engineering Division will foster and promote collaborative projects between college and other District units.
NOCCCD Goal #4:
NOCCCD is a vital and integral part of the community.

Fullerton College Goal #4:

4.1 Continue to cultivate relationships with the City of Fullerton by participation by FC representatives on community committees (e.g., Education, Housing Authority, Chamber of Commerce).
4.2 Investigate possibility for involvement in cities in our service area outside Fullerton.
4.3 Finalize MOU/Master Agreements with both the Friends of Fullerton College and the Fullerton College Foundation and determine exactly how each will be utilized for the maximum benefit of the college.
4.4 Develop and support partnerships and programs that bring community events and community members to the campus for educational, cultural and social activities.

Academic Services Goals/Unit Objectives Goal #4:

- The Academic Services Division will contribute to the district goals by supporting community relations.
- The Academic Services Division will contribute to the college goals by 1) supporting relationships between the college and the foundations and 3) developing and supporting partnerships with the community. (4.3, 4.4)
- The Dean will support efforts for determining agreements between the college and the foundation that will provide a maximum benefit to the college. (4.3)
- The Fullerton College Alumni Association will evaluate opportunities and means for Fullerton College Alumni to connect with alumni and the community. (4.4)

Admissions and Records Unit Objectives for Goal #4:

- Continue to cultivate relationships with the City of Fullerton by participation by having A&R staff on community committees (e.g., Education, Housing Authority, Chamber of Commerce). (4.1)
- FC representatives on community committees (e.g., Education, Housing Authority, Chamber of Commerce). (4.1)
- A&R will provide information/documents for distribution at community events. (4.1)

Business/CIS Division Unit Objectives for Goal #4:

- The Business/CIS Division will complete development of articulation agreements between the division’s major departments and area high schools and ROP centers.
- In addition the division will undertake the development/completion of Career Pathways for ROP and high school students.
- As well, the Dean will continue to serve on the North Orange County Regional Occupational Program Center’s advisory committee, and the steering committee of the Los Angeles Orange County Regional Consortium.

Counseling Division Unit Objectives for Goal #4:
- Workforce Center’s Coordinator will attend the Fullerton Chamber of Commerce’s Education and Workforce Development Meetings and Chamber Mixers. The Workforce Center will continue to develop and distribute its marketing materials to eight local Chamber of Commerce memberships. (4.1)
- Career & Life Planning will participate in and attend Education & Workforce Development committee meetings at the City of Fullerton’s Chamber of Commerce. (4.1)
- In addition to the Workforce Center marketing materials which are distributed to the local Chambers for inclusion in their mailers and e-newsletters, the Workforce Center Coordinator will attend Fullerton College Advisory Committee Meetings whose members include industry specific employers throughout the region. (4.2)
- Assessment will research the feasibility of administering an internet based Compass placement test and New Student on-line Orientation at high schools outside of our district. (4.2)
- Counseling Division representatives will coordinate the annual High School Counselor’s Breakfast and Family Night and support Puente and Umoja mentor and cultural activities. (4.3)
- Workforce Center will hold two job fairs per year and resume days. The Workforce Advisory Committee, which consists of local employers and Fullerton College and District staff, will meet to discuss workplace issues and how the Workforce Center and the college can help educate our students on current employer requirements and employability skills. (4.3)
- Career & Life Planning will continue to host a campus Career Development Event to highlight the importance of life-long career development and to promote FC’s educational and vocational programs. (4.3)
- Cadena/Transfer Center will include important community members in the communications about events and activities in the Cadena/Transfer Center. (4.3)

**Fine Arts Division Unit Objectives for Goal #4:** The Fine Arts Division will continue to sponsor and support cultural events and activities that bring the surrounding communities to Fullerton College and bring our Fine arts programs into the surrounding communities. (4.1)

- The Fine Arts Division will work closely with the Fullerton Theatre League, Fullerton Arts Council, Fullerton Museum Center, Muckenthaler Cultural Arts Center, Save the Fox Foundation, Fullerton Civic Light Opera, Stages, Steamers, Maverick Theatre, and Hunger Artists Theatre to cross-promote our cultural events, participate in their advisory boards, and investigate collaborative events. (4.1)
- The Fine Arts Division will actively participate in a theatre festival sponsored by the Directors Roundtable in fall 2010, and Night in Fullerton.

**Humanities Division Unit Objectives for Goal #4:**

- Create co-curricular opportunities for students to perform or demonstrate their skills in special events on campus. (4.4)

**International Students Unit Objectives for Goal # 4**

- The International Student Center will sponsor the Annual Foreign Film Festival during International Education Week. (4.4)

**Library Unit Objectives for Goal #4:**
- Continue participating in Read Across America. (4.2)
- Cultivate relationship with the Fullerton Public Library Archival Curator to investigate resource sharing and possible joint programs. (4.4)

**Academic Support Center Unit Objectives for Goal #4**

- In collaboration with other departments, such as Counseling and Financial Aid, promote our services by offering orientations, workshops and tours to high school students that visit our campus (e.g., make computers available for high school students to complete their FAFSA forms and offer an ASC tour thereafter). (4.2)

**Mathematics Division Unit Objectives for Goal #4:**

- Seek out internships with local businesses and school districts for both Math and CSCI students (4.2)

**Natural Sciences Division Unit Objectives for Goal # 4:**

- Organize and participate in activities that bring feeder school representatives and community leaders to campus.
- Expand outreach activities including Science Fridays and Project GPS. (4.1)
- Expand contacts and collaborations with the community especially involving the NS Division Seminar and the Center for the Future. (4.1)
- Develop a concept for a public Open House for NS. (4.1)

**Physical Education Division Unit Objectives for Goal #4**

- The P.E. Division will continue to cultivate relationships with the City of Fullerton by participation of F.C. representatives on community committees and outreach to heighten communication with the local neighborhood constituencies (4.1)
- P.E. Division members will continue to connect with cities in our service areas outside of Fullerton through recruitment and involvement at high schools, sports clubs, and Dance organizations. (4.2)
- P.E. and Athletics will maintain and broaden a base of alumni in order to facilitate contacts with the Fullerton College Foundation thereby encourage maximum benefit for the College. (4.3)
- Annually and semi-annually the Sports department will outreach to the local communities in order to produce social activities such as the “Key to the County” week with Santa Ana and the Hornet Hall of Fame Dinner (4.4)

**Public Information Office Unit Objectives for Goal #4**

- The Public Information, with the addition of the new Campus Marketing/Outreach Assistant, will be active in community groups and events, thereby creating a cohesive image of the college and its programs and services.

**Social Science Division Unit Objectives for Goal #4**
\begin{itemize}
\item To have a Division faculty member serve on the Faces of Fullerton community committee. (4.1)
\item To have Division faculty and staff participate in the Faces of Fullerton event. (4.1)
\item To develop and attend campus educational events which actively promote community involvement (e.g. Day of the Dead). (4.4)
\end{itemize}

**Student Support Services Division Unit Objectives for Goal #4**

\begin{itemize}
\item Cal Works will develop an on-campus orientation in collaboration with the County, which will assist students in increasing their capacity to problem-solve and increase their knowledge of program regulations. In addition this will allow the County staff to interface and learn more about not only Cal Works Program services, but also about Fullerton College programs and services.
\item Cal Works Director will continue to participate in the EOPS/CARE Advisory Committee.
\item EOPS will collaborate with academic technology to facilitate the EOPS online application for all potential EOPS students.
\item EOPS will collaborate with other outreach programs to facilitate recruitment, marketing, and outreach.
\item EOPS will host at least one CARE and EOPS advisory meeting that includes community members.
\item Financial Aid Department will collaborate with EOPS outreach and Counseling High School nights in providing information on various federal and state programs on how to pay for college.
\item Financial Aid will expand its outreach efforts to local community organizations.
\item Health Services will host, support, and as appropriate, participate in events that bring the community members to campus.
\item Student Affairs will support student clubs and organizations to increase outreach activities, serving Fullerton College and its community.
\end{itemize}

**Technology and Engineering Unit Objectives for Goal #4:**

\begin{itemize}
\item The Technology & Engineering Division will develop curriculum and programs that address the needs of our local business community.
\end{itemize}
NOCCCD Goal #5
Effective leadership and decision-making are based on an inclusive process that uses data, standards, law, policies and procedures.

Fullerton College Goal #5:
5.1 Write formal procedures to codify institutional planning and decision making process.
5.2 Develop implementation guidelines for Budget & Planning calendar.
5.3 Develop campus climate survey.
5.4 Strengthen the participatory governance process

Academic Services Goals/Unit Objectives Goal #5:
- The Academic Services Division will contribute to the district goals by participating in leadership and decision making processes.
- The Academic Services Division will contribute to the college goals by contributing to planning, decision making, and shared governance, as appropriate. (5.1, 5.4)
- The Academic Services Division will meet regularly as a means to strengthen the participatory governance process. (5.4)
- The Curriculum, Staff Development, Distance Education Advisory, and Student Learning Outcomes and Assessment Committees will establish and follow procedures that will contribute to planning and decision making process and also to strengthen the governance process. (5.1, 5.4)

Admissions and Records Unit Objectives for Goal #5:
- Write formal procedures to codify institutional planning and decision making process. (5.1)
- Work with district IS to develop reports to verify the accuracy of the data in Banner. (5.1)
- Strengthen the participatory governance process by having A&R staff continue to serve on PAC, DEAC, Student Team, and other committees throughout the district. (5.4)

Business Office Unit Objectives for Goal #5:
- Work with other campus departments in clarifying and implementing cash handling procedures and new contracts for outside agencies, independent contractors and honorariums. (5.1)
- Through the campus climate survey, identify any changes in the Bookstore’s place in the campus community. (5.3)

Counseling Division Unit Objectives for Goal #5:
- Cadena/Transfer Center will encourage the participation of staff in the governance process, including serving on hiring committees, bargaining agreements teams, and other district committees. (5.4)

Fine Arts Division Goal #5: The Fine Arts Division will embrace shared governance in all activities and programs it sponsors, produces, and supports.
- The Fine Arts Dean will work closely with department chairs to organize budgets, performance and exhibition calendars, equipment acquisitions, facility repairs and improvements, curriculum issues, and innovative initiatives. (5.4)
The Fine Arts Dean will work closely with department coordinators to conduct ongoing program review through data provided by Ken Meehan. (5.4)
The Fine Arts Dean will encourage all three Fine Arts departments to review the Educational Master Plan, Fine Arts Facility Master Plan, and create opportunities for collaboration across the disciplines and throughout the campus community. (5.4)

**Library Unit Objectives for Goal #5:**
- Update internal procedure and policy manuals. (5.1)

**Academic Support Center Unit Objectives for Goal #5**
- Update and revise policies, procedures, handouts, and manuals as needed. (5.1)
- Survey FC staff and students on the use of and effectiveness of current resources (staff, computers, and software) and procedures. (5.3)

**Mathematics Division Unit Objectives for Goal #5:**
- Ensure that division policies and procedures are up-to-date and consistent and that they are applied in the divisional decision making process.

**Natural Sciences Division Unit Objectives for Goal #5:** Immerse faculty and staff in educational, budget, personnel, and facilities planning.
- Involve faculty and staff in plans relating to the 400 Science Building project. (5.2, 5.3)
- Develop priorities and strategies for funding opportunities, including the annual Budget Proposal/Dynamic Fund process. (5.2, 5.3)
- Develop an NS Division strategic initiative and marketing document. (5.2)

**Physical Education Division Unit Objectives for Goal #5**
- P.E. Division faculty participates in formal Departmental planning through the use of S.W.O.T. (Strengths, Weaknesses, Opportunities, and Threats) analyses of its two dozen programs. (5.1)
- P.E. Division faculty members will assist in strengthening the participatory governance process through service on staff development, faculty senate, curriculum, and bond oversight committees. (5.2)

**Student Support Services Division Unit Objectives for Goal #5**
- Health Services will continue to recruit and sustain membership in the Student Health Advisory Committee (SHAC) and Community Advisory Council (CAC), seeking members from within Fullerton College, the District, and from the community.
- Student Affairs will provide leadership and involvement in the enforcement of FC's "Smoke-Free Campus."
- Student Affairs will maintain monthly Staff Meetings and weekly Student Leadership Meetings to enhance the decision-making processes.
- Student Affairs will provide effective student representation to serve on the President's Advisory Council, Faculty Senate, Budget Development Committee and the District Planning Council.
- Student Affairs Staff will actively participate during the district, campus and department budgeting process discussions.

**Technology and Engineering Unit Objectives for Goal #5:**

- The Technology & Engineering Division will use multiple sources to track and plan program configurations, budget priorities, and class schedules.
NOCCCD Goal #6:
District revenue-generating opportunities are maximized.

Fullerton College Goal #6:

6.1 Maximize college efforts to optimize revenue for FTES production while maintaining academic and vocational balance, grant opportunities, VTEA funds, categorical programs, private donations and private funding sources.

Academic Services Goals/Unit Objectives Goal #6:

- The Academic Services Division will contribute to the district goals by supporting efforts that maximize revenue-generating opportunities.
- The Academic Services Division will contribute to the college goals by supporting efforts that maximize revenue-generating opportunities. (6.1)
- The Curriculum Committee will consider FTES production balanced with academic excellence when reviewing new and revised courses and programs. (6.1)
- The Dean and DE Manager will investigate potential revenue streams that pertain to Distance Education. (6.1)
- The Dean will support partnerships between the college and the foundation that contribute to private donations and other funding sources. (6.1)
- The Alumni Association will solicit funds for Alumni development and program support. (6.1)

Admissions and Records Unit Objectives for Goal #6

- The Dean of A&R will continue to complete Fullerton College’s state 320 apportionment report and will work with Director of Institutional Research to determine ways to optimize revenue for FTES. (6.1)

Business and CIS Division Unit Objectives for Goal #6

- The Business/CIS division will submit a VTEA proposal for the development of a new program in CIS, and for the purchase of new equipment for occupational courses.

Business Office Unit Objectives for Goal #6:

- Maximize revenue stream from the Bookstore based on results in the campus climate survey. (6.1)

Counseling Division Unit Objectives for Goal #6:

- Cadena/Transfer Center will explore external sources of funding, including Dynamic Funds, other proposals as needed.
- Disability Support Services will strive for increased college fiscal effort and increase its student base in order to maximize its categorical allocation.
- Disability Support Services will develop new support classes through the Adaptive Computer Lab.

Fine Art Division Goal #6: The Fine Arts Division will strive to maximize all opportunities for the generation of financial support for Fine Arts programs.
- Fine Arts will aggressively pursue grant opportunities, VTEA funds, private donations, and private funding sources.
- The Fine Arts Division will investigate and pursue external funding for facility improvements and capital construction projects.
- The Music Recording Program will seek external funding through corporate support for its instructional program and technology requirements.

**International Students Unit Objectives for Goal #6**

- The International Student Center will utilize Memoranda of Understanding or Letters of Agreement with Language Systems International (Fullerton), American Language Program (Fullerton), Kaplan Test Prep International (Los Angeles), POLY Languages Institute (Irvine), and California State University, Fullerton (Center for International Business) to support recruitment of F1 international students.

**Library Unit Objectives for Goal #6:**

Partner with the Study Abroad program to produce FTES.

**Academic Support Center Unit Objectives #6**

- Contribute non-credit FTES through services offered in each of the Centers. (6.1)
- Contribute non-credit FTES by collaborating with other campus divisions/departments to create projects that offer academic support to students, e.g., Online Tutoring (Math and English), academic support for student athletes (Counseling and Physical Education), and Conversation Circles (ESL and Foreign Language). (6.1)

**Mathematics Division Unit Objectives for Goal #6:**

- Increase distance education and hybrid offerings to grow our FTES despite limited classroom space. (6.1)
- Contact past graduates regarding scholarships, and funding options through the Math Division. (6.1)
- Develop Industry/Division grants for equipment and other funding. (6.1)

**Natural Sciences Division Unit Objectives for Goal #6:** Identify new private and public sources of funding for Natural Sciences programs.

- Identify the potential for business and private fund development and/or for grants involving regional team members.

**Physical Education Division Unit Objectives for Goal #6**

- The P.E. division is involved in optimizing revenue and FTES production while maintaining academic and vocational balance, grant opportunities, VTEA funds, categorical programs, private donations and funding sources. Strategies for securing Value-In-Kind (VIK) donations continue to be pursued.
Student Support Services Division Unit Objectives for Goal # 6

- Financial Aid will expand its fee waivers and Foster Youth Chafee grants by 2%.
- Financial Aid will re-establish electronic debit cards for financial aid students.
- Health Services will actively pursue grant funding to establish and maintain educational programs to meet the educational needs of FC students and the campus community (e.g. smoking cessation, nutrition, and mental health programs), to support student wellness as a retention tool.
- Student Affairs will implement effective marketing strategies to promote the value of the A.S. Benefits Validation and increase the income to expand programs and services for students.
- Student Affairs will seek additional funding sources throughout the campus and community to support scholarships for FC’s Men and Women of Distinction.

Technology and Engineering Unit Objectives for Goal #6:

- The Technology & Engineering Division will pursue and utilize alternate funding sources to supplement base allocations and existing resources.
NOCCCD Goal #7
Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.

Fullerton College Goal #7

7.1 Develop an educational master plan that links ongoing review of programs with modifications in buildings, grounds, technology and infrastructure.
7.2 Establish regular replacement plans for technology infrastructure and equipment, motor pool/maintenance vehicles and other major capital support items for operational support to instruction and other campus services.
7.3 Use SPMS system to improve instructional program planning and scheduling processes and procedures to maximize student access and success.

