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Resource Documents are available in your Division Office and on the Fullerton College website:
http://pac.fullcoll.edu
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. Rajen Vurdien, MBA, President
Scott McKenzie, Interim Vice President – Instruction
Dr. Toni DuBois, Vice President – Student Services
Larry Mercadante, Interim Vice President – Educational Support
Adam O'Connor, Director – Budget & Finance

Deans

Albert Abutin, 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
Mike Moore, Interim Dean – Technology and Engineering
Bob Miranda, Dean – Student Support Services
Dr. Susan Beers, Interim 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
Karen Rose – Special Programs
Greg Ryan – Financial Aid
Olivia Veloz – Academic Support Center
Steven Selby – Campus Safety
Managers

Andrea Strong – Interim 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
2010 – 2011
College Leadership

**Faculty Senate**
Dr. Marcus Wilson, President
Dr. Sean Chamberlin, Vice President
Jane Troop, Secretary
Dr. Samuel Foster, Treasurer
Jennifer Combs, At-Large

Senators:
Paul St. John, Business/CIS
Nancy Woolridge, Business/CIS
Laura Almadovar-Sole, Counseling
TBD, Counseling
Markus Burger, Fine Arts
Jaime Perez, Fine Arts
Carl Stanaway, Fine Arts
Dr. Joe Carrithers, Humanities
Brandon Floerke, Humanities
Dr. Kim Orlijan, Humanities
Rosalinda Ruiz, Humanities
Tamara Trujillo, Humanities
Dave Brown, 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. Carolyn Heath, Natural Sciences
TBD, Natural Sciences
Tim Byrnes, Physical Education
Robin Conrad, Physical Education
Dr. Josh Ashenmiller, Social Science
Dr. Julie Felender, Social Science
Ricardo Salas, Social Science
TBD, Student Services
Peg Donahue, Technology and Engineering
Jose Miranda, Technology and Engineering
Jay Seidel, Technology and Engineering
Dale Craig, At Large
Sharon Portman, At Large
Dr. Mary Nolan Riegle, At Large
Dr. Pete Snyder, At Large
Jim Book, Adjunct Faculty
**Classified Senate**

Ericka Adakai, President  
April Ramos, Vice President  
Pat Sanchez, Recording Officer  
Sharon Kelly, Treasurer  
TBD, Parliamentarian  

**Senators:**  
Denise Cork  
James Duran  
Linda Milikan  
Melinda Taylor  
Melisa Hunt  
Elizabeth Ledezma  
Jim McKamy  
Claudia Quilizapa  
Carol Rehfield  
Shauna Weiner  
Tom Deep  

**Associated Students**

Johnwilly Osuji, President  
Maria Duque, Vice President  
Ashley Glass, Recorder  
Garima Aggarwal, Treasurer  
Brittney Marques, I.C.C. President  
Natalie Baek, Student Trustee  

**Senators:**  
Elizabeth Ahn  
Rory Cannon  
Angie Chang  
Arthur Choe  
Myles W. Cupp  
Michelle Forte  
Katie Gutierrez  
Briera Irfan  
Seungwon “Rachel” Jung  
L. Luke Leimer  
Crystal Loria  
Molly McManime  
Christina Schaefer  
Samuel Ullon
GOALS & OBJECTIVES
## Fullerton College 2009-2011 Goals

<table>
<thead>
<tr>
<th>NOCCCD Goals</th>
<th>Fullerton College Goals</th>
<th>Unit Objectives (i.e. V.P., Division, Governance Units)</th>
</tr>
</thead>
</table>
| 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. |                                                       |
| **NOCCCD Goals** | **Fullerton College Goals** | **Unit Objectives**  
(i.e. V.P., Division, Governance Units) |
|------------------|-----------------------------|-----------------------------------------|
| 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. | 3.1 Complete a District-Wide Functional Map.  
3.2 Enhance SPMS system for district-wide linkage of financial data/payroll and course scheduling.  
3.4 Participate in Strategic Conversations.  
3.5 Increase involvement in staff development activities. | |
| 4 NOCCCD is a vital and integral part of the community. | 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. | |

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. | |
<table>
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<td>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.</td>
<td>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.</td>
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<tr>
<td>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.</td>
<td>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.</td>
<td></td>
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</tbody>
</table>
Fullerton College Unit Objectives
2009-2011

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 submission 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.
NOCCD 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

- To have a Division faculty member serve on the Faces of Fullerton community committee. (4.1)
- To have Division faculty and staff participate in the Faces of Fullerton event. (4.1)
- To develop and attend campus educational events which actively promote community involvement (e.g. Day of the Dead). (4.4)

Student Support Services Division Unit Objectives for Goal #4

- 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.
- Cal Works Director will continue to participate in the EOPS/CARE Advisory Committee.
- EOPS will collaborate with academic technology to facilitate the EOPS online application for all potential EOPS students.
- EOPS will collaborate with other outreach programs to facilitate recruitment, marketing, and outreach.
- EOPS will host at least one CARE and EOPS advisory meeting that includes community members.
- 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.
- Financial Aid will expand its outreach efforts to local community organizations.
- Health Services will host, support, and as appropriate, participate in events that bring the community members to campus.
- Student Affairs will support student clubs and organizations to increase outreach activities, serving Fullerton College and its community.
Technology and Engineering Unit Objectives for Goal #4:

- The Technology & Engineering Division will develop curriculum and programs that address the needs of our local business community.
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.
PLANNING
<table>
<thead>
<tr>
<th>Month</th>
<th>Budget</th>
<th>Foundation Funding</th>
<th>Planning</th>
<th>Program Review</th>
<th>SLOA</th>
<th>Institutional Effectiveness</th>
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<tbody>
<tr>
<td>August</td>
<td></td>
<td>Budget Development Committee (BDC) begins discussion of fundraising priorities.</td>
<td>Collection and analysis of previous year data for annual report and program review.</td>
<td>Director of Institutional Research provides reporting data and summaries to Division Deans to share with faculty.</td>
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<tr>
<td>September</td>
<td></td>
<td>Request for project funding from Foundation due.</td>
<td>Begin the college goal setting process for the upcoming academic year.</td>
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<td>October</td>
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<td>Departments and programs meet to review program review data and begin working on Program Review Report.</td>
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<tr>
<td>November</td>
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<td></td>
<td>Annual Report Presentation to the Board for previous academic year.</td>
<td>Departments develop short term and long term objectives and related initiatives toward the preparation of the Program Review Report and submit to Deans by November 30.</td>
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## Fullerton College
### Budget & Planning Calendar

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<tr>
<td><strong>December</strong></td>
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<td></td>
<td></td>
<td>BDC to present draft priorities for fundraising to PAC.</td>
<td></td>
<td>Deans submit <em>Program Review Report</em> to VPs by first Friday in December. Deans, VPs and President study <em>Program Review Reports</em>.</td>
<td>Faculty complete fall semester data collection.</td>
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<tr>
<td><strong>January</strong></td>
<td></td>
<td>Governor’s January budget proposal is announced and planning begins for budget assumptions and priorities.</td>
<td></td>
<td>VPs prepare and submit current academic year <em>Midyear Report</em> to PAC at late January meeting.</td>
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<tr>
<td><strong>February</strong></td>
<td></td>
<td>BDC solicits for Dynamic Fund requests.</td>
<td>Request for project funding from Foundation due.</td>
<td>PAC reaffirms college mission statement and core values. Leadership team works to unify unit objectives/program review reports into <em>Strategic Plans</em> for next academic year and beyond.</td>
<td></td>
<td>Faculty review SLOA data collected from fall semester and confirms plans for spring semester assessment activities.</td>
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<td><strong>March</strong></td>
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<td>Divisions begin working on spending plans for following fiscal year.</td>
<td>PAC makes final recommendation of fundraising priorities to President.</td>
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<tr>
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<td><strong>April</strong></td>
<td>BDC reviews all submitted Dynamic Fund requests and makes recommendations to PAC.</td>
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<td>Deans prepare current academic year <em>Year End Report</em> and <em>Success Stories Report</em> and submit to VPs by April 10. VPs make presentation to PAC in April.</td>
<td>Faculty review progress on SLO activities and file <em>SLO Progress Report</em> due to Deans and SLO Coordinator by April 15.</td>
<td></td>
<td>PAC reviews Unit Objectives Report, SLO Summary Report and evaluates effectiveness of connecting SLO, Program Review, Strategic Planning and Budgeting in current academic year and makes recommendations for improvement.</td>
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<tr>
<td><strong>May</strong></td>
<td>PAC reviews BDC recommendation regarding Dynamic Funds and makes recommendation to the President. All Spending Plans due to Business Office by May 1.</td>
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<td>Faculty complete SLO data collection and schedules review of assessment data for end of semester, summer or early fall.</td>
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<td>PAC confirms SLO/Program Review/Planning Calendar for next academic year.</td>
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<tr>
<td><strong>June</strong></td>
<td>President announces Dynamic Fund allocations for the following fiscal year.</td>
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<td><strong>July</strong></td>
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Program Review
and Institutional Planning

Program review establishes program goals and priorities for improvements in student learning and achievement. The program review process establishes a comprehensive look at student success data, and, with assistance from the Director of Institutional Research, provides a means for more detailed looks at student success among different ethnic groups and under-prepared students. Program initiatives and resource requests are justified on the basis of these data. Evaluation of 5-year trends and discussion of previous initiatives and requests ensures that program review results are used to improve practices and efficiencies that impact student achievement and learning.