Academic Services Goals/Unit Objectives Goal #7:

- The Academic Services Division will contribute to the district goals by supporting effective planning that adequately and efficiently contributes to efficiently utilizing resources.
- The Academic Services Division will contribute to the college goals by 1) supporting the development of an educational master plan, and 2) supporting a plan for regular replacement of instructional equipment. (7.1, 7.2)
- The Dean will direct staff or personally consult with the appropriate campus services on a mechanism for maintaining and upgrading equipment in the Teaching Effectiveness Center, Media Production, and Distance Education areas. (7.2)

Admissions and Records Unit Objectives for Goal #7

- Dean of A&R will work with VP of Educational Support and Director of ACT to establish computer replacement plans. (7.2)
- Dean of A&R will continue to work with members of the Deans Council to utilize SPMS for planning of course scheduling. (7.3)

Business Office Unit Objectives for Goal #7

- Coordinate Financial Aid to ensure advance checks are processed quickly and efficiently during the first two weeks of each semester.
- Work with Admissions and Records to ensure refund checks are processed as quickly as possible. (7.4)
- Post information on website and near office so students and the community are aware of Bursar services and act as college "concierge" to provide information on other college services. (7.4)
- Ensure the Bookstore is providing excellent services to help students be successful. (7.4)

Counseling Division Unit Objectives Goal #7

- Cadena/Transfer Center staff will participate in coordinating and providing feedback regarding project priorities during budget planning sessions. (7.1)
- Counseling Division representatives will continue to participate and support District Information System's efforts to initiate a District-Wide Electronic Education Plan and Degree Audit System. (7.3)

Fine Arts Unit Objectives for Goal #7: The Fine Arts Division will practice sound fiscal management that links effective planning to effective budgeting.

- The Fine Arts Division will use program review to assess the best linkages between planning and budget.
- The Fine Arts Division will seek facility improvements and technology upgrades to reflect current industry standards and the training requirements of the entertainment and visual arts industries.

Humanities Division Unit Objectives Goal #7

- Maintain, improve, and expand available classroom technology, with special emphasis on smart classrooms. (7.2)

Library Unit Objectives for Goal #7:

- Update Library Technology Plan. (7.4)
- Implement wireless technology on the 2nd floor of the library. (7.5)
- Increase online access to Fullerton College historical resources. (7.5)
- Update resources as needed. (7.5)

Academic Support Center Unit Objectives for Goal #7

- Update Technology Plan (7.4)
- Meet regularly with campus departments (e.g. Department Coordinators - ESL, Reading, and Foreign Language) to evaluate the effectiveness of current resources and make recommendations on future equipment and software needs. (7.2)

Mathematics Division Unit Objectives for Goal #7

- Increase the number of Smart classrooms (7.2)
- Upgrade faculty computers, especially for those teaching online (7.2)
- Review course enrollments based on course, time of day and on-campus vs. online to determine optimum class scheduling (7.3)
- Coordinate scheduling with other divisions to ensure upper division students are not blocked from taking math, engineering and/or physics (7.4)

Natural Sciences Division Goal #7: Optimally manage and leverage funding for Natural Sciences programs.

- Participate in planning and budget activities associated with the 400 Science Building project. (7.1, 7.4)
- Devise systems to optimally leverage and provide real-time monitoring of equipment and supplies funds in support of NS instruction. (7.4)
Office of Educational Support Unit Objectives for Goal 7

- The Office of Educational Support will seek and coordinate a wide range of resources to maximize the capital projects, drawing upon scheduled maintenance funds, hazardous materials funds, state capital outlay funds, and other funds. (7.2)
- Academic Computing Technology will upgrade the campus-wide infrastructure to allow expansion of wireless access. (7.2)
- Academic Computing Technology will create a separate and isolated faculty VLAN to assist faculty who wish to experiment with innovative ideas. (7.2)
- Academic Computing Technology will upgrade software for the Service Request System to latest version for easier use, improved compatibility with the network, and improved access to reports for follow-up. (7.5)
- Facilities will implement Green Cleaning initiative and LEED standards campus-wide. Integrate information on our green cleaning efforts into our Web presence. (7.1)
- Facilities will develop a comprehensive Preventive Maintenance program for all facilities. (7.2)
- Facilities will develop a long term business plan for maintenance and improvement of facilities. (7.2)

Physical Education Division Unit Objectives for Goal #7

- P.E. Division encourages inclusion of ideas in the development of an educational master plan that links ongoing review of programs with modifications in buildings, grounds, technology and infrastructure. (7.1)
- The P.E. Division strives to provide input for regular replacement plans for technology infrastructure and equipment, motor pool/maintenance vehicles and other major capital support items. (7.2)
- Utilization of SPMS data and formulas provide the P.E. Division with beneficial input for planning and scheduling processes and procedures to maximize student access and success. (7.3)

Public Information Office Unit Objectives for Goal #7

- With the assistance of Academic Computing Technologies, the Public Information Office will improve the look and efficiency of the college website.

Student Support Services Division Unit Objectives for Goal #7

- Cal Works will utilize the feedback from the 2008-2009 Student Services Program Review and Technical Site Visit in order to continue to identify ways of optimizing funding while maintaining an effective and efficient student services delivery.
- EOPS will construct a program plan that projects and delineates all expenditures to ensure our faculty and staff is full supported.
- Health Services will construct its budget based on available funding from health fees, providing services focused on needs reported by students.
- Student Affairs will provide revised updates in the Procedures for Campus Events Manual, with samples in a Reference Section.
- Students and Club Advisors will be educated on revised processes through training meetings, workshops, e-mail notifications and/or in-office inquiries.
Technology and Engineering Unit Objectives for Goal #7

- The Technology & Engineering Division department coordinators will meet regularly to plan budgets and distribution strategies for instructional equipment/supply money in order to maximize the impact on instruction and to review SPMS data to aid in the planning of delivery of instructional programs.
NOCCCD Goal # 8
Marketing/communications efforts are evaluated and refined on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fundraising.

Fullerton College Goal #8

8.1 Establish a campus-wide external community outreach program, partnering with community groups and local industry.
8.2 Expand and coordinate internal and external Marketing and Outreach efforts.

Academic Services Goals/Unit Objectives Goal #8:

- The Academic Services Division will contribute to the district goals by supporting all marketing and communication efforts.
- The Academic Services Division will contribute to the college goals by supporting and contributing to internal and external marketing efforts. (8.2)
- The Catalog/Schedule Coordinator will distribute complimentary copies of the catalog and schedules as directed to various community locations and according to established marketing and outreach strategies. (8.1, 8.2)
- The Distance Education Manager in collaboration with the DE staff will prepare an ad for the class schedule. (8.2)
- The Staff Development Coordinator will promote Staff Development activities through President’s Weekly and other appropriate means. (8.2)
- Media Production will support internal and external marketing efforts as requested. (8.2)

Admissions and Records Unit Objectives for Goal #8

- A&R will continue to enhance the Admissions and Records web pages to provide students and staff with necessary registration information and forms. (8.2)
- A&R will implement the CCCTran auto email response to notify students when transcripts have been sent. (8.2)
- A&R will implement an online chat to the web page to allow students to instantly communicate with an A&R staff member. (8.2)

Business/CIS Division Unit Objectives for Goal #8

- The Business/CIS division will complete a revision of its marketing collateral, including brochures and the website. The division will participate in the current VTEA marketing plan for vocational programs, with the design of a view book for programs and a vocational programs’ website linked to the college homepage. (8.2)

Business Office Unit Objectives for Goal #8

- Expand the Bookstore’s marketing efforts to ensure campus community is informed about the store’s offerings. (8.2)

Counseling Division Unit Objectives Goal #8
- Cadena/Transfer Center will develop and distribute updated marketing material across campus and departments. Maintain accessible websites and hours of operation. (8.2)
- Disability Support Services will be an active member of the campus outreach committee and will also continue its internal outreach efforts through basic skills class presentations. (8.2)
- Assessment will institute an outreach program with 12 local feeder high schools whereby high school juniors are administered the Fullerton College placement test. Where test results indicate a need for remediation, high school counselors will advise students accordingly. (8.2)

**Fine Arts Unit Objectives for Goal #8:** The Fine Arts Division will aggressively pursue divisional outreach and in-reach opportunities to increase enrollment and community awareness and to better seek corporate and private support for the financial challenges of supporting a successful and ambitious Fine Arts program at Fullerton College.

- The Fine Arts Division will produce as one component of the divisional outreach plan an aggressive high school student festival program by staging a Choral Festival, Piano Ensemble Festival, Theatre Festival, and Jazz Festival. Each event will seek to achieve an increase of 5% in the number of participants (8.2)
- The Theatre Arts Department will offer high school matinee performances for at least four of their productions in 2009-11, seeking an increase in attendance by 5%. (8.2)
- The Art Department will produce a High School Art Show in May 2010 and 2011, seeking an increase in participants by 5%. (8.2)
- The Fine Arts Division will actively participate in the Counselors’ Breakfast and High school Parents Night. (8.2)
- The Fine Arts Division will continue to publicize its events and the accomplishments of its students and faculty through press releases, an improvingly aggressive, handsome, and easily navigable web presence, and by cross-promoting other arts organizations in the cities of North Orange County. (8.2)
- The Fine Arts Division will continue to revise the Fine Arts DVD to include new campus beauty shots, new alumni interviews, and photos of newly acquired technology. (8.2)
- The Music Department will stage a Music Technology Fair in the week following the NAMM Show in Anaheim and invite industry executives and local high school teachers to promote student recruitment and enhance the development of clear Career Pathways. (8.1, 8.2)

**International Students Unit Objectives for Goal #8**

- Each semester the International Student Center will create the “Traveler”, a newsletter highlighting international students and activities, to utilize as a marketing and recruitment tool. (8.2)

**Library Unit Objectives for Goal #8:**

- Provide access to Fullerton College historical and new content for external marketing and outreach efforts for the college centennial. (8.2)
- Expand outreach efforts to targeted Student groups. (8.2)

**Academic Support Center Unit Objectives for Goal #8**

- Collaborate with other departments and divisions to support marketing and outreach
- programs. (8.1)
- Explore opportunities to inform students of our resources and to increase demand for academic support. (8.1)
- Work closely with Student Services to help plan and participate in special programs relevant to the campus and community. (8.1, 8.2)

**Natural Sciences Division Unit Objectives for Goal # 8:** Promote Natural Sciences programs and personnel to future students and our community.

- Market the FC Science Academy emphasizing Biological Sciences and Chemistry, featuring accelerated preparation and guaranteed admission to UC schools. (8.2)
- Promote the public activities of the Natural Sciences Division and its members to potential students and community members. (8.1, 8.2)

**Physical Education Division Unit Objectives for Goal #8**

- P.E. personnel will continue to pursue external community outreach programs that bring partnerships with the community and local industry. (8.1)
- The P.E. Division will expand and coordinate internal and external Marketing and Outreach efforts including EOPS and High School Parents day. (8.2)

**Public Information Office Unit Objectives for Goal # 8:**

- The Public Information Office will design a public relations campaign that targets both local and national media, in an effort to increase college visibility.
- The Public Information Office will create and design a college-wide Fullerton College overview brochure for distribution to potential students, community groups, local industry, etc.

**Social Science Division Unit Objectives for Goal #8**

- To enhance and expand current Service Learning opportunities as a form of community outreach. (8.1)

**Student Support Services Division Unit Objectives for Goal #8**

- Cal Works will publish and distribute a program brochure in Spanish. Collaborative outreach and marketing efforts will continue with the School of Continuing Education and the County. Collaborative efforts will continue with EOPS/CARE in shared outreach efforts to Teen Parent Programs, via both on and off-campus presentations.
- EOPS & CARE will recruit FTE students from select feeder schools utilizing the high school profile card.
- EOPS will work with FC staff to produce a Spanish EOPS DVD.
- Financial Aid will increase the number of outreach contacts by 2%.
- Financial Aid will collaborate with the campus to increase enrollment through outreach, marketing, and High School relations.
- Health Services will participate in campus wide outreach programs by presenting information about services available at the health center during student, faculty, and staff orientations.
- Student Affairs will expand the “A.S. Connection” High School student leadership outreach/recruitment program.
- Student Affairs will enhance the campus-wide outreach programs through support activities and student volunteers.

**Technology and Engineering Unit Objectives for Goal #8**

- The Technology & Engineering Division will attempt to improve enrollment using a variety of outreach opportunities both on and off campus.
Fullerton College
Budget & Planning Calendar

Academic Year

August
- Collection and analysis of previous year data for annual report and program review update

September
- Begin the college goal setting process for the upcoming academic year (12 month lead time)
- Distribution of program review data to Division units

October
- Complete unit goals and objectives to support college goals and objectives (11 month lead time)

November
- Annual Report presentation to the Board for previous academic year
- Prepare Executive Summary of program review data

December
- Presentation of Program Review to PAC

January
- Governor's January budget proposal is announced and planning begins for budget assumptions and priorities
- First progress report for fall semester – accomplishment of goals

February
- BDC solicits for Dynamic Fund requests

March
- Divisions begin working on Spending Plans for the following fiscal year

April
- Year end review and evaluation of progress on completion of goals
- BDC reviews all submitted Dynamic Fund requests and makes recommendation to PAC

May
- PAC reviews BDC recommendation regarding Dynamic Funds and makes recommendation to President
- All Spending Plans due to Business Office

June
- President announces Dynamic Fund allocations for the following fiscal year

Approved by PAC 05/06/2009
Fullerton College Planning Process

The Fullerton College Budget & Planning Calendar summarizes the annual process by which the various governance groups on campus assist the college in:

- Identifying strategic directions and goals that are important in achieving its vision and mission
- Utilizing resources effectively to support its vision and mission
- Meeting expectations from students and the surrounding college community

As a result of institutional planning, internal and external constituencies will understand Fullerton College’s strategic directions and priorities for the year. Crucial to the planning effort is the President's Advisory Council (PAC), which is chaired by the President and is the college’s principal advisory body on planning.

The PAC brings together representatives of various constituencies to promote a broader consideration of issues. As the primary college-wide group involved in planning, the PAC is responsible for making recommendations to the President for action or consideration, after consultation with appropriate campus and external groups. All of the recommendations encompass the college’s mission, goals, and core values.

The PAC meets twice a month, forming agenda items from the college’s respective governance groups and considers items related to the college’s goals and the district’s Strategic Plan. It is the responsibility of the President to make final decisions regarding the PAC’s recommendations and, when finalized, communicate such actions to the college community.

The first step of the Fullerton College planning and budget process occurs in August when the previous year data is collected and analyzed. This analysis serves as the basis for the program review process for all divisions and is used to prepare the college’s annual report, which is presented to the Board of Trustees in November.

In September the PAC establishes goals for the college for the following two academic years. These goals also serve as budget priorities and direct spending. Shortly thereafter, unit goals and objectives are developed in concert with the college goals and objectives and in January, after the tentative state budget is released, planning begins for budget assumptions and priorities. Once budget assumptions and priorities have been established, departments and divisions are required to turn in Spending Plans, detailing expected expenditures for the upcoming year.

A component of the planning and budget process is the solicitation of Dynamic Fund proposals. In February the Budget Development Committee (BDC), a subcommittee of PAC, decides whether it will recommend the solicitation of proposals for the following year. The Dynamic Fund process allows for new and innovative projects that directly support the goals of the colleges to apply for funding. If the Dynamic Fund process is recommended, proposals are due to the Budget Development Committee (BDC) in April for review and recommendations are made to PAC in May. Dynamic Fund allocations are announced in June.
To ensure the effectiveness of Fullerton College’s planning and budget process, several evaluation measures have been put in place throughout the academic year. In January, a fall semester progress report detailing the progress made on goals and objectives is presented to the PAC. A year-end report on the progress made on the goals and objectives is presented to PAC in April. The college also contributes to the District-wide Strategic Plan Update, a report to the Board of Trustees on the progress to accomplish the current year goals and objectives.

Any faculty or staff interested in learning more about the college planning and budget process is encouraged to attend any of the PAC meetings. A complete schedule of meeting and copies of all minutes can be found at http://pac.fullcoll.edu/.
Program Review

Overview
The Program Review process at Fullerton College is intended to provide an annual opportunity for each program to evaluate itself and to engage in a process of inquiry. After reviewing key data about the program, reviewing changes over time, incorporating additional information, and incorporating the review into the strategic planning process, Program Review provides the college with a clearer sense if its strengths and weaknesses.

WASC/ACCJC expects that “The (program review) process is driven by the search for ‘educational quality’ or ‘educational truth.’ It is done with the intent of increasing the awareness of faculty and administrators about their educational practice so they can improve the quality of teaching and learning. Thus the product of program review is a better understanding of the effects of academic programs on student learning.”

While there are currently indicators of student learning included in Program Review, as the College begins to incorporate Student Learning Outcomes into Program Review, it will make this connection even more apparent. A goal of the Program Review process is to achieve the level of “sustainable continuous quality improvement,” as WASC / ACCJC calls its “mature” stage of Program Review. As expected by WASC/ACCJC, the college’s “Program Review processes are ongoing, systematic and used to assess and improve student learning and achievement.”

Furthermore, the College “reviews and refines its Program Review processes to improve institutional effectiveness; and the results of program review are used to continually refine and improve program practices resulting in appropriate improvements in student achievement and learning.”

Program Review at Fullerton College serves as a key element in campus planning and ensures the best use of campus resources while contributing to the improvement of instructional quality. In addition, Program Review serves to provide institutional scrutiny of program priorities and practices.

Key performance indicators
In support of the Program Review process, the Fullerton College Planning and Consultative Council (PCC) adopted a set of key performance indicators for instructional programs in 2001. These performance indicators reflected program activity and outcomes, along with resources and efficiencies, to provide a snapshot of program performance annually. Since the adoption of the key performance indicators, some slight modifications have taken place.

In 2005, at the direction of the College President, annual performance data was augmented by term data, so that the key performance indicators are now produced for summer, fall and spring terms, as well as an annual summary. Some key performance indicators are only applicable for annual reporting.

The key performance indicators focus on course offerings (courses, classes), student data (majors, new majors, enrollments, FTES, WSCH), resources (FTEF), efficiencies (WSCH/FTEF, average
class size, fill rate at census) and outcomes (retention rate, completion rate, persistence rate of new majors, degrees, certificates and transfers).

**Process**
The process for Program Review begins with an identification of programs. In most cases, a “program” is a department. However, some divisions combine certain departments in a program (as in Technology), while other divisions split departments into separate programs (as in Mathematics).

Once agreement is reached on the programs, data is extracted from a variety of sources to populate the data tables for each program. Most of the data is extracted directly from Banner tables. Data on outcomes is extracted from several MIS files (particularly the enrollment file, the matriculation file and the awards file). Other data is calculated based on MIS data (as well as some in Banner) to determine WSCH from FTES and WSCH per FTEF.

Data on new major persistence is calculated by creating a longitudinal tracking system. Data on transfers is obtained through data matches with the University of California, the California State University, and the National Student Clearinghouse conducted by the California Community Colleges System Office Technology, Research, and Information Systems Division.

Data availability depends on the source of the data. For data that is extracted from Banner tables, information is available almost immediately following the conclusion of the spring term. For the course outcomes indicators, the data is available approximately one month following the completion of the spring term. For student awards indicators, the data is ordinarily available by the First of August each year. For student transfer indicators, the data is usually available by mid-September.

The data is arrayed in data tables which compare the past five years.

**Executive summary and planning strategy**
An Executive Summary was added to the Program Review process in 2007 at the request of the President. The Executive Summary was drafted by the Director of Institutional Research and reviewed with each Dean before being submitted to the President who included it in the Program Review Data Book. The Executive Summary identifies major trends within Divisions, calling attention to areas in need of further scrutiny or improvement.

The Program Review data, along with other sources of information about the College, is one of the cornerstones of the institution’s strategic planning. Trends in program enrollment, program productivity, and program outcomes, provide direction for planning.

Upon receiving the data, Deans share information with Program Coordinators and Faculty who identify areas in need of further consideration and in developing unit goals and objectives. Major trends can also be identified in this process and considered in College program and budget planning.

**Distribution**
Program Review data sheets for all instructional programs are distributed to the President and Vice President of Instruction. Data for each division is then distributed to the Deans and they meet with the Director of Institutional Research to examine it in the course of reviewing the Executive Summary.

The Deans normally share these with their Program Coordinators and with Faculty at Division Meetings. For those Deans who request the Director of Institutional Research to meet with Faculty, that meeting is devoted to an analysis of the data and discussion of the meaning of the data. The actual data has not been widely distributed. However, the Executive Summaries for the 2005-2006 Program Review were distributed by the President to the President’s Advisory Council.

**Certificate/Degrees**
Student Certificates and Student Degrees are two important outcome measures for college programs. The data for these indicators is taken directly from the CCC MIS SP – Student Awards file. This file identifies the student; and indicates for each student the type of Degree or Certificate, the field (identified by TOP code), the date of the award, and the unique program code assigned by the CO MIS division. The unique code in assigned to match the list of approved programs maintained by the Academic Affairs Division of the CCC.

The data are created through a process that begins when a student applies for a Certificate or Degree. For Degrees, the application is submitted to the A&R office; for Certificates the process begins in Division Offices. After review of an application (either through evaluators in the A&R Office for Degrees or in the Division Office for Certificates), the application may be approved. If a Degree is approved, the A&R Office enters the data into Banner. If a Certificate is approved, it is created along with a notice to the A&R Office and sent to the President. The President signs the Certificate and returns it to the Division and forwards the Certificate approval form to A&R, where the data are entered into Banner.

**Curriculum Codes**
Curriculum Codes affect Program Review in several ways. TOP Codes identify program areas (along with department codes). Basic Skills codes help determine the split in the Mathematics Department Program Review into Basic Skills Math and Transfer Math. Recoding of Basic Skills courses for 2006 – 2007 resulted in an increase in activity reported in Basic Skills Math and a concomitant decrease in activity in Transfer Math. Major codes for students affect the identification of majors and, along with student enrollment status, the identification of new majors. TOP Codes and unique codes identify programs for Degrees and Certificates. This is the area most affected by the recent System CRCC project, because that project updated the list of approved programs and also revisited the unique codes. Most of the other data is extracted directly from Banner and identified in ways that do not use TOP codes.
Program Review Analysis

1. Summary of Data (brief description of the analysis of data, highlight important data, note significant changes from previous program review, identify trends, comparison with peer programs).

2. Immediate Short-term Plans (drawing from the data, external influences, trends in the discipline and college goals/initiatives, identify concrete activities the program will engage in to modify the program; activities can be completed in 1 – 2 years).

3. Long-term Plans (drawing from the data, external influences, trends in the discipline and college goals/initiatives, identify concrete activities the program will engage in to modify the program; activities can be completed in 3 – 5 years).

4. Analysis of student learning outcomes in the program.
The Business and Computer Information Systems Division consists of seven instructional programs, Accounting, Business Management, Computer Information Systems, Marketing, Office Technology, Paralegal Studies and Real Estate. The division accounts for about 8% of all enrollments and 7% of all FTES at the college.

Courses and Sections – Offerings in Business and Computer Information Systems have remained relatively steady over the past five years with the exception of Computer Information Systems, where the number of sections dropped from 223 in 2002-03 to 124 in 2006-07 but increased to 127 in 2007-08, and Office Technology, which offered only 14 sections in 2007-08, a slight increase from the previous year but a significant decline from 37 sections in 2003-04. The division offers a wide array of evening/weekend, short-term and online courses.

Student Information – The number of majors has increased by more than 100 each in Accounting and Business Management. The number of new majors has increased in all areas and significantly increased in Accounting, from 204 in 2006-07 to 385 in 2007-08 and in Business Management, from 969 in 2006-07 to 1,705 in 2007-08. The number of majors Real Estate has declined in the past year. Over the past five years there has been a significant decline in Office Technology, which had only 27 majors in 2007-08. The number of enrollments and the FTES generated in Computer Information Systems appears to have stabilized. Enrollments and FTES have increased significantly in Business Management and modestly in Accounting. Enrollments and FTES have been maintained in the other programs, except for Real Estate, which saw sharp declines in enrollment in 2007-08.

Program Resources – The number of full-time equivalent faculty in Business and Computer Information Systems has remained relatively steady from 2003-04 to 2007-08, with slight increases in most areas and a small decrease in Real Estate.

Program Efficiency – The average section size in Business and Computer Information Systems programs ranges between 25 and 35, with the exception of Office Technology at 18.7. There have been modest increases in average section size for all programs except Real Estate, which dropped significantly. The fill rate in most programs increased slightly in the past year, with a slight decline in Marketing and a significant decline in Real Estate. The WSCH to FTEF ratio has increased slightly in most programs, with a significant decline in Real Estate. Accounting is the only program with a ratio above 500 and Office Technology (240) remains well below the college average.

Program Outcomes – Both course retention and course success in Business and Computer Information Systems are quite variable among the programs. The success rates in Computer Information Systems and Marketing are about 55% and at 45% for Office Technology, while the success rates are at or above the college average for the remaining programs. The number of degrees and certificates are quite high in Business Management and Paralegal Studies relative to the number of majors and there are many Accounting and Business Management transfers each year. Student learning outcomes have been developed for most courses in Business and Computer Information Systems.
Recommendation – The Business and Computer Information Systems Division should carefully examine the viability of Office Technology.
The Counseling Division consists of one instructional program, Counseling. The division accounts for about 3% of all enrollments at the college and about 1% of all FTES.

Courses and Sections – Offerings in Counseling declined in 2003-04 during budget cuts and have rebounded over the past two years to the level of 2002-03, with 117 sections offered in 2007-08, up slightly from the previous year. The majority of sections are offered as short term classes, with a wide array of evening, weekend and online offerings. There are a number of sections devoted to special programs on campus, including Puente and EOPS/CARE and the Transfer Achievement Program.

Student Information – There are no majors in Counseling. The number of enrollments and the FTES generated in Counseling dropped slightly in 2003-04, then rebounded in 2004-05 and in 2005-06 to the levels prior to budget cuts and increased significantly in 2007-08, with nearly 1,000 additional enrollments over the 2006-07 level. There were 3,515 enrollments in Counseling classes and 252 FTES in 2007-08.

Program Resources – The number of full-time equivalent faculty in Counseling increased slightly in 2007-08, from approximately 7.5 FTEF to 8.4 FTEF.

Program Efficiency – The average section size in Counseling increased significantly in 2007-08, from an average section size of 23.3 in 2006-07 to an average section size of 30.0 in 2007-08. The fill rate in Counseling, which had been declining over the past several years, rose to 91% in 2007-08 but the WSCH to FTEF ratio declined from 485 to 450.

Program Outcomes – Both course retention and course success in Counseling are higher than the college average and near the top of those statistics in the college. Student learning outcomes have been developed for all courses in Counseling and for the Counseling program.

Recommendation – The Counseling division should continue the move toward increased efficiency.
The Fine Arts Division consists of four programs, Art, Computer Graphics, Music and Theater. The division accounts for approximately 12% of all enrollments and FTES at the college.

**Courses and Sections** – Offerings in Art, Music and Theater have generally increased over the past five years but remained flat in the past year. Offerings in Computer Graphics had been declining for several years but increased in the past year. The division offered 767 sections in 2007-08. There are relatively few online courses offered in the division but a wide variety of evening, weekend, and short term courses is offered.

**Student Information** - The number of majors and new majors in all departments increased over the past year. The number of new majors doubled in Theater and increased by more than 100 each in Art and Music. The number of enrollments and FTES generated in the division increased in the past year, with the exception of Theater, which experienced a slight decline. Enrollments and FTES were at their highest level in the past five years in Computer Graphics.

**Program Resources** – The number of full-time equivalent were virtually unchanged in 2007-08 from their levels in 2006-07, with the exception of a Theater, which declined slightly.

**Program Efficiency** – The average section size in the division ranges from a low of 17.6 in Computer Graphics to a high of 23.1 in Music. The fill rates in the division are at or above 85% with a high of 92% in Computer Graphics, a significant improvement from the fill rate of 77% in 2006-07. The WSCH to FTEF ratio in Music is high (570), slightly below the college average in Art (454) and low in Computer Graphics (322) and Theater (316).

**Program Outcomes** – Course retention and course success rates in all departments are higher than the college averages. The division conferred 44 degrees (most in Art) and 10 certificates (most in Music) in the most recent year. More than 100 Fine Arts majors transferred to four year colleges or universities in 2007-08 and the division has an excellent alumni program. Student learning outcomes have been developed for courses in all departments.

**Recommendations** – The Theater department should examine the slight declines it experienced in enrollments and efficiency. The division should focus on increasing efficiency.
The Humanities Division consists of five programs, English, English as a Second Language, Foreign Languages, Reading, and Speech. Beginning with the development of data sheets for 2007-08, Basic Skills English and Spanish were disaggregated and data sheets were provided for those programs. The division accounts for about 17% of enrollments and 18% of resident FTES annually. The English department has the second highest number of enrollments in the college, with 11,901 in 2007-08.

Courses and Sections – Offerings in Humanities declined in 2003-04 during budget cuts and have rebounded over the past two years. The number of sections has increased in all programs except ESL. Over 400 sections of English are offered annually. The division offers a wide array of courses in the evenings, on weekends, online, and in short term format.

Student Information – The number of English majors has increased dramatically over the past several years, from 235 in 2003-04 to 545 in 2007-08. And the number of new majors has also increased significantly. There are also 188 Foreign Language majors and 32 Speech majors – both increases from last year. The number of enrollments and the FTES generated in English, Foreign Languages, and Speech dropped significantly in 2003-04 and has increased significantly since then, exceeding the 2002-03 level. The number of enrollments and the FTES generated in Reading dropped significantly in 2003-04 and declined through 2005-06 and have increased over the past two years. The number of enrollments and the FTES generated in ESL dropped significantly in 2003-04 and continued to decline until last year. Enrollments decreased from 2,437 in 2002-03 to 1,548 in 2006-07 and increased slightly in 2007-08.

Program Resources – The number of full-time equivalent faculty has increased in the division, with increases in all programs except ESL.

Program Efficiency – The average section size in all programs in the division is low, reflecting the smaller class sizes typical of the type of programs in the division. Section sizes range from 21 in ESL and Reading to 26 in English. Fill rates in English, Reading and Speech are at or above 90%, while the fill rates in ESL and Foreign Language sections are at or slightly below 80%. The WSCH per FTEF ratio in the division is below the college average, with most programs falling around 400, with ESL around 300.

Program Outcomes – Course retention is at the college average for English, Foreign Languages and Reading and high (around 85%) in ESL and Speech. Course success is above the college average in ESL and Speech, around the college average in Foreign Languages and Transfer English, and below the college average in Basic Skills English and Reading. There are relatively few degrees awarded in the division annually, with 14 in the most recent year. There were about 50 transfers to four year colleges and universities in 2007-08, mostly in English. Student learning outcomes have been developed for the division and the programs and for courses in each program.
Recommendations – The division should focus on course success in Basic Skills English and Reading and on the assessment of student learning outcomes to begin incorporating those in program review.
The Mathematics and Computer Science Division consists of three programs, Basic Skills Mathematics, Transfer Mathematics, and Computer Science. The two mathematics programs constitute one of the largest departments on campus, while Computer Science is one of the smallest. The division accounts for approximately 12% of annual enrollments and about 14% of total FTES at the college.

Courses and Sections – Offerings in mathematics declined in 2003-04 during budget cuts and have rebounded over the past three years, with more than 150 sections offered annually in basic skills math (MATH 30 and below) and over 250 sections offered annually in transfer math. Short term classes take place almost exclusively in summer and winter intersession. Section offerings in Computer Science, which declined steadily through 2005-06, increased to 13 in 2006-07 and 2007-08.

Student Information - The number of math majors has increased slightly each year over the past several years and there are now over 200 math majors. The number of computer science majors shows an increase but the number of majors equals the number of enrollments. The number of enrollments and the FTES generated in transfer math Mathematics dropped significantly in 2003-04, but rebounded in 2004-05 and increased sharply in 2007-08 to over 10,000, due to recoding of Intermediate Algebra. Enrollments and FTES in basic skills math have decreased significantly for the same reason. The enrollments and the FTES generated in Computer Science have both increased slightly over the past two years.

Program Resources – The number of full-time equivalent faculty in both Mathematics and Computer Science has remained relatively steady over the past four years, with slightly less than 2.0 FTEF in Computer Science and a bit over 50 FTEF in Mathematics.

Program Efficiency – The average section size in Basic Skills Mathematics has fluctuated slightly around 40 students. The average section size in Transfer Mathematics increased sharply in the past year to 38.5. Both programs consistently show fill rates of 91% with a high WSCH to FTEF ratio. Measures of efficiency in Computer Science are low, with average section size below 20; fill rate increased to 79% and a WSCH to FTEF ratio increased to 339 in the past year.

Program Outcomes – Course retention in both Basic Skills and Transfer Mathematics is slightly below the college average. Course success in Transfer Mathematics (59%) is below the college average but above other similar colleges. Course success in Basic Skills Mathematics (48%) is well below the college average but comparable to other similar colleges. There has been an average of 10 degrees and 25 transfers per year in Mathematics. Student learning outcomes have been developed for all Mathematics courses. Course retention and success in Computer Science are both low with relatively few degrees or certificates awarded annually. Student learning outcomes have been developed for all courses in Computer Science.

Recommendation: The Mathematics and Computer Science division should focus on student success in basic skills courses and particularly elementary algebra, which is a gatekeeper course for college math as well as a number of degrees and certificates in other programs. It should
continue to use the resources provided by the Basic Skills Initiative to investigate innovative pedagogies, assessment tools, and other strategies to increase student success. It should look at alternative curricula models, such as short term classes, as well as alternative tutoring options, such as in-class tutoring or expanding Supplemental Instruction.
The Natural Sciences Division consists of the following programs: Anatomy and Physiology (including Microbiology, Biology, Chemistry, Earth Sciences, Environmental Science, Health Education, Horticulture, Nutrition and Food, and Physics. The division accounts for approximately 9% of all enrollments and 10% of all FTES at the college.

Courses and Sections – Offerings in the Natural Sciences division have remained relatively constant over the past several years, with the exception of Horticulture, where the number of sections offered dropped from 28 in 2005-06 to 17 in 2006-07 but remained at 17 in 2007-08. The division offered 80 courses and 392 sections in 2007-08. There are relatively few online courses offered in the division but a wide variety of evening, weekend, and short term courses is offered.