Institutional planning occurs on several levels. College-level planning integrates college goals and program review with the college planning calendar and 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. 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 (PAC). 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. A new planning calendar, formalized in 2009-2010, incorporates student learning outcomes, program review, planning and budgeting. The calendar includes annual assessment and review of progress towards goals during the fall semester and goal revision/reformulation in the subsequent spring semester. 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. Resource documents for planning and college initiatives are updated and distributed annually to all constituent groups at the beginning of the fall semester and posted are also posted on the college website. In 2006-07, the College President and the Budget 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.
College Mission

Shared Governance Committee

Program Review Committee

Vice-President
Instruction

Vice-President
Student Services

Vice-President
Educational Support

Deans, Directors, Managers

Faculty & Staff

3-yr Program Reviews
Tied to 6-yr Curriculum Review

SLO Assessments

Opportunities

Key Performance Indicators

External Threats

Professional Judgement

Institutional Researcher

Advisory Groups

Evaluate & Respond

Verify & Critique

Revise & Justify

Prepare & Update

Research & Analyze

Themes, Trends Summaries

Process Evaluation

Decisions

Budgets

Planning

Priorities

Evaluate & Respond

Verify & Critique

Revise & Justify

Prepare & Update

Research & Analyze

Optional Presentations
PROGRAM REVIEW
IMMEDIATE SHORT-TERM PLANS

Accounting

Without support from the college in terms of release time for the department coordinator and new faculty, the program will experience great difficulty in growing any further or adapting to changing market conditions.

Academic Support Center

• Continue ASC Staff Development through on-campus and off-campus training
• Continue to enhance resources and services to meet the changing needs of the students
• Continue to offer “Above-and-Beyond” service to EOPS and DSS students without direct funding from each department, until the state budget crisis stabilizes
• Continue to maintain and update the ASC website
• Continue to offer Structured Activities throughout campus
• Continue the pilot Online Tutoring Program
• Continue the pilot Academic Success for Student Athletes
• Continue to offer ESL Specialist
• Assess the ESL Pronunciation Lab
• Enhance make-up testing procedures: secure testing areas
• Assess current Student Learning Outcomes for the ASC
• Identify funding for the ESL Specialist in the WC
• Improve outreach strategies
• Assess the feasibility of purchasing a tutor tracking program and identify funding
• Assess Saturday Lab Service. The number of hours students visited the Skills Center on Saturdays declined dramatically during 2007-08 and 2008-09; 29% decrease.
• Adaptive computer carrel for the Tutoring Center

Skills Center

• Improve Skills Center database and train staff in its use.
• Redesign and update Skills Center web-pages for currency and ease of use.
• Develop and implement electronic student self-referral database
• Continue to promote Skills Center to various college audiences, particularly those which underutilize the Center.
• Assess Student Learning Outcomes for Skills Center
• Revisit the Foreign Language Arranged Lab Time requirement and the department needs
• Assess survey procedures
• Continue to enhance resources and services to meet the changing needs and diversity of the students
• Continue to offer Structured Learning Activities throughout campus
• Continue to offer ESL Specialist service
• Assess the ESL Pronunciation Lab effectiveness
• Assess Make-up testing procedures
Tutoring

- Implement and assess the feasibility of the SARS-Grid scheduling system
- Collaborate with local colleges to evaluate their Athlete Tutoring Programs to improve and expand the Pilot Academic Support for Student Athletes Program
- Pilot an Online Tutoring Program during the Summer 09
- Collaborate with Distance Education to further develop online tutoring
- Develop Tutoring Center Study Skills workshops
- Ensure all tutors are trained through the CRLA certified Tutor Training program within one year of hire
- Develop formalized training for front desk receptionists
- Collaborate with the Fullerton College Basic Skills Student Success Steering Committee to develop programs and services for basic skills students
- Expand the Structured Learning Activities

Writing Center

- Explore ways to offer paid tutors more training for CRLA advancement
- Expand Academic Support for Student Athletes Program to include more emphasis on writing
- Increase collaboration with Tutoring Center and Skills Center
- Explore collaboration with other disciplines in workshop topics and instruction
- Increase tutor capacity and availability to serve more students
- Continue to work with Institutional Research Office to assess whether SLOs are being met and use data to improve Center's effectiveness.
- Move from a manual to a computerized system to establish a more efficient, productive management system of scheduling, record-keeping, and reporting data to better tailor tutoring and workshops to student needs
- Expand online writing tutoring beyond distance learning students to include all students across the campus

Administration of Justice

The department will continue to pursue the Program Goals listed in this document. We will continue to participate as faculty members, both full time and adjunct, in workshops and seminars to strengthen teaching skills, learn about utilization of alternative instructional delivery methods and continue to maintain our high level of expertise in the law enforcement community. Additionally, the department is committed to assisting and counseling students toward the completion of their certificates and career goals. The department is preparing to host classes in an alternative site, in preparation for the upcoming building remodel.

Anatomy, Physiology and Microbiology

The main current issue is our lack of facilities. We hope this situation will be rectified when we move into the new building and have a laboratory room dedicated to Anatomy, a separate laboratory room to be used by Microbiology and another laboratory room for Physiology.

Anthropology
The Anthropology Department is thriving with the addition of a second full-time faculty member. With the addition of Leonor Monreal to the department we have increased the section offerings and the course offerings. Short term goals for the department include the addition of new courses, including Applied Anthropology. We are working on identifying a field site to start teaching the Field Course in Archeology. At this time we offer multiple online sections of our two core classes, Cultural and Physical Anthropology. We have increased student access with the inclusion of online classes and we are working on broadening the online classes we offer. It is of critical concern to us to make sure that we don’t lose quality and integrity as we expand our offerings (both in f2f classes and online classes).

Architecture (Construction Technology)

The program will be undergoing a revamping of curriculum to help better facilitate transfer and alignment with the 5 year B.Arch. programs at universities. This should take place within the next semester. The program is also building its student driven architecture club, in the hope that it will provide exposure to the architectural community.

Art

- **Curriculum**
  - Review the student learning outcomes for all Art classes and deploy the assessment cycle for all Art classes by 2012.
  - Maintain and improve on-line instruction.
  - Investigate curriculum for new media, industrial design, toy design, and new trends in advertising.

- **Transfer and CTE Education**
  - Improve faculty advisement for transfer and certificate student.
  - Apply for Perkins IV grant funding for technological upgrades
  - Continue and expand guest speaker /guest artist program.
  - Investigate new digital media CTE certificates.

- **Promotion and Recruitment**
  - Increase high school participation in the High School Art Show
  - Use the Terry Blackley Scholarship to recruit promising art students
  - Add more art alumni interviews to the Art website and Fine Arts DVD
  - Improve alumni tracking, contacts, and alumni involvement in the art program.
  - Expand the Art Department website to include samples from the permanent art collection, Artist in Residence program, and other aspects of the art program.
  - Discuss how the Art Department will prepare for the Fullerton College Centennial in 2013.
  - Develop stronger relationships with the Art Dept faculty at transfer institutions
  - Participate in Project Downtown Fullerton by working on Night in Fullerton and A Night of Art

- **Facilities Improvements**
Lobby for the Art Gallery improvements, including glass doors into the gallery, improved illuminated signage, improve parking, improved security, and improved construction and preparation space.

- Provide security and minor remodeling to 1015 ACG lecture room.
- More fully develop 1025A into a general purpose workshop room.
- Lobby for the designation of one more drawing classroom in the 1000 building (1018).
- Research and develop at least one mural project for the Art Building.
- Encourage NOCCCD and FC administration to purchase and remodel the Hetebrink House for multiple uses, including the display of art works from the Art Department.
- Investigate future major art installations to be accomplished all across campus.

- **Personnel**
  - Improve the program for the systematic recruitment, evaluation, staff development and mentorship of adjunct faculty.
  - Lobby for the replacement of retiring and departing Art faculty.
  - Lobby for the re-classification of the Ceramics Lab Clerk to a Ceramics Lab Technician.
  - Assist faculty develop more digital media skills to incorporate into their traditional art classes.

- **Technology**
  - Investigate computer graphics lab improvements and upgrades
  - Seek funding to replace and update current technology in the art program
  - Upgrade faculty office computers.
  - Upgrade teacher stations and projectors in the art classrooms

**Automotive Technology**

Implementing the following suggestions will help to support our curriculum:

- **Budget for new equipment**: As identified by the NATEF review team, acquire new diagnostic equipment for the increasingly electronic automobile.
- **Add storage space**: for better organization of teaching aids and student projects.
- **Investigate and acquire updated classroom presentation materials**, both CD-ROM based and video, as available.
- **Upgrade present student computer work stations** and increase the number of computers available for study and researching diagnostic problems, with accompanying software.
- **Acquire additional alignment equipment with hoist** due to increased alignment demands on newer vehicles.
- **Continue emphasizing the need for staff** to engage in ongoing development of their technical knowledge by attending conferences and technical seminar/workshops, and self-study.
- **Increase research of grant funds** to help in this capacity, working closely with the Career Technical Education Counselor.

**Basic Skills Math**
As is usually the case with any program, goals and planning are dynamic in our Division, and are constantly being reviewed, adjusted, adapted, reduced, and expanded in order to meet the needs and goals of our students. Therefore, the Division recognizes and emphasizes that it is standard to have dynamic requests for resources or approval for activities that support goals and plans that have not been formulated at the present time. As of the writing of this document, we expect to address the following issues in the next 1 – 2 years:

- Improvement in the placement of students into appropriate classes. We will look into the development of short refresher courses offered to entering students. We will make better use of the division's website to provide advice on placement issues, and work with Counseling to better advise students.
- We will monitor and respond appropriately to the demand for online and hybrid courses.
- We will increase the use of appropriate technology (such as student response systems) in the classroom and in support areas. We will support staff development for faculty and staff interested in using these new technologies.
- We will support staff development to address changes in learning styles within the mathematics classroom.
- We will investigate alternatives to the 16-week semester format, such as short-term courses, self-paced courses, and course extended over an entire year for students who need the slower-paced option.
- We will investigate combining MATH 020 and MATH 040 into a single class that eliminates much of the overlapping material.
- We will investigate options to better utilize the arranged hour assigned to each of our basic skills classes. This might involve elimination of the requirement in favor of an optional or mandatory tutoring/assistance-type course.
- We will expand in-class tutoring especially in classes with large numbers of repeating students.

**Biology**

- Complete the 6-year curriculum review (currently ongoing)
- Identify SLO's to assess. Complete a round of assessment and study the results. Use the results of the SLO assessment to modify curriculum if necessary.
- Move from the Science Village to the new 400 building with minimal disruption to instruction.
- Create a class schedule for the new 400 building that maximizes room efficiency, and builds time into faculty schedules to attend department meetings, division meetings and seminars.
- Study how the majors biology courses (170,272,274,276) articulate with CSU and UC schools. Consider modifications if necessary. (currently ongoing)
- Consider equipment and staffing needs. Work with the Division Budget Committee and Division Dean to prioritize those needs with the goals of improving instruction and increasing student access to technology.
- Work with the rest of the Natural Science Division to increase STEM funding. Several Grant possibilities have been identified
- Stimulate awareness and interest in STEM subjects beginning in junior high school and continuing through college
- Weekend Research Experiences will be offered during Spring 2010

**Business**
Opportunity in the area of technological advancement in communications provides the development of new courses. A new course centered upon social networking will be necessary. Business is using social networking as an advertising tool to hear what the consumer says concerning products and services. A course that explains how an organization can use and develop this form of communications as a form of e-commerce is necessary. From a personal communications point of view, student's need to be aware of My Space and Face Book as well as Twitter as a complete component in advancement of careers through the intergradations of these forms of communications. A study recently reported that 70% of human resource managers check an applicant's website. Therefore, individuals need to know what they should or should not place on these web pages. Additional courses developed in the area of banking (commercial bank management), retailing (retail management), and marketing (marketing strategies) are necessary to remain current with the business environment. These areas are expected to see major changes over the next several years because of government regulations, international trade competition, and a slow recovery of the overall economy. Therefore, new marketing techniques will be derived forcing change. The consumer must be reached using new methods of advertising because the older modes of advertising such as newspapers have folded during the most recent downturn with many going to a paperless online method of delivery.

A short-term goal is to continue the development of courses to present for the online environment. The online environment allows greater access to those students who need to work and support themselves with the opportunity to acquire college credits and additional skills without leaving work or home.

Chemistry

Depending on the future budget, the new building facility will help the chemistry department to offer 65 sections as in previous years. The fill rate and impacted classes warrants 65 sections. In the next two years, the chemistry department intends to actively pursue funding through National Science Foundation (NSF) grants and other appropriate granting agencies. The department has established a “Science Saturdays” workshop program in a variety of areas, such as forensics, nanoscience, and food science, to begin next semester and hopes to continue these workshops by applying to the NSF for funding within the next two years. Additionally, the department hopes to run a summer science camp for high school students through the GPS2 project, and eventually apply for Hispanic Serving Institution (HSI) funding through the NSF to continue these camps and extend them to other areas such as a bilingual-family science nights. The chemistry department will continue to participate in Project GPS2 and other initiatives to identify, track, support, and mentor STEM majors.

Within the division, the department will pursue support for a full-time, Natural Sciences STEM coordinator to identify, track, support, and mentor science majors.

Child Development

- CDES name needs to be replaced throughout the FC and district systems. (It has been found that throughout the system the name is inconsistent Child Development, CDFL, CDES, etc.) Focus on Lab School name recognition and change across campus, with in Banner, MyGateway, and the Foundation.
• Create a welcome sign at the parking lot entrance to welcome people to the Lab School area, Install quality signage throughout Lab School.
• Complete the six year curriculum review process for all Department courses.
• Apply and receive literacy grants.
• Design and implement a strategy to support knowledge of and processes for attaining certificates available for CDES students.
• Purchase technology resources such as My Virtual Child, Videatives, computer e sources, and online e books.
• Purchase or acquire text books for Office of Special Programs for loaning to students.
• Continue to support the growth of Club Teach on campus and in the CDES Department.
• Finalize SLO Assessments and complete the first full cycle of SLO review.

Cinema, Radio, Television (CRTV)

• Due to the recession and cutbacks that have resulted, the scheduling of the reduced number of courses needs to be prioritized. For the enrollment needed by CRTV 160 and CRTV 164, which are our core courses that meet industry emphasis, a third section each semester of the prerequisite CRTV 157 needs to be added on an ongoing basis.
• As instructional units become available, restore second CRTV 150 section each semester to provide sufficient successful completers to be able to offer CRTV 280 each semester.
• Consider the redesign of the projects incorporated in the CRTV 150 – CRTV 280 sequence.
• Restore the full-time Cinema-Television position that was vacated by retirement May 2007. Filling of this position was temporarily delayed one year to give priority to a pressing position need in another area of the division then this vacant position was lost in the fall 2009 budget cuts.
• As equipment budget is available, the first priority would be additional production and editing equipment to accommodate the six classes that cross-utilize the equipment for which the current volume is insufficient.
• Acquire network server for student editing stations to improve their access to production material. Also, to improve instructor access to student material and the utilization of facility within existing limited resources.
• Acquire industry standard character generator for the primary multi-camera production classes to replace current loan unit substituting for non-operational unit.
• Re-locate Cinema-Television primary lecture room from Room 706 to Room 515 when Room 515 is vacated by Natural Sciences classes that are returned to the 400 Building after its reconstruction is completed, as scheduled as part of the sequence of campus construction projects. The tiered seating in Room 515 will enable direct visual access to the lower portion of the projection screen that is partially blocked for the majority of students in Room 515 who sit in the third to eighth desks from the front of the classroom.
• Increase online aspect of Broadcast News Class.
• Increase podcasting for all relevant courses.
• Serve more students in related areas. Work with instructors and other classes in related areas.

Computer Information Systems
The CIS faculty are currently working on their 6 year curriculum review. Degree and certificate programs are being reviewed and revised for both course content and overall program design. All individual courses are being reviewed and updated. As well, long-standing courses that have not been taught in several years due to technology changes are being eliminated. This process should be completed with changes through the college curriculum approval process, by December 2010.