Student Information - The number of majors in Natural Sciences has increased significantly over the past five years (majors increased by 93% and the number of new majors in Natural Sciences increased by nearly 500%), with the largest absolute gain in Biology, where majors have increased from 403 to 756. There are now nearly 1,300 majors in Natural Sciences programs. There are an additional 700 majors in Health Careers, Transfer Core Option. The number of enrollments in the division declined during budget cuts in 2003-04 and has increased to the 2002-03 levels. Growth in the division enrollments have resulted in an increase of 5% in FTES generated over the past five years, with Chemistry showing the greatest growth.

Program Resources – The number of full-time equivalent faculty in Natural Sciences remained steady over the past two years, after an increase of 11% in the previous three year period.

Program Efficiency – The average section size in Health Education is 46 students, in Earth Sciences and Nutrition and Foods the average sections sizes are approximately 40 students; in Environmental Science about 33 students; in Biology about 30 students, in Anatomy and Physiology, Chemistry and Physics between 20 and 25 students; and in Horticulture the average class size is down to 13 students. The fill rates are at or near 100% in Anatomy and Physiology, Biology, and Chemistry, and around 90% in Earth Sciences, Environmental Science, Nutrition and Foods and Physics, and 65% in Horticulture. The WSCH to FTEF ratio is above the college average all programs except Horticulture (244) and Physics (388).

Program Outcomes – Course retention rates in Natural Science programs are at the college average, while course success rates are slightly below the college average. Students in the Natural Sciences division earn few degrees and certificates compared to the number of majors. There are, however, a large number of transfers each year. Student learning outcomes have been developed for most courses in all departments.

Recommendations – The Natural Science division should examine the distribution of number of sections among programs and, to the extent it is congruent with facilities availability, seek to increase the offerings given the increase in majors and high fill rates. The division should also examine ways to increase the student course success rate and the number of degrees and
certificates awarded each year. The Horticulture department should undergo a more thorough review with a close examination of the curriculum and local job openings.
The Physical Education Division consists of four programs, Dance, Physical Education (Activities, Intercollegiate Sports, and Theory), Recreation, and Wellness. The Recreation and Wellness programs are included in Physical Education program for purposes of program review. The division accounts for about 10% of all enrollments at the college and about 7% of all FTES.

Courses and Sections – Offerings in Physical Education declined in 2003-04 during budget cuts and have rebounded over the past four years, with a slight decline to 537 sections offered in 2007-08 in the division. While there are relatively few online courses, appropriate for the division, there is a wide array of courses offered in the evenings/weekends and short term.

Student Information – The number of majors in the division has increased over the past several years and there are currently 427 majors. The number of new majors declined in 2005-06 but rebounded in 2006-07 and increased significantly in 2007-08. Enrollments in Physical Education classes peaked in 2002-03 and declined dramatically in 2003-04. Enrollments have increased by about 1,000 since 2003-04 and but declined slightly in 2007-08 to 12,281. The number of FTES generated in the division had increased to over 1,200 annually and dropped to 1,168 remained at in 2007-08.

Program Resources – The number of full-time equivalent faculty in the Physical Education division dropped dramatically in 2003-04, increased gradually over the next three years and dropped last year. There were approximately 34 FTEF in the Physical Education division in 2007-08.

Program Efficiency – The average section size in the Physical Education division has fluctuated over the past several years and rose slightly in 2007-08 to about 25 students per section. Fill rates are slightly below the college average and are at about 79%. The Physical Education division has a higher than college average WSCH to FTEF ratio slightly above 500.

Program Outcomes – Course retention in the Physical Education division is higher than the college average and was 83% in 2007-08. The course success rate of 76% in Physical Education is higher than the college average and slightly higher than the statewide average in physical education, while the success rate in Dance is about the college average. There are relatively few degrees awarded each year compared to the number of majors but the number of certificates awarded increased significantly with the addition of the massage therapy certificate. The steep decline in certificates in Massage Therapy in 2006-07 was followed by an increase in 2007-08 but has not returned to previous levels. Student learning outcomes have been developed for the departments and courses.

Recommendation – The Physical Education Division should develop assessments of student learning outcomes to incorporate measures in program review. The division should decide if the Wellness program should be separated out of Physical Education for purposes of program review.
The Social Sciences Division consists of ten programs, Anthropology, Child Development and Educational Studies, Economics, Ethnic Studies, Geography, History (including Women’s Studies), Philosophy and Religious Studies, Political Science, Psychology, and Sociology. The division accounts for approximately 23% of all enrollments and 19% of all FTES at the college.

Courses and Sections – Offerings in Social Sciences decreased in 2003-04 following budget cuts but have increased back to the level of 2002-03. The division has offered 671 sections in 2007-08. A wide range of general education courses are offered in the evening, on weekends, in short term format and online.

Student Information - The number of majors in Social Sciences increased again in 2007-08. There are now nearly 3,600 social science majors, with over 1,000 majors in Child Development and Educational Studies and in Psychology. The number of new majors in Social Sciences has doubled in most programs over the past five years, with the largest increases in Child Development and Educational Studies (568 new majors) and in Psychology (435 new majors). The number of enrollments and FTES generated in the division decreased in 2003-04 and has increased steadily since then, with over 32,000 enrollments in social science courses in 2007-08.

Program Resources – The number of full-time equivalent faculty in Social Sciences has increased slightly over the past five years.

Program Efficiency – The average section sizes in Social Sciences are above 40 in many programs and above 60 in Economics, Political Science and Psychology, while the average section sizes in Child Development and Educational Studies and Ethnic Studies are around 25. The fill rates in the division are at or above 90% in all programs and above 100% in several programs. The WSCH to FTEF ratio in the division is among the more robust in the college, well over 600 in most programs. All programs, with the exception of Child Development and Educational Studies (378), have a WSCH to FTEF ratio above 525.

Program Outcomes – Course retention and course success rates are slightly below the college average for transfer courses. The course success rates in Child Development and Educational Studies, Economics, Geography, Philosophy and Religious Studies and Political Science are below 60%. The Social Sciences division awards the second highest number of degrees in the college and a significant number of certificates in Child Development and Educational Studies. A large number of Fullerton College transfers come from majors in the Social Sciences division. Student learning outcomes have been developed for all courses in each program.

Recommendations – The Social Sciences division should examine course retention and course success rates in Child Development and Educational Studies, Economics, Geography, Philosophy and Religious Studies and Political Science.
The Student Support Services Division consists of one instructional program, Student Support Services, providing instruction to students in the Disabled Students Programs and Services. The division accounts for less than 1% of all enrollments and FTES at the college.

**Courses and Sections** – Offerings in Student Support Services have remained relatively steady over the past five years at around 35 classes annually. There were 37 sections in 2007-08. As expected with the nature of the classes, nearly all the classes are full-semester classes taught during the day, with a few online classes each semester.

**Student Information** – There are no majors in Student Support Services. The number of enrollments and the FTES generated in Student Support Services dropped slightly in 2003-04, and has returned to the level prior to budget cuts. There were 557 enrollments in Student Support Services classes in 2006-07 and this generated 34 FTES.

**Program Resources** – The number of full-time equivalent faculty in Student Support Services remained relatively steady from 2003-04 to 2005-06, dropped to below 1 FTEF in 2005-06, returned to 1.6 FTES in 2006-07 and remained at that level in 2007-08.

**Program Efficiency** – The average section size in Student Support Services rose slightly from 2003-04 to 2005-06 to about 18 students per class, declined to 14.8 in 2006-07 and increased to 15.1 in 2007-08. The fill rate in Student Support Services classes is among the higher in the college at 94%. The WSCH to FTEF ratio declined in 2007-08 to 310.

**Program Outcomes** – Both course retention and course success in Student Support Services are higher than the college average and near the top of those statistics in the college. Student learning outcomes have been developed for courses in Student Support Services. Student learning outcomes for support services are complete and available on the college website.

**Recommendation** – The Student Support Services Division should examine the FTEF allocated to the instructional program and perhaps consider consolidation of some sections.
Fullerton College
Program Review
Technology and Engineering Division
Executive Summary

The Technology and Engineering Division consists of thirteen instructional programs, Administration of Justice, Automotive Mechanics, Cinema, Radio and Television, Construction Technology, Cosmetology, Electronics and Computer Technology, Engineering, Fashion Technology, Interior Design, Journalism, Manufacturing, Photography and Printing Technology. The division accounts for about 7% all enrollments and 10% of all FTES at the college.

Courses and Sections – Offerings in Technology and Engineering have remained relatively steady or increased slightly over the past four years, with the exception of a significant decrease in Electronics and Computer Technology (one section offered in 2007-08). The division offers a robust schedule in the evening and on weekends and a number of programs have significant short term offerings. There are relatively few online classes.

Student Information – All programs, with the exception of Interior Design (slight decrease) and Electronics and Computer Technology and Journalism (no change), have experienced significant increases in the number of majors. The number of new majors has also increased significantly in many programs. Overall, the number of enrollments and the FTES generated in Technology and Engineering has dropped slightly since 2003-04, with significant decreases in Administration of Justice, Automotive Mechanics, and Electronics and Computer Technology. Most programs showed increased enrollments over the past year, with significant enrollment growth in Cinema, Radio and Television, Construction Technology, Cosmetology, Journalism, and Photography. Interior Design experienced an enrollment decline. There were approximately 9,417 enrollments in Technology and Engineering classes in 2007-08, a decrease of about 3.3% since 2003-04 but an increase of about 7% over the past year.

Program Resources – The number of full-time equivalent faculty in Technology and Engineering has declined slightly overall from 2003-04 to 2007-08, with significant decreases in Cosmetology, Electronics and Computer Technology, and Manufacturing.

Program Efficiency – The average section size in Technology and Engineering is well below the college average and fewer than 20 students in most programs, typical for programs in the technology area. The fill rate in Technology and Engineering is above 80% in most programs and above 90% in several programs, while the fill rate is low in Printing. The WSCH to FTEF ratio is generally low in the division, but high in Administration of Justice (549) and Cosmetology (690).

Program Outcomes – Both course retention and course success in Technology and Engineering are at or above the college average. The course success rate of 60% in Cinema, Radio and Television and Photography is lower than the college average. The division awards a significant number of degrees and certificates, particularly in Administration of Justice and Cosmetology. Student learning outcomes have been developed for courses in Technology and Engineering.
Recommendation – The division should examine efficiency in several programs, especially Printing Technology. And the division should move forward with assessment of student learning outcomes to incorporate the results into program review.
Fullerton College
Schedule for Program Review
2009-2010

7/1 – 7/15  Confirm programs with Deans.
7/1 – 7/31  Prepare data sheets for each program.
8/15 – 8/31  Distribute data sheets at first or second fall Deans’ Council.
9/1 – 9/30  Meet with division deans and department coordinators.
10/1 – 11/30  Department coordinators and faculty review data.
11/1 – 11/30  Prepare executive summary for each division.
11/30  Program review forms due to VPI.
11/30 -  Presentation to PAC on program review.
11/30 -  Program review final reports to appropriate groups.
Fullerton College
2009 – 2010

FTES Target
16,583
## 2008/2009 EXPENDITURE BREAKDOWN SUMMARY

<table>
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<tr>
<th>Division/Dept.</th>
<th>Certificated OT Hourly</th>
<th>Classified OT Hourly and Materials</th>
<th>Supplies &amp; Travel &amp; Conference</th>
<th>Contracted Services</th>
<th>Hospitality-Related Expenses</th>
<th>Other Operating Expenses</th>
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| | $1,029,693 | $289,548 | $38,741 | $3,871,020 | | | | |
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### Fullerton College 2008/2009 General Fund Spending Plan Recap by Account Type

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Physical Education

July 2009
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July 2009
Student Learning Outcomes Assessment Update

- Fullerton College is well situated in regards to SLOs and Assessment. Faculty accept the necessity and value of articulating Student Learning Outcomes for courses and programs and how they can effectively assess those outcomes and use the results of the assessments to ensure the excellence of our academic programs.

- The identification of SLOs is a dynamic process. As faculty begin assessing SLOs, some have been modified and revised to better reflect student learning, the scope of the course, and a better understanding of how to articulate the relationship between those two areas in a SLO. During the spring 2009 semester, faculty from various disciplines received assistance from the SLO Coordinator in writing and revising SLOs to prepare for assessing them.

- Dr. Hodge supported the recommendation for SLO Coordinator reassigned time at 40% for summer, 2009; 100% for fall, 2009; and 50% for spring, 2009 in order to maintain the dynamic process of identifying and assessing course, program, and institutional learning outcomes at Fullerton College.

- The role of SLOs in course curricula is now institutionalized through the Curriculum Committee’s requirement that all new and revised courses submit SLOs.

- At the end of the spring 2009 semester, SLOs were identified for approximately 83% of courses, an increase from approximately 80% from last year at the same time.

- Courses in English, Reading, Spanish, and English as a Second Language have gone through the entire “closing the loop” cycle of assessment and reflection. This cycle consists of identifying appropriate Student Learning Outcomes for a course, assessing students in the targeted course, reviewing and discussing the results of the assessments, and using the results of the assessment to ensure excellence in the course.

- In spring, 2009 the Student Learning Outcomes and Assessment Committee met throughout the semester to work on SLOs for the GE requirements. The Coordinator drafted an initial set of GE SLOs for the committee to consider. After further revision, these SLOs were sent to the GE subcommittee of the Curriculum Committee for review and will be considered by the full Curriculum Committee during the fall semester.

  Committee members include: Danielle Fouquette (Faculty Chair), Jan Chadwick, Doug Eisner, Karen Markley, Miguel Powers, Cindy Zarske, Michael Baker, Sean Chamberlin, Carol Mattson, and Larry Buckley.

- In spring, 2009 the Humanities, Math, and Fine Arts Divisions piloted assessment projects in approximately 20 courses (10% of GE courses). Assessments have either been conducted or planned for the following:

  AREA A1: ENGL 100
  AREA A2: MATH 120, SPCH 100,
  AREA B2: MATH 40, 100, 141, and 150A
In spring 2009, the SLOA Coordinator invited a representative from Nuventive to demonstrate TracDat, a computer program application that can assist in planning and program review, including the tracking of results from the assessment of Student Learning Outcomes. The demonstration was to help determine whether Fullerton College might benefit from this software for the purpose of planning, program review, and assessment of SLOs. Further dialogue will take place during the fall semester to determine whether this is a viable option.

On July 8, 2009, the SLO Coordinator attended the State Academic Senate’s Curriculum Institute SLO Workshop in Anaheim to learn and bring best practices back to begin implementing at Fullerton College. She will report recommended best practices to the SLOA Committee in fall.
**The above schedule is a guideline for planning purposes. The goal is to process a certain number of courses each year so no Division is overly burdened in any given year. Divisions are free to request changes when necessary to facilitate the Six-Year review process. Any proposed changes need to be discussed and agreement reached between the Curriculum Division Rep, Division Dean and Curriculum Chair.**
Fullerton College
Midterm Report

Submitted by
Fullerton College
321 E. Chapman Avenue
Fullerton, California 92832

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

Report Distribution:
Three hard copies and one electronic version of the report sent to
The ACCJC/WASC Commission Office
10 Commercial Boulevard, Suite 204, Novato, CA 94949

Submission Date: March 15, 2008
MIDTERM REPORT

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STATEMENT OF REPORT PREPARATION

This midterm report is submitted as a progress report delineating Fullerton College’s responses to the recommendations made by the Accrediting Commission for Community and Junior Colleges.

We certify that there has been significant opportunity for the entire campus community to participate in the development of this report. We believe that the Midterm Report accurately reflects the nature and substance of progress since the evaluation visit.

Evidence of progress was solicited from all campus constituents including administrators, faculty, classified staff, and students. The draft report was distributed to all constituent group leadership and the entire staff. It was reviewed by the President’s Advisory Council, a participatory governance committee representing all campus constituencies.

The NOCCCD Board of Trustees received a copy of the Midterm Report and its supporting documents as an information item at the March 11, 2008 board meeting.

Kathleen O’Connell Hodge, Ed. D.  Kenneth Collins, Ph. D.
President             President, Faculty Senate

Janet S. Portolan, Ed. D.
Vice President, Educational Support
Accreditation Liaison Officer
INTRODUCTION

In 2005, the accreditation team visit resulted in reaffirmation of accreditation for Fullerton College (FC). The team acknowledged the strength of the college in a number of areas including (1) its comprehensive approach to instructional, operational, and student services review; (2) the work of the Curriculum Committee; (3) its comprehensive transfer program and very high transfer rate; and (4) the enthusiasm for the college held by everyone on campus, the trustees, and the community at large.

The team also identified several recommendations. Two of the recommendations were districtwide recommendations and the district response to those recommendations are included in this report. In brief, the areas of concern for the college identified by the visiting team were:

- College planning process
- Equity and diversity
- Student learning outcomes
- Decision-making process

The college takes very seriously the recommendations of the 2005 accreditation team and is eager to report on progress in response to those recommendations.

Since the writing of the self study and the team visit, some significant changes in the college have occurred. The college organizational chart was revised to include three vice presidents: Instruction, Student Services, and Educational Support. After a series of interim appointments, a permanent Vice President of Instruction was appointed in July. The Vice President of Student Services position is currently an interim appointment, with the permanent selection expected in spring of this year.

In addition, the college continues a major construction program including the opening of the Library/Learning Resource Center in 2005, a multi-level parking structure in 2006, and a College Center in 2007. The college anticipates the opening of a new Classroom Office Building and the addition of a new 50 meter pool in fall 2008. The campus also is preparing for additional capital outlay projects to begin in late summer 2008.