Faculty continue to work on completing all course SLOs, as a part of the curriculum review. In addition, assessments for major college transfer courses will be completed by the end of academic year 2009-10.

**Computer Science**

- Implement strategies to increase student access.
- Implement strategies to increase student retention and student success. Retention and success rates in our classes that are unacceptably low. With retention at 56% and success at only 50%, Computer Science student performance is among the lowest at Fullerton College
- Meet with the Counselors assigned to Computer Science and establish parameters necessary for student success in the program.
- Pursue additional transfer agreements with four-year schools.
- Lobby for the hiring of a faculty member who can teach computer science so that as the program expands the department will have the necessary faculty to sustain the program. (The Computer Science Program will be losing a 50% full time faculty member next year, leaving only one tenured track department member.)
- Update the Computer Science Pamphlet.
- Participate in High School visitation day.
- Try to establish a Computer Science Club or Seminars.
- Encourage the establishment of more CS scholarships. Request for funding to increase course offerings.
- Request funding to increase lab aides in the CS lab and/or study skills center
- Replaced antiquated machines in the lab and increase the memory on the CS lab server to accommodate anticipated increases in demand for computing resources

**Construction**

The construction program's short term plans include the continuing updating and improvements of current curriculum, the creation of new curriculum, new certificate programs and new associate degree programs. A continued emphasis has been placed on the marketing of local construction contractors to increase enrollment and exposure to the community. Upgrading the facilities to accommodate the increasing student population in the construction program would include the addition of a new adjacent classroom. An additional assigned and properly supplied classroom would help strengthen the commitment and unity of both the students and faculty within the program. These immediate plans will enable us to better serve the community and the construction industry for a higher level of education and success.

**Cosmetology**
• One of the department's goals is to be the best Cosmetology program in California. With the improved trends in the quality of education the department is on its way to exceeding that goal.

• Improve space and update equipment to provide students with an up-to-date learning environment. In 2011 the cosmetology department facility is schedule to be remodeled. Classrooms will be modernized and lockers will be provided for all students.

• The department will work with students in this new facility to improve retailing techniques, and sales which is recommended by our advisory board.

• Allow student access to computers to work on resumes, business cards, picture portfolios and resumes.

• Increase client base by cross promoting between Cosmetology and Estheticians.

• Improve the student's inter-personal skills. This is also an Advisory Board recommendation.

• The department will continue to work with the counseling center, Basic Skills center, and Tutoring center to improve student retention.

• The department encourages students to attain A.S. Degree and transfer to a 4 year college.

• The department works with Cal Works and the Office of Diversity, to insure positive student outcomes.

• The department will increase the utilization of advanced and innovative technology. Classroom computers were installed for instructors and students to use.

• Yearly graduation celebration tracks students to determine how many are working within the Cosmetology/Esthetics industry, type of salon they are in and the position they hold. The tracking is a scripted survey conducted by department's office Administrators, Karen McDowell and Paula Barns.

• The Cosmetology Department works closely with the State Board of Barbering and Cosmetology by upgrading current information and frequent phone calls regarding Performance Criteria, Rules and Regulations and Cosmetology Act to better insure positive student outcomes for examination of licensure.

• Our department will continue to promote and support our established in- house scholarship funded program.

• Improve marketing of the program and services it provides through modern technology and advertising.

• Review and refine courses by updating curriculum.

• Continue to provide staff development opportunities to upgrade staff teaching skills and styles.

• Review and update Learner’s Agreement and Resource Manual.

• Improve training and mentoring of all Adjunct Faculty.

• New articulation with ROP to improve student transfer and student success.

• Investigate the feasibility of the augmentation of the existing esthetician program in the advanced courses and certificate program.

Counseling

• Maintain at a minimum the current number of sections taught in the department in order to meet student demand.

• Continue to offer a focused Counseling 151 section for student athletes in fall semester.

• Continue to offer focused section(s) of Counseling 140 and 144 for student athletes as part of the Summer Success program.
• Consider the development of a focused section of Counseling 101, 151 or 163 designed for Veterans.
• Develop a plan to offer additional counseling courses via Distance Learning.
• Participate in the Irvine Foundation/NOCROP grant by offering counseling courses at various local high schools.

Dance
• Re-assigned time provided for the position of program coordinator.
• Create new curriculum to increase enrollment in Dance department, such as Dance on Film, The Business of Dance, and The Fullerton College Dance Company.
• Add qualified adjunct faculty as needed to staff this expanding Dance program.
• Additional facilities are needed immediately to meet the needs of an expanding Dance program.
• Secure an appropriate budget for The Fullerton College Faculty Dance Concert - for costumes, production and technical crew, and choreography pay.
• Secure funding for The American College Dance Festival
• Storage space for Dance Conditioning equipment i.e. (mats, weights, balls, bands, etc.)

DSS
The Adaptive Computer Lab (ACL) will increase individualized programs for students and include more in-class workshops. The ACL will revise and improve class orientation to increase student understanding, responsibility, and success. The ACL staff will need to work more closely with students to help improve their online and computer skills.

The ACL will continue to develop a new orientation support class. The ACL instructor will attend basic skills workshops, conferences, and student success seminars in order to improve student understanding, teaching, and learning to benefit the students enrolled in the ACL classes. Additionally, jointly with the Alternate Media Specialist, increase participation in providing alternate media for students and actively involve students in providing and securing their own educational accommodations.

Distance Education
• License CE8 through 2010-2011.
• Explore CMS options beyond 2011.
• Identify demographic data for FC student taking distance education courses to inform the strategic planning process.
• Revise the DE Strategic Plan.
• Review Edustream (a web service and web-access portal for linking students to digital media, streaming video, and other educational material) contract with San Bernardino Community College District and determine how it can be implemented for online teaching and learning.
• Revise/update Distance Learning Assistant position.
• Ask Student Services to review information made available for online learners on central website and edit as needed.
• Ensure all distance education course are accessible during the initial design phase.

**Earth Sciences**

• Develop and implement an AA in Earth Science, and explore certificate programs that lead to vocational opportunities within the Earth Sciences.
• Continue to participate in Project GPS2 and other initiatives to identify, track, support, and mentor Earth Science majors.
• Seek support for a full-time, Natural Sciences STEM coordinator to identify, track, support, and mentor Earth Science and other science majors.
• Seek funding and pedagogical opportunities to better prepare basic skills students, to close the achievement gap in the sciences, and to recruit underrepresented students to the Earth Sciences.
• Continue to emphasize classroom, laboratory, and field activities that encourage active inquiry, and that scaffold students from low-order memorization of terms and concepts to higher-order application of stored knowledge in the Earth Sciences.
• Seek support for a part-time, Earth Sciences technician to prepare, manage, and maintain Earth Science laboratory and field equipment, and to caretake Earth Science specimens and samples.
• Continue to incorporate curriculum and activities that illuminate student understanding of societal issues that depend on a knowledge of Earth Sciences.
• Continue to incorporate curriculum that integrates Earth Science terms and concepts with development of basic skills in reading, writing, quantitative reasoning, communication and teamwork.
• Expand access to information technology for all faculty members, staff, and students, especially as technology improves student knowledge and understanding of Earth Science concepts and the scientific method.
• Seek support for a dozen laptop computers that can be used for Earth Science labs, projects, and activities.
• Seek support to develop a digital image library for Earth Sciences, based on the combined slides and images taken by faculty.
• Seek support to prepare several virtual field trips for use in laboratory, campus and online classes.
• Continue to use information technology to enhance communication among students and between students and faculty.
• Maintain continuous quality improvement of student learning outcomes through regular and systematic assessment of student learning, combined with metrics for assessing student learning in progress.
• Continue dialogue and participation with four-year colleges and universities.
• Expand college and community participation in Earth Science events, such as the Great Shakeout and Global Warming Awareness Day.
• Seek support for display cases for museum-quality samples and specimens that can be used to educate students and community members about Earth Science.

**Economics**
The Economics Department will attempt to function in the most efficient manner possible given the challenges posed to it, the Social Science Division, and the College overall as a result of the financial crisis and downturn of the economy. This will include attempting to maximize course offerings to students and minimizing disruptions to the educational plans of students.

The Economics Department will formulate its Student Learning Outcome (SLO) assessments and complete its first cycle of SLO review.

The Economics Department will complete its upcoming six year review of the Department’s curriculum including an analysis of the differences between Fullerton College and Cypress College.

Engineering

Since the main focus of the engineering program is to help the students transfer to a four-year institution, articulation agreements are a vital component. Fullerton College will host the Engineering Liaison council meeting in March 2010, which will help strengthen relationships with transfer institutions. The goal is to ensure that the courses offered are transferable to as many institutions as possible.

English

- Improve Adjunct mentoring;
- Continue to implement SLO assessment of all courses;
- Develop a position statement on on-line courses;
- Maintain class size in an environment of high student demand and limited resources;
- Hire new Administrative Assistant to serve in the English area.

ESL

- Evaluate ESL 80 offerings
- Participate in BSI workshops and committees
- Improve quality of student participation in Skills Center
- Implement TBA hours/participate as supervisors in Skills Center
- Encourage ESL students and faculty to use MyGateway effectively for classes
- Increase involvement with International Students Center
- Complete ESL outreach brochure
- Continued assessment of course SLOs
- Develop adjunct mentoring program

Environmental Science
The Environmental Sciences department recently has revised all course offerings, and has added new courses. At the time of this program review report, all courses are in the final district level approval stage. The revised and new courses are listed below:

- ENVS 105 F Environmental Biology
- ENVS 105LF Environmental Biology Lab
- ENVS 106 F Conservation Biology
- ENVS 126 F Natural History of California
- ENVS 126FF Natural History of California Field Lecture
- ENVS 140 F Birds of Southern California
- ENVS 141 F Desert Natural History
- ENVS 142 F Geology and Marine Biology of the Channel Islands
- ENVS 143 F Baja California Field Studies
- ENVS 144 F Marine Biology of Baja California
- ENVS 145 F Marine Vertebrate Ecology of the Channel Islands
- ENVS 170 F Astrobiology
- ENVS 196 F Regional Field Studies: Environmental Sciences

Ethnic Studies

We recognize that once students are enrolled in our college and program, their success not only depends on their own efforts (and surely the most critical one) but also on how well the college and our program are able to support them. As a department we are actively seeking out "best" practice interventions such as a specific Orientation for prospective first generation Ethnic Studies students at the beginning of their college experience with the goal of reducing the gap between retention and success. We are also considering the feasibility of a specific Male Initiative Model project or community to address the ever growing gap between our female and male students of color. (Both of these options are being researched as possibilities under a grant/s.)

Our department will continue to promote and conduct outreach to key areas of the campus, as concerns the academic strength and viability of our offerings. (See "What Can I Do with a Major in Chicana/o Studies" attachment.) We will continue to promote, sponsor and co-sponsor workshops, films, cultural celebrations, speakers and other activities that give value-added support to our curriculum. To do this our department will work toward deepening the connections it has established with the broader communities of Fullerton College, both internal and external, especially during these times of economic crisis. (In this regard, we plan to continue our strong affiliation and collaboration with the Cadena-Transfer Center and the Office of Special Programs into the future.)

Our department will continue to argue for and seek support for the hiring of new full-time faculty to be preparing for the imminent retirements of both full-time and one adjunct faculty. We are proud of the department's prominence as regards its persistence in integrating itself into the many elements that make up the fabric of campus life. Indeed, it will require much more than a superhuman effort for anyone to come on board and pick up where we left off. (We want to maximize the benefit of our combined 93+ years of experience running an Ethnic Studies Program at the community college level.) We know that if we plan to grow, the students will come.
As a department we have reviewed and remain committed to our overall Student Learning Outcomes of 2006. (See Student Learning Outcomes, Ethnic Studies attachment.) Within each of our courses we will begin to incorporate the respective SLO’s pertaining to each and develop a deeper dialog and action plan for their assessment. (Some Ethnic Studies courses have already posted SLO’s within the respective syllabus.) We will be embedding the retention and success focus into the framework of our deliberations and pursuing an action plan directed at minimizing the gap that currently exists.

Our department will develop a staff development agenda include any and all of the following to:

- support us in the training and development of specific strategies aimed at reducing the achievement gap in our department
- prepare us as practitioners in the areas of assessment for learning, along with strategies for data collection and analysis; crisis management and response; motivating techniques for staff and students; leadership development; shifting paradigms of vulnerability
- explore new electronic support strategies, instructional supplements, and interactive activities to enhance and reinforce classroom instruction
- create alternative types of learning communities within and outside of the classroom
- support achievement of departmental outcomes and thereby contribute to maximizing overall student performance
- develop a more informed approach toward achieving an optimal match between our students and our program and perhaps the institution
- create an effective skill and content-based Ethnic Studies Orientation for our first-generation students

**Fashion Design**

One of the greatest changes taking place in the fashion design arena is that of the role reversal of fashion designer and the patternmaker. As predicted the glory days of the celebrity designer are gone as financial backing is shrinking for this business end but that of the patternmaker working with a design team to create a profitable model designed to a specific target customer emerges as the stronger trend. California has the highest published employment concentrations for Patternmakers. The highest concentrations of fashion designers are employed in New York and California. Employment in Fashion Design is expected to increase an average of 5 percent through 2016. Employment opportunities in Fashion Merchandising are expected to increase an average of 7-11 percent through 2016. These facts show growth in the retail area despite the mergers and closers that have taken place recently in this area.

The textile and apparel manufacturing industries are rapidly modernizing, as new investments in automation and information technology have been made necessary by growing international competition. New technology also has led to increasingly technical training for workers throughout the industry. Computers and computer-controlled equipment aid in many functions, such as design, patternmaking, and cutting. One advantage the domestic industry has is its closeness to the market and its ability to react to changes in fashion more quickly than can its foreign competitors. Also, as retailers consolidate and become more cost conscious, they require more apparel manufacturers to move toward a just-in-time delivery system, in which purchased
apparel items are quickly replaced by new items directly from the manufacturer, rather than from a large inventory kept by the retailer.

The fashion program has been revising curriculum to reflect these changes that have begun to take place in the apparel industry. More emphasis has been placed on identifying emerging trends in both the design and merchandising classes. Students in the fashion design program need more exposure to design related technologies. More emphasis is being placed on defining the target customers wants and needs and better development of student awareness of niche markets.

The fashion design instructor is researching the possibility of writing grants to secure equipment needed to make the FCC fashion design program competitive with the private schools and offer our students the skill sets they need for entry level employment. Part of the curriculum changes taking place are requiring students to take classes in the Art department for computer design skills. The merchandising students will be required to take classes in the CIS area to master spreadsheet creation.

The design program recently acquired three PAD (Pattern Aided Design) works stations. The long term goal is to have a PAD station for every student. When the new building is completed the students will be able to link their PAD designs with the printers in the computer lab that will complete the design and patternmaking process. Last year the fashion design department was able to purchase a PAD system which will enable students to develop the pattern making skills needed for entry level employment. Ms. Young has developed a text that is used in the FASH 188 Apparel Production class that reflects the actual industry practices.

The plus side of the down turn economy is the desire by both retailers and design firms to acquire interns. Companies are now calling the school asking for well trained interns. Typically a four year university has a junior year placement program for merchandising interns that have more skills as they are closer to a four year degree. Therefore there are fewer buying office intern offers available but the local retailers do their best to support the program at the store management level. The fashion design student is in a better position at the conclusion of the two year program to be a successful intern prior to employment. There are also positions available after minimal classes design classes taken, however these positions stress PAD and CAD skills. That fact stated it has become increasingly important to stress curriculum geared toward preparing the student for the challenges of the workforce today.

The realization of the goals are dependent upon the completion of the buildings renovation project and the success of the grant writing process combined with a steady flow of well managed state funds. At this writing is not prudent to neither create a time line nor predict outcomes as the success is keyed to developments in the state allocation of funds.

Foods and Nutrition

- Hire tenure tract position in Nutrition and Foods. There is one unfilled position and one 80% “phase in” position. The “phase in” faculty member’s target retirement date is June 2011. These two tenure tract positions will need to be filled.
- Develop a manual to enable adjunct faculty to teach the Food 101A course.
• Investigate use of textbook publisher as source of management of on-line nutrition course rather than CE 6.

Foreign Languages

• Identify individual with minimal qualifications in Korean to assist us in reviewing course outlines in Korean.
• Elect a representative from the FL Department to the Humanities Basic Skills Committee.
• Create department portfolio with current course outlines, lab policies, sample syllabi and course calendars. Create sample adjunct evaluation portfolio. Distribute and review materials with adjunct faculty at adjunct faculty semester meetings.
• Create level portfolios to include sample exams, classroom management strategies, writing assignments and communicative activities. Distribute and review materials with full-time and adjunct faculty at department meetings.
• Identify and employ second-language teaching strategies that improve course retention and success of all students.
• Develop a list of Best Practices in online foreign language learning and teaching.
• Review and revise course outlines to include guidelines for completion of lab activities and suggested activities for oral production on the web.
• Assess Student Learning Outcomes for first year of instruction in all languages.