The progress made over the past three years to respond to the accreditation recommendations, and the progress still to be made, is only part of the ongoing efforts of the campus faculty and staff to ensure the highest possible level of academic experience for our students and to maintain the strong reputation of Fullerton College in its community.
RESPONSE TO COMMISSION RECOMMENDATIONS

Districtwide Recommendation #1: District Budget Allocation Model

*The team recommends that the District Chancellor develop and implement an evaluation of the existing budget allocation model and make adjustments if appropriate to meet the needs of the entire district. (III. D, IV. B. 3. c.)*

The District has met this recommendation after conducting an extensive and collaborative evaluation of its budget allocation model during 2004 through 2006. The two-year-long evaluation, involving the District’s shared governance committee, resulted in significant changes in two allocations and also led the way for making strategic connections between budget priorities and program priorities.

One of the areas impacted by the budget model evaluation was operation funding for growth, which originally was called “growth beyond extended day” in the District. Before, when campuses projected enrollment growth, they were provided with resources for faculty salaries (primarily adjunct faculty) to cover the costs of offering additional classes to meet growth targets. This was inadequate, however, because it did not also address the need for more resources to cover corresponding increases in supply and operation costs. Now, campuses are provided with these additional needed resources and more equitable per-student expenditures are being maintained.

A Budget Allocation Committee was formed from the District’s shared governance committee to continue looking at new budget allocation methods. This committee, with representation from each campus, includes budget officers, researchers, and vice presidents.

As the District implements its first District-wide Strategic Plan, also overviewed in this Accreditation Mid-Term Report, there will be many more opportunities to review budget allocations. The Strategic Plan highlights important focus areas in the District that are intended to guide budget decisions in the future.

Districtwide Recommendation #2: District Strategic Planning

*The team recommends that the Board of Trustees and Chancellor implement a process to systematically develop and document strategic institutional goals for the district. The goals should: provide a framework for the colleges’ strategic planning processes; include a review of the district mission statement to ensure that the district strategic goals align with the mission; and be reflected in the allocation of district resources. (I.A.1, I.B.4, III.D.1)*

During the 2005-06 academic year, work began on a District-wide Strategic Plan to address a variety of questions: What are the trends and needs in the District’s service area? What is the District doing now to meet them? And what should the District do in
the future to meet those needs that continue to change with both population and economic shifts?

The Strategic Plan was developed under the direction of the Board of Trustees and Chancellor. In the first phase, consultants specializing in strategic planning assisted a small Steering Committee and also worked directly with other planning groups. The Steering Committee, which included two representatives from the Board of Trustees, framed the planning discussions and work for the full Board of Trustees as well as the District Planning Council and Chancellor’s Staff. Each of these groups deliberated separately at numerous meetings from January through June 2006. They also conducted interviews and surveys with students, employees, alumni, business representatives, community members, and others.

In the first-phase development of the Strategic Plan, eight goals and many potential strategies and indicators/measures were identified around three focus areas. These focus areas are: Innovation & Relevancy for All Learners, Intra-District & Community Collaboration, and Effective & Efficient Use of Resources. Within these areas, the goals address instructional programs, student services, campus relationship building, community partnerships, inclusive processes, revenue-generating opportunities, effective planning, and marketing/communications.

In the second phase of the Strategic Plan starting in 2006-07, implementation teams and individuals began to integrate existing campus plans into the newer District plan. This added a wide variety of detail to the District-wide Strategic Plan, which became a patchwork of the different formats and styles followed by the individual campus plans. [see Attachment A]

During 2007-08 as implementation continues, an effort is underway to continue to evolve a more cohesive District-wide Strategic Plan with the individual campus entries. During the first half of the academic year, the planning process was on the agenda of four District Planning Council meetings. Meanwhile, the Strategic Plan Steering Committee worked on a revised report framework that ties the District-wide Strategic Plan to the California Community Colleges System Office Strategic Plan.

Recommendation #3: College Planning Process

*The team recommends that the college formalize a college planning process to ensure that long-term strategic directions with related annual goals are established to guide college operations. These strategic directions should be developed in conjunction with an Educational Master Plan that incorporates recommendations from the program review process and serves as the foundation for the facilities and technology plans. The college should ensure that all plans are linked to the budget process and are reviewed, evaluated, and updated on a regular basis. (I. B. 2, 3, 6, 7)*
In 1999, the District and its colleges adopted the Education and Facilities Master Plan. The Master Plan was commissioned by the District and Board of Trustees to provide a clearer vision of the future for the District and its colleges as they moved into the next century. This document has been continually used as a guide in producing the yearly update of the District Five-Year Construction Plan, Initial Project Proposals, and Final Project Proposals necessary for state capital outlay funding.

The Master Plan has guided the planning process for major bond projects valued at over $150 million at Fullerton College. Numerous projects which have a direct impact on educational programs and services have been completed since the Master Plan was finalized. Several more are either currently underway or will soon begin construction.

On January 22, 2008, the District Board of Trustees retained a consultant to update the Master Plan in accordance with and in response to the District Strategic Plan and the colleges’ planning processes. The review of the Master Plan, the 2008 Facilities Master Plan status report, will address all of the projects outlined in the Master Plan, including those under construction and those recommended for the future. The 2008 Facilities Master Plan status report is a response to the District Strategic Plan and relates directly to District Goal #7: “Through effective planning and using resources efficiently, the District/campuses provide facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.”

A committee was formed and charged with the stated purpose of updating the Academic Computing Technology strategic plan to reflect changes in distance learning, instructional technology, and growing campuswide demands for new delivery modes and communication technologies. Significant disagreement among committee members existed on numerous points, with differences of opinion expressed regarding the need for security measures and the impact of those security measures on instruction. The committee disbanded, however, the plan was completed and forwarded to the President’s Advisory Council (PAC) in 2006.

Financial projections for fulfillment of the technology plan have been completed and are being utilized in budgeting and planning, both at unit levels and campuswide. Facilities condition reports are being utilized to propose and schedule renovation projects and evaluate maintenance needs. A five-year plan for scheduled maintenance has also been integrated into the planning and budgetary process.

The college developed and implemented the framework for an annual planning process in 2006-07. The planning process integrates college goals and program review with the existing planning model, but linkage to the budget process remains in progress. In the 2006-07 academic year, the NOCCCD Board of Trustees formulated districtwide strategic goals to provide a framework for college goals. At the beginning of the 2007-2008 academic year, the college planning effort was integrated with the District strategic plan, culminating in a comprehensive districtwide strategic planning process. This effort is expected to continue on an annual basis, with the formation of unit goals aligned with college goals and integrated with the District strategic planning process.
Formulation of college goals and alignment with district goals include the consideration of data that have been collected in support of program review by the Director of Institutional Research. These data, which examine a variety of key performance indicators for courses, students, resources, efficiency, and outcomes in each term, are provided to division deans annually. In addition, a Fact Book and an institutional effectiveness report are produced annually by the research office to provide information on faculty, students, and the programs of Fullerton College. These data are included in the Annual Report which is presented to the Board of Trustees and to the community. An Environmental Scan of the college’s external environment, utilized by the college’s vocational programs, examines the demographic character of the community, including the K-12 educational pipeline, economic factors, local and statewide political forces, and projections of future changes.

Once formulated, college goals are approved by the President’s Advisory Council. Instructional and service area goals, integrated with district and college goals and strategies, are formulated and submitted to the vice presidents for review and approval. This process, formalized in 2007-08, is expected to include annual assessment and review of progress towards goals during the spring semester and goal revision/reformulation in the subsequent fall semester.

A timeline for implementing this process was proposed by the Faculty Senate and approved by the PAC in fall 2007. To ease implementation, it was decided to approve the continuation of the 2007-08 college goals into the 2008-09 academic year. In addition, the agenda for PAC meetings has been altered to devote every other meeting to discussion of goals, with plans to work toward development of long-term strategies. District and college planning documents are updated and distributed annually to all constituent groups during Fall Convocation. [see Attachments B and C]

The college is moving forward to link resource allocation to planning and synchronize it with college/district goals. For example, the Dynamic Fund, formed in spring 2005 as a result of recommendations from the Budget Development Committee (BDC), makes one-time allocations available to encourage innovation and meet specific college goals. Funds are awarded through a competitive application process. Applications are submitted to the BDC and reviewed, and subsequent recommendations for funding are made to the President’s Advisory Council. In response to feedback from constituent groups, Dynamic Fund guidelines were revised in 2007-08 to assist groups in formulating their proposals. The Dynamic Fund is still relatively new to the college and its procedures will continue to be revisited as implementation continues.

In October 2006, PAC approved the new college Institutionalization Procedure. This procedure was formulated in recognition that many innovative special programs, originated to address some deficit in educational opportunity or fill an educational need, are initiated with temporary funds from grants or awards from discretionary institutional resources such as the Dynamic Fund. The college lacked a procedure to move these programs from soft money to recurring institutional or general funding. The Institutionalization Procedure outlines a process and timeline for the consideration of
requests for ongoing funding, based on the program’s validation of its benefits to students and the college. [see Attachment D]

The college Institutionalization Procedure is still relatively new and is yet to be tested. With the anticipated and widely publicized budget constraints that all community colleges expect to be facing in the upcoming year, PAC has determined that the formalized commitment of additional recurring budget funds is unwise at this time. However, the Dynamic Fund continues to be available to support the continued one-time funding for programs evaluated as being of benefit to the students and the college and supportive of district/college goals.

In 2006-07, the college president and the budget and finance officer requested that all departments and divisions submit a budget spending plan linked to college goals for the year. The final step in this process, linking planning and budgeting at the unit level, remains in development. It is expected that faculty and department heads will submit anticipated resource needs to meet linked departmental and division goals. This process is still in its infancy and is relatively new to some faculty and department coordinators. It is projected that it will take another year or two for this process to become fully institutionalized at the unit level.

Baseline data from the research office guide development of basic skills initiatives and budget planning. Several initiatives begun the previous year by a Basic Skills Task Force with one-time funding from the state are in progress and likely to continue as part of the Basic Skills Initiative. Additional programs are expected to be undertaken as the statewide initiative progresses. In response to the growing statewide focus on basic skills, and subsequent to attendance at Basic Skills Initiative workshops in the fall, the college formed a Basic Skills Steering Committee in December 2007. The committee is co-chaired by faculty and the college’s Vice President of Instruction.

Other special funds, such as the Carl Perkins Act, including both VTEA and Tech Prep, continue to be integrated into a planning and budgeting process. This process is overseen by a group of managers and faculty representing vocational programs and special student services.

Recommendation #4: Equity and Diversity

*The team recommends that in order to further advance the college’s ideals of equality and diversity, a college-wide equity and diversity action plan should be developed and implemented in a timely manner, along with a schedule and budget. (III.A.4.a, b, c)*

The Student Equity Committee of the Faculty Senate is currently revising the 2004 Student Equity plan with the goal of completing a new college plan by May 2008. The new plan is aligned with the college’s focus on student success.

Presently, a number of individual initiatives have been developed on campus, all working on student success and reflecting a common philosophical thread. With representation
from the college’s Student Equity Committee Chair, the Student Services’ “Dream Team” was developed to host monthly meetings and expand opportunities for special needs and AB 540 students. The Dream Team is also developing and implementing a scholarship program for students in financial need. In addition, a Student Success Summit focused on enhancing services, improving outreach to diverse students, and addressing different learning styles was conducted in February 2008. A total of 116 representatives from students, faculty, and managers campuswide attended the event and provided input on areas needing improvement on campus and topics to be addressed. During the next Student Success Summit, scheduled for April 2008, focus groups will be identified to work on chosen topics.

To improve services for international students and help them become familiar with their new campus, its policies and procedures, and the surrounding community, an International Student Orientation was developed and is conducted at the start of each semester. The orientation includes two days of general orientation, academic counseling, placement testing, class selection, and registration. In addition, several Welcome Week events are arranged to help students become acquainted with other students, meet college faculty and administrators, and become familiar with the city of Fullerton.

The college recognizes that a regular schedule of campuswide events promoting understanding of diverse cultures and lifestyles is critical to the development of an environment that welcomes diversity. Therefore, the Campus Diversity Committee will continue to expand the scope and number of campuswide diversity events. These events are publicized to the students and community through the President’s Weekly newsletter, the Diversity and Equity Newsletter, the online College Master Calendar, and posters displayed prominently in public locations across campus. Participation in these events in the year 2006-07 increased by 95% over the previous year, an indication that the college’s event planning and implementation is successfully reaching and involving a greater number of college community members. [see Attachment E]

The college Director of Equity and Diversity is a vital part in the development of a college equity and diversity plan, and, as chairperson of the college Diversity Committee, acts as a unifying force for collaboration among all representative committees across the college. The director was a facilitator for the college workshop “Bridging the Gap: A Human Relations Workshop” and provided EEO training sessions for all college hiring committees as well as sexual harassment training, in compliance with AB 1825.

The Director’s proposal for funding of diversity programming was approved by the Budget Development Committee and the President’s Advisory Council last year as a part of the college’s Dynamic Fund process. The college now needs to consider institutionalizing the funding for diversity events with a commitment of ongoing funds to demonstrate its support for diversity and equity events. Resources to support Basic Skills projects and funding for the activities of the Cadena Transfer Center, the Adaptive Computer Lab, and the International Student Center help further the college’s commitment to foster a culture of awareness and respect for the myriad of ethnicities, cultures, and lifestyles represented among the college community.
As a result of the District’s decision to create a districtwide diversity position, with the goal of relieving its colleges of responsibility for compliance issues, the college’s current Director of Equity and Diversity will be transferred to district-level responsibilities. Fullerton College anticipates that this expected move will create a need to reinvest in campus-level equity and diversity leadership.

In 2006-07, seventeen basic skills projects were undertaken with one-time funds provided through the initial year of Basic Skills funding, and with guidance from the Basic Skills Task Force. Particularly notable among these projects was the development of a Basic Skills Intern-Teaching program in partnership with local university graduate students, in which the graduate students assist basic skills instructors, provide additional tutoring sessions, and gain community college experience. It is anticipated that this collaboration, having already yielded significant benefits to the faculty and students, will also assist in the recruitment of qualified instructors at the community college level.

In December 2007, subsequent to attendance at Basic Skills Initiative workshops in the fall, a Basic Skills Steering Committee was formed to develop overarching goals for the Basic Skills Initiative allocation and to recommend resource allocation strategies in support of those developed goals. The committee, co-chaired by faculty and the college’s Vice President of Instruction, will evaluate the college and develop short-term and long-term plans for the utilization of Basic Skills Initiative funds. Subsequent Basic Skills projects will conform to the more stringent process anticipated to be recommended by the committee and be subject to committee review, approval, and committee-stipulated accountability requirements.

Recommendation #5: Student Learning Outcomes

The team recommends that the college establish a timeline and complete the identification and implementation of student learning outcomes, incorporate the outcomes into courses, programs, degrees and certificates, educational and student services programs and inform students by publicizing the student learning outcomes to all of the college’s constituents. (II, A)

While some faculty have incorporated a student learning outcome (SLO) model in their courses for years, a campuswide initiative to develop and implement SLOs was begun in Spring 2006. To insure consistency and provide resources for SLO development, an SLO web site was constructed and linked to the college home page. This site also serves as a repository for campus SLO presentations and for showcasing college, division, and department SLOs. In fall 2007, the college’s Faculty Senate, based on the recommendation of the Curriculum Committee, appointed a SLO Coordinator to coordinate SLO development and to facilitate SLO implementation and assessment.

The Curriculum Committee also proposed formal wording for framing SLOs, approved by the Faculty Senate, and facilitated submission of SLOs to CurricUNET, the college’s internet-based curriculum management software system. Direct submission of SLOs into
CurricUNET ensures that course SLOs are integrated into the college’s curriculum process in a single step.

As of mid-January 2008, all service areas and nearly 75% of all courses (this includes inactive courses) have had SLOs completed and incorporated by faculty. The college expects to complete course SLOs by the end of spring 2008 and begin the assessment process. With the assistance of the Director of Institutional Research, the Faculty Senate will be developing a SLO assessment model that aligns course assessments and SLOs and enables evaluation of student progress towards achieving SLOs through a combination of rubrics and quantitative analysis of assessment data. The college hopes to pilot its SLO assessment model in a number of courses during spring 2008 and plans wider dissemination and implementation in the 2008-2009 academic year.

Progress continues on development of departmental, degree, and certificate SLOs with the goal of completing all course SLOs by the end of spring 2008. Some departments have elected to complete individual course SLOs prior to development and integration of degree, certificate, and departmental SLOs. Other departments have elected to first develop departmental SLOs. Some faculty have expressed concern regarding the timeline for completion of SLOs. It is hoped that through the assistance of the SLO Coordinator, ongoing staff development workshops and seminars, and the examples of completed SLOs, the college will continue to make significant progress towards completion of this task and integration of assessment into the culture of the college.

Dissemination of SLOs to students and other college constituents remains in progress. The SLO web site and CurricUNET provide information to the college community on existing SLOs. The District web site publicizes districtwide SLOs. The college and district are currently migrating information and data services to a portal system, MyGateway, which enables faculty submission of SLOs for student viewing of course SLOs. Some faculty already include SLOs in printed course syllabi distributed to students at the beginning of the semester, and many others have incorporated them into course web sites. Publication of college SLOs in the college catalog is planned.

Recommendation #6: Decision-making Progress

The team recommends that the college clarify decision-making processes and communicate them widely. The college should identify the informational basis on which to make decisions – institutional research, program review, institutional planning – and use decisions as a basis to improve institutional effectiveness. The role of participants in shared governance needs to be clear to all involved in the process. *(IV.A.2, 5)*

While significant progress has been made in defining and providing the elements that support informed decision making, clarification of decision-making processes and collegewide communication of information remains in progress.
In 2005, the college president proposed a new organizational structure that included three vice presidents. This organizational restructuring resulted in the hiring of a Vice President of Student Services in fall 2006 and a Vice President of Instruction in fall 2007. These new positions have better aligned administrative responsibilities with the college mission and have helped to clarify college decision-making processes. Additionally, a new governance model that includes a Classified Senate was adopted in fall 2005. This model has helped to clarify the role of different constituent groups in shared governance and has given a stronger participatory voice to the classified staff, one of the largest employee groups. Representatives from the Classified Senate now sit on the President’s Advisory Council and have representation on virtually all of the decision-making bodies of the college.

The research and planning agenda, including program review, has continued to develop since the information reported in the 2004 Self Study. Data and reports from a number of faculty, staff, administrative, and district constituent groups have expanded to support decision making across a wide range of college activities. While work continues on publicizing the availability of data and incorporating these data into institutional planning, additional time will be needed for this process to become institutionalized and understood as a permanent component of decision making in the college culture.

The college’s program review process, which was commended by the visiting team, continues to provide data to deans and administrative leaders for utilization in planning, funding, enrollment management, and program development. The Director of Institutional Research is assigned to meet with deans and department coordinators to review program review data and to assist in interpretation for decisions regarding program improvement. Ideally, the prior year’s program review data is available in August and reports are completed in September. However, the college’s research director reports that this year availability of data was delayed, with correct data not becoming available until the first week of February. Therefore, with analysis of the data still awaiting completion by the researcher, this year’s normal program review process will be delayed.

An executive summary of division performance on each cluster of key performance indicators is provided to the college president along with the annual distribution of program review data. These data inform a variety of decisions, including resource allocations and new/replacement faculty positions. Deans, working with department coordinators, review and analyze program review data, enrollment reports, and retention/completion rates to make recommendations for new faculty. Program review data are also used to evaluate Dynamic Fund proposals and to identify how the proposal supports targeted college goals.

As noted above, a scan of the college’s external environment is produced by the Director of Institutional Research regional and local conditions change. The environmental scan is utilized by vocational program personnel to develop funding proposals for program expansion and development, enrollment management, resource allocation, and planning decisions. It is available for use in vocational program advisory committee meetings and
discussions. The scan analyzes demographic characteristics of the community, the K-12 educational pipeline, changing economic variables, and the local and statewide forces which affect resource availability and shape the college’s planning.

During the academic year 2006-07, the District invested in an electronic enrollment management and data system (EMS), which is now being utilized by deans and other administrative personnel to track course and program information. The system provides real-time and historical data on a number of key performance indicators and can be manipulated at the division, department, course, and section level. In addition, the system provides the ability to project and predict future enrollment trends, a valuable tool in planning semester schedules with maximum enrollment efficiency.

Institutional research, planning, and program review data are currently being utilized as the basis for decision making at a number of other levels. Baseline data to inform planning for the adoption of activities and allocation of funds for the Basic Skills Initiative have been developed and are being provided to the Basic Skills Initiative Steering Committee. Point-of-contact student satisfaction surveys have been developed for the Cadena Transfer Center, International Student Center, and EOPS to provide information for the analysis of key performance indicators. Reports analyzing the enrollment and performance of under-represented and disabled students in comparison with the general student population are made available for use by the Student Equity Committee and are also utilized in vocational program planning for VTEA resource allocation.

Additional studies are currently underway to provide further information for decision making. A major study of categorical programs at the college, including EOPS, DSPS, CalWorks, and Matriculation, is in progress under the leadership of the Director of Institutional Research. A five-year analysis of student demographics, enrollment and performance has been completed by EOPS. Factors considered include course retention and success, persistence, and completion of degrees and certificates and transfer rates. Similar studies are being conducted for other areas. A six-year review of placement testing is also underway; student data collection has been completed. Validity statistics are being developed as grade reporting from the fall term is analyzed. Data have also been collected from deans and counselors to develop a study of the use of multiple measures in student course placement decisions.

Revision of the PAC meeting agenda to provide for a planning session at every other meeting has placed greater emphasis on planning and has given greater visibility to the decision-making process. It has also improved awareness of the linkage between PAC and the Budget Development Committee.

Meeting agenda and minutes are posted on web sites and important decisions and actions are reported via e-mail (President’s Weekly, District Bulletin) and printed bulletins (construction updates, News from the Chancellor). In addition, updates of college progress on goals and decisions are provided during semi-annual college convocations. Strategic conversations, held by the District, also provide an opportunity to engage
constituents in a constructive dialogue on issues and to advertise District and college decisions. Nonetheless, room for improvement in communication of collegewide decision-making processes always exists. While decision-making processes are increasingly reliant on data, awareness of how this information is being utilized to arrive at decisions that impact campus constituents needs to be heightened.

RESPONSE TO 2005 PLANNING AGENDA

In the college’s self-study prepared for the accreditation commission in 2004, the college included a planning agenda which outlined several priority items that, in its own estimation, should be addressed in the intervening years between accreditation visits. In recognition of their importance, the accreditation site visit team confirmed a number of these items as recommendations (Planning Agenda items numbers I, IV, and VI). Progress on these items is reported in the body of the report which responds to the team’s recommendations. In addition, the college reports progress on planning agenda items II, III, and V below:

I. The college plans to review the decision-making process. The mechanisms for communicating decisions and how decisions are made need to be clear and used consistently. The role of governance representatives in institutional decision-making needs to be clear to all involved in the process. Institutional effectiveness data needs to play a significant role in campus decision-making and program review. Integration between planning and resource allocation needs to be strengthened, with the process and results communicated widely.

Response to this item, adopted as a recommendation by the visiting team, is included in the body of the report above (see Recommendation #6).

II. The college plans to strengthen its traditional position of excellence by promoting innovation in its programs delivery. Despite significant technological advances, the college needs to increase the use of technology in its campus operations and its classroom delivery. Attention needs to be directed to staff development programs and enhanced delivery systems in the classrooms.

Since the previous progress report, the college has initiated a number of innovative programs and continues to improve the implementation of technology in distance learning, traditional classrooms, and in campus services and communications. The technology strategic plan has been updated and submitted with a projection of future needs related to resource allocations. As part of this plan, the college is in the process of purchasing a new campus fiber backbone upgrade. The college continues to support professional development opportunities that enrich faculty understanding of how students learn and that lead to adoption of best practices in teaching and learning. Staff development personnel have designed a comprehensive strategic plan to provide extensive opportunities for faculty, staff, and administrators to improve knowledge and skills.
In spring 2007, a “smart” classroom was piloted using advanced media control. The success of this system led the college to allocate funds for the creation of twenty additional smart classrooms. The transition of traditional classrooms to smart classrooms continues across campus.

During fall 2007, the college implemented a new web portal for students, faculty and staff called “My Gateway.” The portal offers the advantage of a single sign-on and consolidates all college web resources into a single “point-of-entry” for users. The utility also gives distance education instructors new abilities for improved communication with online students.

The campus bookstore has implemented online textbook ordering to assist distance education as well as traditional students. This project and additional service improvements in the bookstore have resulted in the purchase and installation of new point-of-sale and online ordering systems, with technical support being provided for both systems.

Additional technology improvements include:

- new equipment and upgraded technology in campus labs and student support areas to support growing student use, new operating systems, and new software versions;
- expanded wireless capabilities in a number of campus locations and classrooms;
- new servers to support expansion of online education;
- upgrades to existing campus systems, including the Student Appointment Reservation System (SARS) call system to support scheduling and calendar maintenance for student counseling personnel;
- an upgrade to the campus service request system to improve campuswide communication;
- installation of a new master calendar application;
- addition of an online Financial Aid TV in Spanish to improve accessibility of processes and availability;
- a Storage Area Network (SAN) upgrade to enhance campus data storage and satisfy increasing storage demands; and
- server consolidation with Virtual Machine (VM) to improve reliability and support for instructional programs.

In fall 2006, several instructors began to use Classroom Performance Systems, or “clickers,” to promote active learning in the classroom and to improve student retention and success. This technology permits students to answer questions using a hand-held instrument and allows instructors to instantly sort class responses and show the results to the class. Initial results show improved attendance, greater student engagement, and more effective classroom discussion as clickers provide instant feedback on student learning.

Fullerton College continues to support and expand special programs, including service learning, honors, careers in education, and transfer achievement. Service learning
activities range from students working with elementary school students to students volunteering at local aquaria and museums. More than 25 courses now have honors sections and the honors students continue to achieve outstanding success. In fall 2006, the college expanded its offering of courses for future elementary teachers. The Transfer Achievement Program continues to provide significant opportunities for at-risk students.

In fall 2007, Fullerton College’s Staff Development Committee completed a three-year plan for staff development that includes detailed long-range plans and objectives. This new strategic plan includes enhanced marketing of staff development opportunities, a focus on orientation and mentoring of new hires, promotion of team building and leadership, maintenance of a Teaching Effectiveness Center, and the implementation of a faculty mentoring program to increase training in online pedagogy, course design and use of course management tools to help support online teaching and learning. Staff development opportunities are advertised via e-mail and through use of an online calendar. Recent highlights of staff development include:

- workshops on various software systems, such as Front Page, Dreamweaver, Excel, and Word;
- faculty-led workshops on diverse topics, such as relationships, disabilities, global warming, weight loss, race and identity;
- workshops on classroom performance systems;
- workshops on a new course management system, CE6, and assistance in migrating courses from WebCT to CE6;
- training sessions on the new campus portal;
- workshops on active learning;
- workshops on counteracting plagiarism using Turnitin software;
- workshops on campus database management systems, including WebStar and Banner;
- workshops on budgeting using Excel; and
- an instructional video on smart classrooms (available to instructors in spring 2008).

However, the growing use of instructional technologies in the classroom and of distance learning delivery modes have taxed the college’s resources. Planning needs to provide for both technology replacement in the future and staffing to support an expanding distance education program. The college needs to develop a clear budget plan for new and replacement equipment for its classrooms, labs, and offices and to maintain its position of excellence in programs delivery and the use of technology in its campus operations and classrooms. In addition, funds need to be considered for a dedicated manager and permanent support staff for distance education to avoid limiting further growth, to assist in ongoing faculty training, and to provide technical assistance and infrastructure support.
III. The college plans to address the issues of morale among staff and the lack of trust among constituent groups by identifying key issues and developing processes for addressing those issues.

Issues of morale and trust among constituent groups remain a challenge for the college. The college’s ambitious construction and renovation plan has generated tension between college leaders and employees as personnel are moved to temporary quarters and asked to “make do” while new construction takes place. As “swing space” has been created to permit temporary housing for instructional programs, available student and staff parking has been reduced and traditional classroom spaces have been lost. These temporary changes have created uncertainty and apprehension among groups of faculty whose instructional space is slated for future construction and renovation. Although many staff and students are content with their new facilities, some groups of faculty are experiencing low morale as a result of new-construction design processes which did not yield, in their opinion, the optimum facilities design for their professional field. In these areas, there remains discontent and lingering mistrust of administration and trustees.

Curriculum issues have also led to conflicts between faculty and administrators. Perceived disparities among proposed section sizes in some divisions created concern about equity in faculty pay rates and prompted the college president to send the curriculum back to the committee unsigned. The District Board of Trustees subsequently refused to approve the curriculum without the president’s signature. This action has created controversy and has had an adverse effect on faculty morale.

Contract negotiations between faculty and the district have been protracted and are perceived by faculty as increasingly contentious. While agreement was recently reached, surveys by the United Faculty reveal that a majority of faculty were unhappy with negotiations and felt that the District was not negotiating in good faith.

In response to identification of low morale among classified employees, the president encouraged the formation of a Classified Senate, as described previously. The new Senate has given classified employees a greater voice in campus affairs, heightened their participation and involvement in decision making, and has increased recognition campuswide of their important role in the educational process. The Classified Senate leadership meets monthly with the college president to keep the president informed of classified staff concerns and activities. Some new Classified Senate activities include a new classified staff employee mentoring process in collaboration with Staff Development and an updated web page with new features for improved communication. Staff distinction awards have also served to emphasize the contribution that classified employees make to the institution.

In fall 2007, the college’s Staff Development Committee hosted a three-day “Great College” leadership retreat with equal representation from managers, faculty, classified staff, and students. One of the president’s goals was identifying key issues among the different constituent groups. Focus groups were formed to identify and discuss primary areas of concern. As an outgrowth of the retreat, attention has centered on clarifying the
relationship between planning and budgeting and on meaningful program review. Some of the positive steps noted in this report resulted directly from this retreat. Focus topics for college improvement that were addressed during the retreat include the following:

- How to Grow Best
- Marketing and Outreach
- Planning and Implementing
- Technology and Distance Learning
- Increase Trust and Appreciation
- Improving Communication and Collaboration
- Facilities Maintenance and Construction
- Staffing Issues
- Staff Development

To assist in the identification of key issues and to provide a confidential and secure channel for expressing concerns, the college president has proposed that a collegewide survey of constituent groups be conducted every three years utilizing survey instruments formulated and made available by the nationally recognized Noel-Levitz group. The completion of surveys online will provide a secure means of soliciting input from the greatest number of college personnel. Research is currently underway to proceed with this effort, with the goal of contracting the services and completing the first survey in 2008.

In addition to the implementation of a regular constituent survey, the college plans to seek ways to improve two-way communication that helps to clarify decision making and reduce misunderstanding among leadership, faculty, and staff. It was discovered during the input process for this report that awareness of initiatives and progress toward fulfillment of goals, in some cases, remains low. Open and honest communication is crucial to improve morale and the college will continue to seek ways to make progress on this recommendation.

IV. The college plans to develop a campuswide process for creating and implementing student learning outcomes at the course, program, and degree levels. The campuswide dialogue will build on the efforts of the Curriculum Committee and some department work on developing student learning outcomes.

Response to this item, adopted as a recommendation by the visiting team, is included in the body of the report above (see Recommendation #5).

V. The college plans to encourage the Board of Trustees to reconsider its position for conformity between Cypress College and Fullerton College regarding structure, organization, and procedures.

As in most multi-campus districts, some tension between individual colleges exists. With each college striving for individuality and district leadership seeking equitable and consistent practices across the district, disagreement is inevitable. The district strategic
plan addresses this concern with a specific goal: “A mutual understanding of and appreciation for each other’s value and contribution exists among Cypress College, Fullerton College, the School of Continuing Education and the District” (NOCCCD goal #3).

The college continues to advocate for an organizational structure which meets the unique needs of the institution. Simultaneously, the college is cooperative in implementing procedures which treat students with fairness and consistency across the district. The district strategic goal gives both colleges and the district the opportunity to consider structures and procedures which balance individual distinction and character with fair treatment of students.

VI. The college plans to continue its attention to issues of equity and diversity with regard to educational awareness, procedures and training for hiring, advocacy for the disabled population and other protected groups, with procedures related to complaints of sexual harassment and discrimination.

Response to this item, adopted as a recommendation by the visiting team, is included in the body of the report above (see Recommendation #4).
June 30, 2008

Dr. Kathleen Hodge
President
Fullerton College
321 E. Chapman Avenue
Fullerton, CA 92632

Dear President Hodge:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on June 4-6, 2008, reviewed the Midterm Report submitted by Fullerton College. The purpose of this review was to assure that the recommendations made by the evaluation team had been addressed by the institution and that the College has also addressed the self-identified plans for improvement which were included in the institutional self-study.

The Commission took action to accept the Midterm Report. The Midterm Report will become part of the accreditation history of the College and should be used in preparing for the next comprehensive evaluation.

The Commission requires that you give the report and this letter appropriate dissemination to your College staff and to those who were signatories of your College report. This group should include the Chancellor, campus leadership, and the Board of Trustees. The Commission also requires that all reports be made available to students and the public. Placing copies in the College library can accomplish this.

Please note that the next comprehensive evaluation of Fullerton College will occur in Spring 2011.

On behalf of the Commission, I wish to express continuing interest in the institution’s educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness, and quality.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/1

cc: Dr. Jerry Hunter, Chancellor, North Orange CCD
Dr. Janet Portolan, Accreditation Liaison Officer
Board President, North Orange CCD
In anticipation of our next accreditation visit in spring 2011, Fullerton College is beginning the self study process. Following the last visit in 2005, the college submitted a one-year report and, in spring 2008, submitted a midterm accreditation report which was accepted by the Accrediting Commission in June 2008. The college continues to make progress on recommendations made by the 2005 visiting team and items identified as in-progress in the midterm report.

For the 2011 visit, the visiting team will seek evidence that the college meets the accreditation standards:

I. Institutional Mission and Effectiveness  
II. Student Learning Programs and Services  
III. Resources  
IV. Leadership and Governance

In addition, they will focus on three broad characteristics of institutional effectiveness: program review, planning, and student learning outcomes. The following diagram presents a typical institutional effectiveness cycle.
Fullerton College has adopted a strategic planning cycle as a framework for the college’s activities that meet the accreditation standards and that bring focus to the three measures of institutional effectiveness. College goals are reviewed annually using measures of attainment and effectiveness (program review, institutional research data, student learning outcomes assessments, surveys, and other measures). These data are used to evaluate and revise existing goals, and, if warranted, to create new college and program goals that can be incorporated into college-wide planning and budgeting for the coming year. Programs, goals, and budgets are also reviewed regularly to insure that they are consistent with the mission and vision of the college, and that they support the District’s mission and goals.