Geography

Geography is committed to expanding intern opportunities for students in two main areas. One, whereby graduate students from local universities learn to teach through tutoring Fullerton College students; the second, to provide Fullerton College students with geographic experiences working in local community organizations and businesses.

The Geography Program is also working on the development of assessment instruments for the Student Learning Outcomes. In the process of implementing the assessments we will also be reevaluating our SLO Goals as necessary.

History

Our history program needs to examine how technology impacts the study of history and how best to meet the needs of students who will face these challenges in the workplace. In the short term, this has been addressed by engaging students in all of our history classes in research and writing methods. Instructors also assign on-site library orientations for history students geared specifically to information retrieval and bibliographic investigation utilizing the new technology.

To increase the fill rate, we need to consider whether we have too many sections or types of classes, or adjuncts, or drops before census and remedy the problem.

Horticulture
In response to community requests, we need to develop an effective horticulture foundation program as part of the Fullerton College Foundation. This foundation can raise funds for capital improvements, equipment purchases, community outreach and other instructional needs. In addition, this group – tentatively named the Horticulture Education Alliance of Fullerton College – can also advocate for the Horticulture Program in order to help it compete for grants, external funds and community resources. This group can also assist with publicity, recruitment and other promotional activities which can boost enrollment and improve community involvement with the Horticulture Department.

The Fullerton College Horticulture Department has also joined an Academic Consortium of the Orange County chapter of the U.S. Green Building Council. We would like to pursue grant possibilities in the promotion of sustainable landscape design and installation. In addition, we would like to increase the Horticulture Department’s involvement with landscape design, installation and maintenance on the Fullerton College campus, so that our campus can provide positive examples of attractive sustainable water-conserving landscapes. This can help reverse a regrettable trend toward unimaginative, unsustainable water-intensive landscape choices which have beset the campus in recent years.

**Interior Design**

- Continue to pursue Program Goals listed in this document.
- Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about utilization of alternative instructional methods, and to strengthen our understanding of our industry.
- Study industry trends for indicators guiding curriculum development and modifications.
- Aggressively apply for funding for new equipment purchases.
- Continue to counsel students toward the completion of their Certificates, Degrees, and transfers to 4 year institutions and to pass the IDEX.
- Assist students, whenever possible, with their job searches.
- Work to improve the physical facilities used by our students.
- Pursue grants and partnerships that enhance the quality of our programs.
- Actively recruit new students through planned marketing strategies.
- Continue to incorporate ADA and LEED into the curriculum.
- Add relevant courses to expand the curriculum base.

**Journalism**

Continue to increase emphasis in multimedia technology in all courses. Create course for Spanish language media and articulate it to Cal State Northridge. Launch Spanish language news website. Create Spanish language media certificate. Create a community reporting course and begin publishing a community newspaper. Move Torch magazine online instead of print. Increase print and online advertising revenue for all publications. Increase membership in professional associations, which will allow students more of an opportunity to showcase their abilities.

- Provide access to Fullerton College historical and new content for external marketing and outreach efforts for the college centennial in 2013.
- Expand outreach efforts to targeted Student groups.

**Library**

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

- Provide the necessary student services to ensure learning success.
  - Provide staff training opportunities by and for staff.
  - Investigate the outcomes of the Student Success Summits as they apply to the library.
  - Administer student satisfaction surveys.

- Develop a mutual understanding of and appreciation for each other’s value and contribution exists among Cypress College, Fullerton College, SCE, and the District.
  - Develop a library emergency preparedness plan.
  - Participate in strategic conversations with CalWest Librarians.
  - Increase staff development opportunities and encourage participation.

- Continue as a vital and integral part of the community.
  - Continue participating in Read Across America.
  - Cultivate relationship with the Fullerton Public Library Archival Curator to investigate resource sharing and possible joint programs.

- Base effective leadership and decision-making on an inclusive process that uses data, standards, law, policies and procedures.
  - Update internal procedure and policy manuals.

- Generate maximum revenue opportunities
  - Partner with the Study Abroad program to produce FTES.

- Provide effective planning and efficient use of resources for facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.
  - Update Library Technology Plan.
  - Implement wireless technology on the 2nd floor of the library. (completed summer 2009)
  - Increase online access to Fullerton College historical resources.
  - Update resources as needed.
• Evaluate and refine marketing / communications efforts on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fundraising.
  o Provide access to Fullerton College historical and new content for external marketing and outreach efforts for the college centennial in 2013.
  o Expand outreach efforts to targeted student groups.

**Manufacturing (Drafting, Machining, Welding)**

• Continue to pursue Program Goals listed in this document.
• Pursue grants and partnerships that enhance the quality of our programs.
• Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about utilization of alternative instructional delivery methods and to strengthen understanding in individual trade areas.
• Study industry trends for indicators guiding curriculum development and modifications.
• Aggressively apply for funding for new equipment purchases.
• Continue to counsel students toward the completion of their certificates and degrees.
• Assist students, whenever possible, with their job searches.
• Work to improve the physical facilities used by our students.
• Carry out moving plans to sites used as swing space during the construction project.

**Mathematics**

• Examination of placement in degree-applicable courses.
• Planning of 141H (first offered in fall of 2011.)
• Examine our fall 2010 initial offering of MATH 120 in hybrid and online format to determine if other transfer-level courses are suitable to be offered online or hybrid.

**Music**

**General Department Plans**

• Improved articulation agreements with transfer institutions
• Improve communication and respect among the Music faculty
• Improve faculty advisement for music majors
• Increase collaborations with other departments, including Dance, Theatre Arts, Television and Radio, and CIS
• Implement student learning outcome assessments
• Defend the music program against disproportionate cuts of arts education through effective lobbying and strong advertising
• Participate in the downtown arts scene by providing musical entertainment for a variety of downtown Fullerton eve
• Investigate Music Department plans for the FC Centennial

**Curriculum Plans**

• New curriculum: Advanced Applied Music,
• New curriculum: Music Internship,
• New curriculum: Advanced Topics in Music Technology.
• Offer MUS 118 History of Rock Music online.

Personnel Plans
• Lobby for the replacement of retired faculty.
• Lobby for the restoration of a 50% administrative assistant to the Music Department staff ranks.
• Lobby for the addition of a 50% lab assistant for the Music Technology program.
• Seek funding for an expanded guest artist and guest clinician series.
• Develop more systematic approach to adjunct faculty evaluations

Facilities Plans
• Lobby for an extensive remodeling to the Music Building
• Lobby for the addition of a Concert Hall to the college facilities

Equipment Plans
• Consistently replace, repair and maintain of the current inventory of musical instruments,
  Develop an annual plan for the replacement, repair and maintenance of the piano collection.
• Repair and improve all classroom technology and equipment.

Music Festivals Plans
• Increase the number of participants to the Choral Festival, Piano Ensemble Festival, and Jazz Festival.
• Increase Jazz Festival revenue over expenses

Career Technical Education Plans
• Create a music recording label at Fullerton College under the auspices of the Commercial Music program.
• Develop Career Technical Education articulation agreements with area high schools and ROP programs
• Develop stronger relationships with music manufacturers.

Music Theory Program Needs – Short and Long Plans
As the Music program has grown so have two concerns for the Music Theory program. First, as the program has grown so has the need to find instructors that can maintain the level required to have the student transfer successfully. We have worked to retain faculty that have been able to demonstrate strong teaching skills, strong knowledge of the material, and academic rigor. This is an ongoing effort and eventually, if the department continues to grow or stabilizes at a high number, we would benefit by hiring another full-time faculty member to teach theory and musicianship. Second, due to the growth of the music department, and with it the theory program, there has been a limitation as to the rooms available to teach the required courses. For some courses we have been able to offer more sections. For others there is no room. This has necessitated the offering of larger sections of classes up to double enrollment. At times this has impacted the ability to work with students in a manner that would be most beneficial to the student. This has led to some frustration by both the faculty and students. In the short term this is being addressed by faculty willing to take larger sections. It has been difficult getting tutors (through
tutoring services) to help out at times. Should finances be available in the music department it would be helpful to have students tutor directly in the music department or be TAs to some of the classes at which they have excelled. In the long term, the ability to have more sections of courses offered would be beneficial.