The college continues to make progress on course Student Learning Outcomes with 83% of all course SLOs completed as part of an ongoing cycle of assessment. Progress to date is shown here:

<table>
<thead>
<tr>
<th>Division</th>
<th>Number of Courses</th>
<th>Courses with SLOs identified</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business/CIS</td>
<td>223</td>
<td>142</td>
<td>64%</td>
</tr>
<tr>
<td>Counseling</td>
<td>18</td>
<td>16</td>
<td>89%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>225</td>
<td>218</td>
<td>97%</td>
</tr>
<tr>
<td>Humanities</td>
<td>127</td>
<td>119</td>
<td>94%</td>
</tr>
<tr>
<td>Library</td>
<td>3</td>
<td>1</td>
<td>33%</td>
</tr>
<tr>
<td>Math</td>
<td>25</td>
<td>25</td>
<td>100%</td>
</tr>
<tr>
<td>Natural Science</td>
<td>133</td>
<td>91</td>
<td>68%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>167</td>
<td>167</td>
<td>100%</td>
</tr>
<tr>
<td>Social Science</td>
<td>171</td>
<td>162</td>
<td>95%</td>
</tr>
<tr>
<td>Student Services</td>
<td>7</td>
<td>3</td>
<td>43%</td>
</tr>
<tr>
<td>Technology/Engineering</td>
<td>355</td>
<td>265</td>
<td>75%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1454</strong></td>
<td><strong>1209</strong></td>
<td><strong>83%</strong></td>
</tr>
</tbody>
</table>

While work on course SLOs continues, the Curriculum Committee is moving forward to develop SLOs for general education requirements. The Humanities Division piloted the first division assessment workshop in a one-day session during spring break. All full-time faculty participated from the five departments in the Humanities Division.

The selection of faculty accreditation chair, Dr. Sean Chamberlin, in February 2009, has initiated a number of steps in preparation for the Spring 2011 Accreditation Team Visit. Faculty-staff-manager teams are currently being organized to address each of the standards by obtaining evidence and writing the narrative for those parts of the self study. The faculty accreditation chair has already met with several constituent groups, including the Faculty and Classified Senate, and the President’s Advisory Council.
The faculty chairs for the standards have been identified:

- Standard I – Ruth Sipple
- Standard II – Alix Plum-Widner
- Standard III – Callista Lee
- Standard IV – Miguel Powers

The Accreditation Liaison Officer, Dr. Janet Portolan, has begun work on substantive change documents and other administrative tasks required for accreditation renewal. Administrative support, web site creation and update, and document control have been initiated within her office. In consultation with Dr. Chamberlin, Dr. Portolan has also developed a task list and timeline for completing the self study.

**Proposed Timeline Spring 2009**

Communicate the goals of the self study and the evidentiary requirements to all campus constituents.
Select accreditation standard co-chairs and support teams and assign responsibilities.
Begin identifying sources of evidence.
Develop a hierarchy of tasks and activities for obtaining evidence.
Define timelines for completing sections and subsections of standards.
Define timeline for completing self study.
Conduct the Community College Survey of Student Engagement (CCSSE) survey.

**Summer 2009**

Faculty accreditation chair will continue to meet with constituent groups.
Faculty accreditation chair will prepare a self study report outline to facilitate and standardize writing of standards.
Faculty accreditation chair will identify parts of standards that can be written quickly and those that will require greater discussion.
Faculty accreditation chair will formulate action plans for completing and circulating drafts, and getting initial and final approvals for parts of standards.

**Fall 2009**

Faculty accreditation chair and liaison officer will present goals and timelines during Fall Convocation.
The campus will participate in a town hall meeting to discuss self study process and areas of concern.
Standards chairs and teams will commence data collection and documentation of evidence.
Chairs and teams will communicate electronically and meet as needed to discuss and review data collection process and concerns.
Teams will prepare rough drafts.
**Spring 2010**  
Teams will submit rough drafts for review and editing.  
A draft copy of the self study will be sent to constituent groups for review and recommendations for revision.  
A draft copy of the self study will be sent to the board for review.

**Summer 2010**  
Faculty accreditation chair will edit report and prepare final draft.

**Fall 2010**  
Final draft will be sent to constituent groups for review and approval.  
Final document will be sent to the Board in October.  
The self study will be printed and sent to the Commission by December.  
Teams will finalize documentation of evidence and supporting documents.  
All supporting evidence and documents will be placed in the evidence room.  
The college will begin preparations for the site visit.

**Spring 2011**  
The college will organize and host the site visit.
NEW INITIATIVES
One Book, One College

The One Book, One College program at Fullerton College is part of a fast-growing common reading movement at colleges and universities throughout the United States. One of the main goals of this trend is to promote conversation among all members of a college community. Reading and discussing—both in and out of the classroom—a common book encourages faculty, students, staff, and administrators to share thoughts, experiences, insights, and expertise, thereby helping to create and strengthen ties between and among those population groups.

During the spring of 2009, the Fullerton College community nominated several potential common books and, after a campus-wide vote, chose the witty and informative Orange County: A Personal History by Gustavo Arellano. Part personal narrative, part cultural history, Orange County is the outrageous and true story of the man behind the wildly popular and controversial column ¡Ask a Mexican! and the locale that spawned him. It is a tale of growing up in an immigrant enclave in a crime-ridden neighborhood, but also in a promised land, a place that has nourished America’s soul and Gustavo’s family, both in this country and back in Mexico, for a century.

Furthermore, readers get solid background on the beginning of master-planned communities during the 1920s, the little remembered Citrus War, Orange County’s embarrassing 1994 bankruptcy and special mix of conservatism coupled with a dollop of big-time religion. The Fullerton College One Book, One College Program hopes to use Orange County as a discussion stimulator for these and other issues.

Many students will be required to read and discuss some or part of Arellano’s text in their courses. Furthermore, there will be several events on campus throughout the academic year that encourage contemplation and conversation about Orange County and the issues that stem from it.

For more information regarding ways you and your students can participate in the program, please contact Kim Orlijan at extension 27321 or korlijan@fullcoll.edu.
Basic Skills Initiative: 2009-2010

The Basic Skills Initiative (Basic Skills as a Foundation for Student Success in California Community Colleges) is a state-wide initiative, devoted to helping underprepared students attain the basic skills necessary to succeed in college.

The Fullerton College Basic Skills Student Success Steering Committee (BSSSSC), comprised of a cross-section of various campus faculty, administrators and staff, has developed 18 projects, each designed to help foster and ensure student success. Funded through the Basic Skills Initiative, these projects are organized into several specific categories: Program and Curriculum Planning and Development, Student Assessment, Advisement and Counseling Services, and Supplemental Instruction and Tutoring.

The following is a brief overview of some of our projects. For a full list, please see the accompanying spreadsheet entitled “Fullerton College Basic Skills Initiative: 2009-2010 Activities.”

Program and Curriculum Planning and Development:

First-year Experience Pilot Program
Designed with the first-time student in mind, the First-year Experience Pilot Program plans to provide links between basic skills core classes, faculty collaboration with counseling and student services, supplemental tutoring both in and out of class, and motivational guest speakers.

Strategic Literacy Initiative
The Strategic Literacy Initiative (SLI) is a seven day reading apprenticeship program, designed for full and part-time faculty from any discipline. The professional development training equips faculty with strategies to improve basic skills students’ reading, comprehension and critical thinking skills.

Teaching Excellence Program
The Teaching Excellence Program is a professional development program open to both full-time and part-time faculty. The activities include workshops, conferences, and Faculty Inquiry Groups focused on the pedagogical challenges specifically encountered at a two-year college.

Adjunct Training program
Open to part-time faculty, the Adjunct Training Program provides workshops, presenters and assignments designed to increase part-time faculty awareness of developmental educational theory and best practices. It also offers a supplementary Strategy Session program for faculty who have completed the training. These strategy sessions allow the faculty to take the work they have completed into their classroom in order to more directly benefit their students.

Student Assessment

Supplemental Assessment Tools for Mathematics
This is a pilot project designed to develop tools to enhance the assessment process and subsequent placement of students into the appropriate basic skills mathematics classes.

High School Assessment and College Readiness Program
This program establishes an opportunity for high school juniors to measure their college readiness for writing, reading and mathematics through the Fullerton College placement test. This program will target 12 local feeder high schools and approximately 420 participants.
Enhanced Assessment of Students with Learning Disabilities
The purpose of this program is to identify and support basic skills students with learning disabilities by increasing the availability of resources, materials, technology and support services.

Advisement and Counseling Services

Counseling Connections
Through Counseling Connections, counselors will make presentations in various basic skills courses (math, reading, English and ESL). The presentations will include a student self-assessment instrument designed to determine specific areas of need. The presentations will also include an overview of Fullerton College campus support services.

Umoja Community
The Umoja Community is designed to specifically address the academic success and retention of African-American and other at-risk students in the California Community College system. The Fullerton College Umoja Community includes a variety of success-oriented components such as a summer orientation, a campus and community mentoring program, and various on-campus events, speakers and workshops.

Supplemental Instruction and Tutoring

Graduate Student Internship Program
In this program, graduate students are paired up with faculty mentors in order to provide assistance to basic skills students. With faculty mentor guidance, the interns provide tutoring and course-specific workshops throughout the semester. In addition, this program offers the graduate students who may be interested in teaching in the community college valuable hands-on experience.

Mathematics Enhanced Tutoring Program
In order to increase the retention, success and persistence rates of basic skills math students, the Mathematics Enhanced Tutoring Program recruits, trains and supports student tutors. These upper-division math students work with mentor faculty and receive training in basic skills pedagogy and tutoring skills.

Specialized ESL Tutoring
These ESL tutors have recently completed or are currently working on their masters degrees in TESOL. Their tutoring duties include providing traditional one-on-one tutoring, facilitating small group tutoring sessions, assisting students with using the Skills Center materials, and giving workshops on topics of special interest to ESL students.

Academic Support for Student Athletes
In order to improve the academic performance of athletes enrolled in basic skills courses, this program provides enhanced tutoring, mentoring and counseling. As a pilot, this program is currently working with male football and basketball players and their coaches. Specific support includes workshops, tutoring, self-paced resources (such as videos and software), counseling and study hall.

The Fullerton College Basic Skills Initiative is supported through the Basic Skills office. For more information, please visit the Basic Skills office in 800C (in the Teaching Effectiveness Center), call (714) 992-7171 or e-mail basicskills@fullcoll.edu.
## FULLERTON COLLEGE BASIC SKILLS INITIATIVE  
### 2009-2010 ACTIVITIES

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<tr>
<th>Expenditure Category</th>
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<th>Purpose</th>
<th>Responsible Division/Area/MGR</th>
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<td>Basic Skills Initiative</td>
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<td>Basic Skills Initiative Campus-wide Research</td>
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<td>Survey of Entering Student Engagement [SENSE]</td>
<td>Office of VP of Student Services Toni DuBois</td>
<td>$4,775.00</td>
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<td>9</td>
<td>Supplemental Assessment Tools for Mathematics</td>
<td>Lisa Campbell</td>
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<td>High School Assessment and College Readiness Program</td>
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<td>Enhanced Assessment of Students with Learning Disabilities</td>
<td>Disability Support Services Paul McKinley</td>
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<td>Counseling Connections</td>
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<td>Umoja Community</td>
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<td>Responsible Division/Area/MGR</td>
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<td>14</td>
<td>Graduate Student Internship Program</td>
<td>To provide basic skills students with in-class support and out-of-class tutoring and workshops from supervised graduate student interns.</td>
<td>Basic Skills Dani McLean</td>
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<td>15</td>
<td>Mathematics Enhanced Tutoring Program</td>
<td>To provide tutoring and support for students enrolled in basic skills mathematics classes</td>
<td>Mathematics Mark Greenhalgh</td>
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<td>16</td>
<td>Specialized ESL Tutoring</td>
<td>To provide ESL students with tutoring and workshops delivered by graduate students specializing in second language learning.</td>
<td>Academic Support Center Olivia Veloz</td>
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<td>17</td>
<td>Reading Lab Tutoring and Support</td>
<td>To provide expanded instructional support for basic skills students completing assignments in the Reading Lab.</td>
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<td>18</td>
<td>Academic Support for Student Athletes</td>
<td>To improve the academic performance of athletes enrolled in basic skills courses by providing enhanced tutoring, mentoring and counseling.</td>
<td>Academic Support Center Olivia Veloz</td>
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</tr>
</tbody>
</table>

$676,145.00
STEM (Science, Teaching, Engineering, Math) Grant

Background
This CCRAA-Hispanic-Serving Institutions Cooperative Arrangement grant was awarded to Fullerton College, Santa Ana College, and CSUF and allows the institutions to not only enhance opportunities for future teachers, but to address the special needs of Science, Technology, Engineering, and Math (STEM) students on their respective campuses. The collaborative grant was approved for $2.4 million; $1.2 million each year to be shared by the partners.

The Project GPS2 – Guiding and Preparing STEM addresses the critical state and national need for a STEM knowledgeable and prepared workforce, the low transfer rates of Hispanic and other minority students in STEM majors, and the shortage of highly-qualified K-12 math and science teachers. The projects focuses on developing new initiatives between two-year HSIs and four-year institutions, such as new degrees and teacher credential options, and increasing the number of secondary math/science teachers and to improve the knowledge, skills, and abilities of prospective elementary school teachers in math, science, and technology. A national crisis indicates that fewer U.S. college students are choosing to major in and successfully complete science, engineering, and mathematics degrees as compared to their counterparts in other countries.

Key Campus Components
A major focus of the campus program is to ignite student interest in STEM along with the early identification of future STEM majors and math/science teachers. This involves comprehensive internal campus and external school/community information to students and parents along with the formation of Compadres de Ciencia, Tecnologia, Ingenieria y Matematicas to form strong alliances with Hispanic families.

Career awareness/exploration activities evolve around college students’ tutoring/mentoring opportunities in public schools, Service Learning, summer/after school science enrichment programs, campus/community science activities/events. Effective instruction and student support networks are critical for student retention.

As part of the project, faculty are encouraged to maximize Student Potential (MSP) via academic enhancement, division-based advising, mentoring, career/life planning, study groups, early alert, and intervention/follow-up. Community college and university-shared activities include the development of new STEM articulated course work related to undergraduate math/science majors, teacher credentialing, and student tracking. Campus infrastructure is being improved through additional use of technology in the classroom and new lab equipment for natural science.
Fullerton College

Administrative Guide – Forms and Procedures

On the Fullerton College Website

http://www.fullcoll.edu/formsandprocedures.htm

OR

From the Fullerton College Home Page:
Select Forms & Procedures in the “Quick Link” Box
# Administrative Procedures Guide

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<td><strong>College Related</strong></td>
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<td>Banner Report Word Macro (2/02)</td>
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<td>FCNet Account Request (7/08)</td>
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<td>Drive Mappings (2/02)</td>
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<td>Concept Papers/Grants Procedures (11/05)</td>
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<td>Independent Contractor Procedures (10/08)</td>
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<td>Institutionalization Procedure (2/08)</td>
<td>Budget Officer</td>
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<tr>
<td>Administrative Procedures Guide</td>
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<tr>
<td><strong>Key Distribution Procedure (12/05)</strong></td>
<td>VPES</td>
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<td><strong>Mass Email Guidelines (3/05)</strong></td>
<td>President</td>
<td>Director, Academic Computing</td>
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<td><strong>Memberships (6/08)</strong></td>
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<td><strong>Motor Pool Procedures (fall 05)</strong></td>
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<td>Director, Facilities</td>
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<td><strong>Smoking Policy (2/08)</strong></td>
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<td>Director, Student Activities</td>
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<td><strong>Summons and Complaints Procedure (1/05)</strong></td>
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<tr>
<td><strong>Travel Request Form (01/09)</strong></td>
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<td>Dean, Academic Services</td>
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<td><strong>Procedures for Professional Activity/Travel (01/09)</strong></td>
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<td><strong>Travel Expense Report (8/08)</strong></td>
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</tbody>
</table>

**Employee Related**

| **Applicant Travel Reimbursement Procedure (8/08)** | President | District Guidelines |
| **Campus-wide Positions with Reassigned Time (8/08)** | President | District Guidelines |
| **Classified Hiring Procedure (2/06)** | President | District Guidelines |
| **Employee Exit Procedure (10/08)** | Budget Officer | Budget Officers |
| **Evaluation Signature Procedure (7/08)** | President | Budget Officer |
| **Faculty Payment for Hiring Committee Service (6/08)** | Budget Officer | District Guidelines |
| **Notification of Deceased Colleagues Procedure (10/07)** | President | Executive Assistant III |
| **Professional Experts (6/07)** | Budget Officer | District Guidelines |
| **Staff Assignment Sheet (5/1999)** | VPI | District Guidelines |
| **Volunteers (5/07)** | Budget Officer | Budget Officer |
| **Workers Comp Forms** | Employee & Manager (5/06) |  |

**District Forms**

| **Board Agenda Items** |  |
| **Classified Staff** |  |
| **Mileage Reimbursement** |  |
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| **TEA Forms** |  |
| **W-4 Forms (5/07)** |  |
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| **Adjunct Faculty Forms (various)** |  |
| **Budget Transfer Forms (6/99)** |  |
| **Certificated Personnel Recommendation (6/99)** |  |
| **Class Advancement Form for Faculty (7/08)** |  |
| **Confidential Employee Evaluation Forms (3/04)** |  |
| **Contracts Over $5000 Procedure & Forms (4/06)** |  |
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| **Emergency Equivalency Exception Form (2/07)** |  |
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| **Management Vacation Leave Template (12/07)** |  |
### Administrative Procedures Guide

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<th>Form Name</th>
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<td>PGD – Managers Form</td>
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<td>Personnel Change Info Template</td>
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<td>Petty Cash Forms</td>
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<td>Purchase Requisition Template</td>
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<tr>
<td>Travel Expense Report</td>
<td>8/08</td>
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STUDENT EQUITY PLAN
Fullerton College

Student Equity Plan Update

2008-2009

The following is NOT an exhaustive list of steps that are in place or have been put in place this year to support Student Equity on the Fullerton College Campus. A more comprehensive Report will be completed at the end of the Fall 2009 semester. The Student Equity Committee will also help support the implementation steps that still have not been addressed. [The following format follows pp. 3-11 of the Student Equity Plan].
ADVISING

OBJECTIVE: Help students to identify and address issues that impede academic success.
Actions:
• March 20th - On Course Workshops took place (Basic Skills Project)
• Spring 09 - Counseling Connection Program
• Programs such as EOPS, Umoja, Puente, DSS, etc. will help in addressing this issue.
  They are key for student success and student equity.

OBJECTIVE: Develop early identification and advising processes to recruit students for special programs (TAP, Puente, Honors, Teacher Prep, DSS, EOPS, Umoja).
Actions: Ongoing
• DSS has a power point presentation presented to Divisions with concrete ideas to support students.
• Equity Committee needs to create a good, concrete presentation for each division (also provide in-person support and information as well as the handbook). Future task.
• Umoja has created a brochure and will work with divisions to disseminate information. (Basic Skills Project).
• TAP, Puente, Honors, Teacher Prep, EOPS have already information in place to disseminate.
• Need to support the Career Center. The Center processes over 3,000 assessments per semester with only one staff person.

OBJECTIVE: Improve student orientation
Actions: Ongoing
• All three Student Success Summits addressed student orientation with the focus of the third Summit specifically on Student Orientations.
• Task force committee worked on this issue.
• August 8th: Smart Saturday is the first attempt in updating and revising the new student orientation. This is a focus on students and their families to not only learn more about the college but also to have the students feel “connected” to the college. The key ingredients that came out of the Summits and the Equity Plan.
  Students can receive:
  counseling and student services, learn about special programs for student success,
  go on campus tours, buy textbooks, get student identification card, buy parking permit.
Free food and drinks, parking, great prizes.
• Materials are available to help students know how to get started as a new student.
• “Steps to Succeed” publication
• Survey of Entering Student Engagement (SENSE) - (Basic Skills Initiative project)

OBJECTIVE: Improve the placement process
Actions: Ongoing
• All of the activities mentioned in the plan in this section are being investigated. It is a work in progress.

OBJECTIVE: Strengthening academic advising.
Actions: Ongoing
• The Cadena Transfer Center, the Counseling area, etc. have single page sheets available from a variety of four year schools and majors to provide support for students.
• Many of the faculty in specialized departments also assist students.

**OBJECTIVE:** Improve information about availability of financial aid, both public and private.
**Actions:** Ongoing
• All the activities mentioned are being address.
• Get the information on the Foundation website out to students regarding scholarships.

**OBJECTIVE:** Provide accessible and timely information about all student services.
**Actions:** Ongoing
• There have been two focus group meetings regarding the campus website.
  • There have been one initial meeting and two focus group meetings that came to the same conclusion. Fullerton College needs to put the money upfront to create a user friendly campus website that support student, instruction, marketing, etc. This will still be a major focus to begin the implementation process this fall. (Detailed notes are available on request).

**OBJECTIVE:** Increase discipline faculty awareness of appropriate academic support services for students.
**Actions:** Ongoing
• Academic Support Services Center has developed a framework for departments to help them utilize the services. Two departments are "piloting" the process: CDES and Cosmetology.
  • The initial step requires faculty and staff in the Center to work together.
  • Many of these support services are supported by the Basic Skills Initiative.
• Support service presentations in division meeting is continuing.
• DSS Outreach and Assessment Program (A Basic Skills Initiative project).

**OBJECTIVE:** Provide information about student health services
**Actions:** Ongoing

**ACADEMIC**

**OBJECTIVE:** Encourage students to take appropriate preparatory courses early in their academic careers.
**Actions:** Ongoing
• Developed a beginning step for a first year experience with the Smart Saturday, August 8, 2009.
• The Puente, EOPS, and Umoja programs also have the mentoring and follow-through that are key to first year experience.

**OBJECTIVE:** Improve success in key courses, especially those which are essential for student academic progress.
**Actions:** Ongoing
• Academic Support Services have put together a comprehensive plan that supports students, faculty, departments, specific groups of students.
  • This includes each of the activities identified on pages 6-7 in the Equity Plan.
• The projects and activities funded under the Basic Skills Initiative have been very successful.

**OBJECTIVE:** Improve student awareness of their own progress in academic courses  
**Actions:**  
• Developing a process to support students after they are “flagged” in an early alert system.

**OBJECTIVE:** Improve student awareness of library resources  
**Actions:**  
• Library has many resources and is developing strategies to work with faculty and students.  
• Academic Student Services has developed various instruction sessions and research aids to support students from target populations such as veterans, ESL, and others.

**OBJECTIVE:** Assist students in developing focused academic goals  
**Actions:**  
• Career Center has an integrative link for faculty on their website including a Career Center assignment.  
• The programs such as Umoja, Puente, EOPS, TAP, the Cadena Transfer Center support this objective.

**AFFECTIVE**

**OBJECTIVE:** Help students develop a sense of belonging in the campus community by supporting extracurricular activities and events  
**Actions:**  
• Dia de Los Muertos, Global Warming Teach-in, Clothesline Project, International Film Festival (which has been cancelled), KinderCaminata were hosted by Departments and/or individual faculty. It is important to find an avenue of support for the faculty.

**OBJECTIVE:** Increase opportunities for students, faculty, staff and administration to work together to address student needs  
**Actions:**  
• There have been three Student Success Summits over the last two years. The Summits identified the same issues that are identified in the Student Equity Plan. Each Summit was a success bringing together approximately 120 students, staff, management, faculty, administration and board of trustees.  
• Smart Saturday is a beginning step in addressing a new student orientation plan  
**OBJECTIVE:** Continue to build connections between the campus and the community.  
**Actions:** Ongoing  
• Office of Special Programs has a very comprehensive and successful Service Learning component. The connections made with local schools and agencies is very strong and this program needs to continue to be able to expand.  
• KinderCaminata has been a part of the campus for many years. This last year there were three school districts bringing 1400 kindergarteners, 125 teachers and 500 parents to our campus. We had over 150 volunteers from the students, faculty, staff and administration.  
• Parent/Senior Night has been very successful and is continuing to expand.
• The Fine Arts Dept. continues to bring middle school and high school students to campus for various festivals.

**OBJECTIVE:** Strengthening existing learning communities  
**Actions:** Ongoing  
• It is critical even in time of budget cuts that programs such as Puente Project, TAP, Honors, Teacher Prep, DSS, and EOPS continue.

**OBJECTIVE:** Build new learning communities to address unmet needs of target populations  
**Actions:** Ongoing  
• Umoja Community has gotten off the ground. This is an important learning community to support the African-American student population, as well as all students. (This is a Basic Skills program)  
• The Smart Saturday is a first step in the process of creating a first year experience.

**OBJECTIVE:** Increase student awareness of campus activities, communities and programs.  
**Actions:** Ongoing  
• The college needs to continue to publicize opportunities for joining campus groups such as, campus clubs, intercollegiate athletics, various campus teams and performance groups.

**OBJECTIVE:** Opportunities for recognition of student achievement  
**Actions:** Ongoing  
• Continue offering the Transfer Recognition Ceremony, Men and Women of Distinction, Service Learning and other opportunities for student recognition.

**OBJECTIVE:** Hire diverse faculty to provide students role models like themselves in the classroom  
**Actions:**

**OBJECTIVE:** Adapt classroom practices and pedagogy to address the needs of a diverse student population.  
**Actions:**  
• The Strategic Literacy Initiative for Content Reading instruction happened this Spring. (Part of the Basic Skills Initiative)  
• Basic Skills Adjunct Training program (part of the Basic Skills Initiative)

Lots more work needs to happen to address all the issues identified in the Student Equity Plan. There was much more to share in this Report. Look for a more comprehensive report at the end of the Fall semester.
Fullerton College  
Student Equity Committee  
End of the Year Report 2008-2009

The Fullerton College Student Equity Committee continued to meet twice a month during the 2008-2009 school year to help begin the implementation process of the Student Equity Plan approved by the NOCCCD Board of Trustees on November 25, 2008.

Members of the 2008-2009 Committee
Ken Collins, Faculty Senate President; Faculty/Natural Science: Biology Dept.
Jeanne Costello, Faculty/Humanities: English Department
Pilar Ellis, Manager of the International Student Center
Carolyn Facer, Faculty/Math Department
Mark Greenhalgh, Dean of Mathematics & Computer Sciences
Chuck Helms, Classified Representative
Steward Kimura, Counseling/Matriculation
Chris Lamm, Faculty Senate Student Equity Committee Chair; Faculty/Social Science: Child Development and Educational Studies
Adela López, Faculty/Social Science: Ethnic Studies Department
Surya Dennis-Young, Student Representative/Fall 2008 Semester)
Ram Kim, Student Representative/Fall 2008 Semester)
Jackie Napalan, Student Representative/Spring 2009 Semester)
Peter Cornett, Student Representative/Spring 2009 Semester)

Overview of Process

September 25, 2008
• Received the final input from PAC and various constituents for the Plan.
• Put the plan into a logical format including a timeline to bring groups together through “informal conversations” to work on next step and continue to receive input throughout the year. We referred to this as the “Activities by Responsible Party Chart”.

October 2008
• Reviewed the Goals and & Objectives of the plan after the Fall input was included.
• Reviewed the Chart that was created.
• Began the process of identifying the status of each of the Objectives in the Plan using the “Activities by Responsible Party Chart”.

November 13, 2008
• Continued the process of identifying the status of each of the Objectives in the Plan.
• Revisited the Timeline for Informal Conversations for 2008-2009

December 2008:
• Informal Conversations with: Larry Buckley and Toni DuBois regarding the Equity Plan.
• Informal Conversations with: Kathie Hodge and Brad Rippe regarding the Campus website.

January 2009:
• Informal Conversations with: Lisa Campbell, Robert Jaurequi, Albert Abutin, and Bob Miranda regarding the counseling and financial aid side of the Plan.

February 2009:
• **Informal Conversations with:** Dan Willoughby, Jackie Boll, Lisa Campbell & Enrico Del Zotto from SCE regarding the instructional side of the Plan.

**March 2009:**
• **Informal Conversations with:** Paul McKinley, Chris Kiger, Cecelia Alvarado, Ray Bustos and Stephanie Reyna looking at key support services in regards to the Plan.

**April 2009:** Campus Website focus group discussions:
• **April 16, 2009: Focus Group:** Andrea Hanstein, Co Ho, Brad Rippe, Tara Austria, Alin Roman, Diana Kyle for the 2nd discussion of the campus website.
• **April 23, 2009: Focus Group:** 3rd Discussion of the campus website. Students: Alin Roman, and Tara Austria; Ray Bustos, Paul McKinley, Toni DuBois, Bob Miranda, and Cecelia Alvarado.

**May 2009:**
• **Informal Conversations with:** Darlene Jensen, Alix Plum-Widner, Karen Rose, Lily Espinoza, Janine Cirrito looking at additional support programs and services.

[Detailed notes from each of the above meetings, as well as the regular Student Equity Committee meetings are available on request].
CAPITAL PROJECTS
# Capital Projects

## Completed Projects

<table>
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<tr>
<th>Project</th>
<th>Completion Date</th>
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<tbody>
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<td>Library/Learning Resource Center</td>
<td>June 2005</td>
</tr>
<tr>
<td>Lemon Street Parking Structure</td>
<td>May 2006</td>
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<td>300/500 Access Project</td>
<td>August 2006</td>
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<tr>
<td>College Center</td>
<td>November 2007</td>
</tr>
<tr>
<td>Classroom Office Building</td>
<td>August 2008</td>
</tr>
<tr>
<td>Science Village</td>
<td>August 2008</td>
</tr>
<tr>
<td>Resurface Tennis Courts</td>
<td>August 2008</td>
</tr>
<tr>
<td>Replace East Fire Lane</td>
<td>August 2008</td>
</tr>
<tr>
<td>Relocation of Network Operating Center (NOC)</td>
<td>September 2008</td>
</tr>
<tr>
<td>Fire Alarm Upgrade (south of Chapman)</td>
<td>December 2008</td>
</tr>
<tr>
<td>Storm Drain Replacement</td>
<td>December 2008</td>
</tr>
<tr>
<td>50 Meter Pool</td>
<td>May 2009</td>
</tr>
</tbody>
</table>

## 2008 – 2009 Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>400 Science Building</td>
<td>August 2008 – January 2011</td>
</tr>
<tr>
<td>Field House</td>
<td>September 2008 – December 2009</td>
</tr>
<tr>
<td>PE 1200 Renovation</td>
<td>September 2008 – July 2009</td>
</tr>
<tr>
<td>South Gym</td>
<td>July 2009 – December 2009</td>
</tr>
<tr>
<td>Dance Studio</td>
<td>August 2009 – December 2009</td>
</tr>
<tr>
<td>North Gym</td>
<td></td>
</tr>
<tr>
<td>Football/Soccer Field</td>
<td>November 2008 – December 2009</td>
</tr>
<tr>
<td>Future Projects</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Technology Complex 700/900/910</td>
<td>Summer 2010 – Spring 2012</td>
</tr>
<tr>
<td>2000 remodel</td>
<td>Schedule pending</td>
</tr>
<tr>
<td>300/500 renovation</td>
<td>Schedule pending</td>
</tr>
<tr>
<td>1100 renovation</td>
<td>Schedule pending</td>
</tr>
</tbody>
</table>
CAMPUS COMMITTEES
Fullerton College

Campus Committees

On the Fullerton College Website

http://pac.fullcoll.edu/committees.htm

OR

From the Fullerton College Home Page:
Select Campus Committees in the “Quick Link” Box
EMERGENCY PREPAREDNESS
Fullerton College
Emergency Preparedness Update

A secure and safe atmosphere is important to the learning environment of Fullerton College. The emergency preparedness systems established at Fullerton College are part of the National Incident Management System (NIMS). The National Incident Management System provides a systematic, proactive approach guiding government agencies at all levels, the private sector, and nongovernmental organizations to work seamlessly to prepare for, prevent, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location or complexity, in order to reduce the loss of life or property and harm to the environment. The Fullerton College management staff has been trained in the implementation of this system.

Approximately eighteen months ago, Fullerton College staff members developed a list of goals relating to campus emergency preparedness. The target was to have many of the goals met by the end of the Fall, 2009 semester and all the goals met by the end of the Fall, 2010 semester. This memo is an update as to the status of those goals.

- Develop an ICS organizational chart of management and assign possible duties in the event of an emergency. - **Completed**
- Determine required NIMS / SIMS classes that each manager (as listed on the organizational chart) must take and make significant headway in completing these classes. - **Approx. 40% completed/ Will be completed by December 2009.**
- Have all full-time employees complete the SEMS 100 & 700 class. (Available on-line) - **Approx. 40% completed/Will be completed by December 2009.**
- Purchase and place “Stryker Chairs” in each building on campus. - **Completed**
- Purchase and distribute a large duffel bag containing emergency supplies to each building on campus. - **Completed**
- Purchase ten "ready-to-go" backpacks containing misc. emergency supplies and maintain them in the Campus Safety office. - **Completed**
- Purchase and distribute emergency radios to each manager (see organizational chart) as well as some support personnel. Provide individual training as necessary. Conduct a weekly check of the radio system. - **Completed**
- Purchase and store a variety of emergency supplies (port-a-potty, generators, signs, barricades, flares, additional first aid supplies…) and store them the parking structure storage rooms. - **Completed**
- Design, purchase, and post in each building on campus a Campus Emergency Instructions Chart. - **Completed**
- Coordinate with the campus cafeteria to store food and water sufficient to feed the entire command staff for a period of three days. - **Completed**
- Conduct a series of “table top” emergency exercises for command staff. - **Two completed, one remaining**
Goals for Fiscal Year 2009-2010

- Have all command staff complete their required ICS / SEMS / NIMS training (Towards this goal I forward all information I receive of up-coming schools).

- Have all Full-time staff complete ICS 100 & 700 classes.

- Develop a “Building Marshall” program, select members for the program, and provide the necessary training.

- Finalize an agreement with an off-campus food service provider for needed food in the event the campus cafeteria is unavailable.

- Conduct a final “Table Top” exercise.

- Conduct a campus evacuation drill using “in-house” personnel.

- Conduct a campus emergency drill / evacuation drill in coordination with the local police department and fire department.