Paralegal

Ideally, the program needs to develop a marketing strategy/plan. Adjunct faculty (are lawyers) have expressed their willingness to participate in the design and implementation of such a plan. In addition, some adjuncts have also expressed interest in developing at least one endowed scholarship for paralegal program students. These initiatives could certainly be completed in the next two years as we anticipate an eventual improvement in the state budget situation. It is anticipated that the current state budget crisis will continue to constrain community college budgets for the next five years, based on the recently released state revenue five-year forecast.

Philosophy

Our department has grown significantly over the past ten years and we are generally satisfied with the quality of education we provide. We consider our most crucial short-term goal to be the maintenance of the department and its courses in the face of current and projected budget cuts.

While none of us in the philosophy department are enamored with technology we recognize that we are the exception (if not the past). Therefore, we will commit ourselves to updating the department’s website. We will add our courses and degrees as well as pertinent information affecting our majors.

In the past, we had a program of visiting speakers. We would like to see this program reinstated. The program was popular among the philosophy faculty and attracted interested faculty from other departments. Such a program could perhaps become a division-wide program. It could serve as a means of strengthening communication between faculty in different departments here at Fullerton College and maybe even strengthen our ties to other colleges and universities in the area.

Photography

With the new Certificate and Associate Arts Degree Program in Professional Photography having only been fully approved in the Fall of 2009, certain courses still need to be implemented.

The introduction of all new courses will happen over the next year.

Physical Education

- In the Cal State University System, Kinesiology as a major is ranked in the top ten among student choices. This statistic, combined with the 100% increase in Fullerton College students’ choice of the P.E. major (173 to 382) in the past five years casts a positive light on the upward trend of the major.
- Another short-term plan is to add one or more on-line classes – for example, Sport Psychology or Sport Management so as to expand access and grow enrollment.
• The Pilates program is close to completing its teaching certification which will add students in this ever-growing area.
• The Wellness program should continue its growth by adding physical and natural science applications to its evolving program.
• The Division is considering a possible change of name from Physical Education to Kinesiology, mirroring the Cal State System.

Physics and Astronomy
• Buy computers for astronomy lab.
• Work on the lab curriculum for Physics 223.
• Offer online astronomy classes once as the astronomy lecture curriculum goes through the approval process.
• Offer Honors Astronomy class once the curriculum is approved.

Political Science
The immediate goal is to weather the cuts in course offerings until economic conditions improve. The department had made significant strides since the last program review in increasing course offerings and revising AA requirements. Faculty are adjusting to fewer classes being offered. The department has also made a concerted effort to be represented in the various decision-making bodies outside of the classroom.

Formulation of Student Learning Outcomes and Assessments:
The Department is incorporating a student learning outcome and assessment component. The purpose is to assure that the core concepts of the field have been mastered by students enrolled in political science courses. Students who successfully complete courses in Political Science will be able to:

• Demonstrate knowledge of the concepts and theories applied to the area of Political Science and its sub-fields which include American government, Comparative Politics, International Relations, Political Philosophy, and Public Administration.
• Incorporate and apply a variety of social science theories and methods that compliment and are intertwined with the comprehensive area of Political Science for a variety of purposes, including civic awareness and participation.
• Differentiate among the various competing political systems, compare and contrast the strengths and limitations of each system, and explain the internal and external operations of such systems.
• Apply critical thinking skills, writing skills, and verbal skills in explaining the role of government in the development and maintenance of modern society.
• Recognize the contributions of the multiplicity of cultures, socio-economic classes, religious denominations and others to the political evolution of political systems.

Completion of the 6 Year review of Department Curriculum:
Currently, the Political Science Department is completing its six-year review cycle that has required instructors to update where necessary, the courses they teach. This has included a thorough and meticulous evaluation of the changes that are occurring in the course areas of the field, which include American government (federal, state, and local), political theory, public policy and administration, international relations, and comparative politics. Because the field of political science is dynamic, remaining current is a challenge. But the diversity, expertise, and talent-level of the faculty have been up to the challenge, assuring that students are being fully exposed and developed in the fields of political science.

Printing

The printing industry is seeing significant growth in the digital printing segment and the printing department needs to research and identify which segment of the digital market we need to focus our attention on. As part of the third year of the VTEA grant, there is a component for the development of a digital printing program including new equipment. Due to the ever-changing digital technology market associated with the printing field, it is important to make equipment and software decisions shortly after the funds become available to avoid software becoming obsolete.

We will develop short-term industry training sessions for the Flexographic printing industry. These sessions will focus on digital plate-making processes using the new Esko digital imaging software and hardware. The new digital equipment will provide the technology for color management and consistent color production practices for the label program. New course curriculum will be developed around the new digital imaging technologies being implemented in the electronic pre-press, offset lithography and flexographic printing classes. New digital printing curriculum will be developed around the Xerox Docu Color variable imaging equipment and software. New curriculum will be developed around the use of the new XMPie variable data software. New program and curriculum development will be implemented around the purchase of a new four color Heidelberg offset printing press that is currently in the purchasing process.

Much work is needed to develop new curriculum and programs around the new equipment and software that has been purchased through the IDRC - Industry Driven Regional Collaborative and VTEA grants. The development of these programs will allow the printing department the ability to offer students the most current knowledge and job skills needed to be successful in the emerging digital market that the printing industry is currently experiencing. The printing technology program should be relocated to a swing space during the planned construction of our new facility. Future employment in our region remains strong with an indication of high paying jobs.

Psychology

- Develop and conduct assessments for General Psychology SLOs
- Analyze the SLO assessment data for General Psychology and make appropriate changes to SLOs as needed
- Determine departmental policy regarding which courses to emphasize during budget cuts and other considerations due to budget constraints
- As finances allow, build equipment supplies for the new course, Brain and Behavior
- Develop database of psychology majors
- Discuss the department’s success rates and retention rates
• Discuss strategies for improving academic honesty
• Continue creation of new courses (e.g., Applications of Psychology, Behavior Modification, Educational Psychology, Media Psychology and Environmental Psychology) and discuss impact on program

• Improve use of faculty websites and My Gateway for communication with students
• Create an updated, online version of the Psychology Student Success Handbook

Reading

• Hire full-time faculty (to replace retirees).
• Continue to assess department goals and SLOs.
• Introducing more project-based curriculum.
• Maintain our liaison with the basic skills group and implementing plans to meet the needs of our students (success, retention, etc.).
• Continue to provide professional development opportunities for adjunct faculty.
• Continue to participate in the Graduate Student Intern Program.
• Continue to improve the relevancy and currency of lab materials.
• Research what other local community college reading labs are doing.
• Offer Read 96 as a hybrid course and a completely online course
• Offer more sections of reading courses to meet student demand.

Real Estate

To meet the increasing trend of potential licensees taking the real estate broker or salesperson examinations in order to obtain their license, the college should make every attempt to reinstate all real estate licensee courses that were eliminated due to the budget cuts. In addition, it is also recommended that the college start to offer RE209F: Residential Real Estate Appraisal and RE210F: Advanced Residential Applications and Residential Report Writing. These are two additional, newly updated appraisal real estate courses that complement the RE208F: Basic Appraisal Principles and Procedures course that we have been consistently offering since January, 2008. In addition, all real estate certificate programs should be reviewed and updated.

Sociology

The department plans to finalize assessments and complete the first cycle of SLO review.

The full-time faculty would like to have more classrooms allocated to the department in the 1400 Classroom Office Building (COB) to better accommodate faculty/student contact and convenience.

Speech
- We plan to meet and review student learning outcome assessments.
- We plan to increase activities to bring together the fulltime and adjunct faculty on a more regular basis.
- We plan to continue to support the development of our forensics program and work to develop enhanced funding for the program.

Staff Development

- Update the 3-year Staff Development Plan.
- Focus on offering training at little or not cost and that contributes to the overall needs of the campus community.
- Reduce spending by eliminating all but essential travel requests.
- Emphasize/promote team building and collegiality through events such as “Walk to Cabo.”

Theater

General Department Plans

- Clearly define leadership roles and faculty responsibilities.
- Continue and improve faculty advisement for theatre majors.
- Review course SLO’s and develop and executed SLO assessments for all theatre classes by 2012.
- Defend the theatre program against disproportionate cuts of arts education through effective lobbying and strong advertising.
- Increase collaborations with other departments, including Dance, Music, Arts, Television and Radio.
- Participate in the downtown arts scene by supporting local theatre companies and by participating in the Fullerton Shadows Festival in fall 2010.
- Continue and improve articulation agreements with transfer institutions and relationships with university theatre faculty at specific transfer institutions.
- Investigate the most effective ways for the Theatre Department to be involved in the Fullerton College Centennial in 2013.
- Discuss and, when appropriate, make uniform the class requirements and policies of all theatre classes.
- Increase THEA 149 Stage Crew Activity enrollments or reduce the FTEF assigned to that program.
- Develop and maintain current relevancy in teaching methods and use of technology among the faculty.
- Respect the importance of teaching time for all aspects of the theatre curriculum and production program.
- Educate District and College personnel on the debilitating effects on the spirit of creative faculty and staff facing a confusing and changing matrix of regulations and procedures.

Curriculum Plans

- New curriculum: Theatre Internship
- Discuss reinstatement of THEA 101: Theatre Hour.
- New curriculum: Advanced Topics in Theatre Technologies
• Conduct six year review of all theatre classes and review class sizes (2010-11)

**Personnel Plans**

• Lobby for the replacement of any potential retired faculty.
• Lobby for the reclassification of the Lab Technician to Theatre Production Manager (Scene Shop Foreman)
• Lobby for the creation of a 50% lab technician for the costume program (Costume Shop Foreman)
• Lobby for the creation of a 50% Lab Technician (Master Electrician)
• Lobby for the creation of a 50% Lab Technician (Audio Technician)
• Lobby for the creation of a 50% Lab Technician (Production Manager)
• Lobby for the creation of a 50% Administrative Asst 1 (Office Assistant)
• Seek funding for an expanded guest artist and guest speaker series.
• Develop more systematic approach to adjunct faculty evaluations
• Discuss realistic measures for reducing stress and fatigue among the Theatre faculty.

**Facilities Plans**

• Lobby for an extensive remodeling to the Theatre Building
• Lobby for an extensive remodeling to Wilshire Auditorium and its conversion into a Concert Hall.
• Bring the theatre facilities into better compliance with local fire codes and inspections, OSHA regulations, and ADA regulations.
• Improve the layout of the scene shop and develop better maintenance practices.
• Remove and replace Bronwyn Dodson hallway carpeting.

**Equipment Plans**

• Consistently replace, repair and maintain the current inventory of theatre equipment throughout the facility.
• Repair and improve all classroom technology and equipment.
• Strategically acquire much needed new technology for theatrical design

**Theatre Festivals Plans**

• Maintain the number of participants and adjudicators involved in the Theatre Festival and the financial success of the festival.
• Increase number of participants in the Playwrights Festival and Directors Festival

**Career Technical Education Plans**

• Divide the technical theatre certificates into more separate advisory committees.
• Develop CTE articulation agreements with area high schools and ROP programs.
• Develop stronger relationships with entertainment industry employers.
• Re-develop the musical theatre CTE certificate program.

**Transfer Achievement Program (TAP)**
• Recruit TAP students more actively to fill the Facilitator positions.
• Develop strategies for recruiting less represented groups.
• Request additional data on the correlation between success/retention and transfer.
• Request a rerun of data whereby statistics of transfer for TAP students are only compared to non-TAP students who enter at the pre-collegiate level.
• Request a rerun of data of the number of transfers as our in-house data shows more students transferring than given.

Wellness-Massage

• Add new and additional curriculum to complete the electives for the 1,000 hour program.
• Add qualified faculty as needed to Staff the expanding program.
• Appropriate adequate budget for Massage equipment and new technology such as sound therapy, chair massage and Thai massage supplies.
• Equipment for in classroom station for technology needs to be updated.
• Upgrade web page.

Woodworking (Construction Technology)

• Pursue grants and partnerships that enhance the quality of our program.
• Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about alternative instructional delivery methods, and to strengthen understanding in individual trade areas.
• Study industry trends for indicators guiding curriculum development and modifications. Continue to pursue Program Goals listed in this document.
• Apply for funding for new equipment purchases.
• Continue to counsel students toward completion of their certificates.
• Assist students, whenever possible, with their job searches.
• Work to improve the physical facilities used by our students.
PROGRAM REVIEW
LONG-TERM PLANS

Accounting

Without support from the college in terms of release time for the department coordinator and new faculty, the program will experience great difficulty in growing any further or adapting to changing market conditions.

Academic Support Center

Expand services to assist more students, departments, and divisions on campus
Continue to develop and improve ASC website (e.g. add online How To videos) to provide increased service to the campus and community
Continue to enhance our ASC resources to meet the changing needs of the students
Expand the Online Tutoring Program - identify funding
Identify funding for the ESL Specialist in the Writing Center
Identify funding for the ESL Specialist in the Tutoring Center (currently funded by the Basic Skills Initiative)
Identify funding for the Academic Support for Student Athletes Program, (currently funded by the Basic Skills Initiative)
Ensure staff are well trained in the use of new technologies
Identify funds to add “Smart Classroom” technology in room 801C

Administration of Justice

The Administration of Justice Department strives to meet the needs of local law enforcement by providing classes for college students, law enforcement pre-entry students, police academy students and advanced officers training. Classes are provided in accordance with the Commission on Peace Officers Standards and Training (POST). As trends change in technology and personnel requirements in law enforcement, we will maintain a close liaison with our advisory committee in an attempt to quickly satisfy required training needs, both in the degree program and the Police Academy. Preparations are also being made for the 2011 curriculum year review.

Anatomy, Physiology and Microbiology

Once we move into the new building and have the appropriate facilities, we would like the Department to grow. The student demand suggests that we should add at least 2 sections of Microbiology each year and at least 2 sections of Anatomy each year. This would ultimately necessitate the hiring of an additional full-time faculty member.
Anthropology

The filling of the replacement position, with a second full time faculty was critical for the basic functioning of the department. However, the Anthropology Department is now on the verge of being ready to add a third member to the department (although with current the current budget it seems unlikely any time soon). A third full time faculty member, with a specialization in physical anthropology will be critical for the continued growth of this department. Cultural and physical anthropology are the two core classes that we regularly teach. Both of the full time faculty members have been educated in all four fields of anthropology, but our specialization is cultural. To effectively oversee the physical anthropology lab and the development and re-implementation of the Archeology Field Course we need a specialist in physical anthropology. We are considering various means by which the anthropology department can expand its course offerings and are looking into linking our upcoming Applied Anthropology class with one or more of the following; Administration of Justice Department, Business and CIS Division, Career and Life Planning, Teacher Prep.

Architecture (Construction Technology)

In 3-5 years, the goal is to support and give input to the new renovation of the architecture educational facility (part of the entire project of the Technology and Engineering Complex remodel) which will in turn provide an atmosphere for the students much more conducive to learning than the current conditions. Another goal is to increase student participation in statewide organizations (The American Institute of Architecture Students AIAS) which will assist in student success through the networking with architecture students of other campuses (especially the university campuses).

Art

Facilities Long Term Plans

Remodel the Art Department facilities to allow for the effective expansion of that program.

Key elements of the facility challenges remain:
- Poor signage, parking, security, and access to the Art Gallery
- A very unattractive 1000 building exterior facing Chapman Avenue and virtually no landscaping.
- The Art program needs one more drawing classroom (1018) and could expand to use other 1000 classrooms assigned to other academic programs.
- Improved restrooms and electrical infrastructure to the Sculpture facilities (2100).
- Compressor needs a roof overhang in the Sculpture Yard.
- Significant plumbing problems exist in the 1000 building and 2100 building.
- Replace flooring in 1026/1024A, since the custodial floor crew say to commercially clean the floor will cause the floor tiles to disintegrate.
- Re-install the Rabbit by Richard Johnston in the Sculpture Garden
- Install the Hand by Todd Frahm on the Campus Quad.
• Investigate moving the Student Services and Bookstore Operations from the 2000 building to the 1000 building, tear down the current 2000 building, and construct a new Visual and Media Arts facility on the south side of Chapman Avenue.

Personnel Long Term Plans

• Obtain permission to replace retiring faculty. In spite of growing enrollment and continually improving efficiency data, the Art Department has not been permitted to replace retiring faculty or to expand the ranks of the current full time faculty to meet enrollment growth.

The future full time staffing needs include:
  Art History
  Digital Media
  Painting
and replacing any full time faculty that retire in the next five years.

• Obtain permission to re-classify three classified positions
  Convert 50% Ceramics Clerk to 50% Lab Technician.
  Convert 55% Sculpture Lab Technician to 75% Sculpture Lab Technician
  Convert 75% Gallery Technician to 100% Gallery Technician.

Financial Resources Long Term Plans

• Continue to pursue grant funding to augment base budget allocations to the Art programs.
• Continue to pursue Perkins IV funding to maintain technological and pedagogical currency in career technical education certificates
• Increase gallery attendance and art sales revenue through targeted promotion and improved pre-planning and longer hours of operation.

Automotive Technology

A larger facility will allow us to do a more effective job and also attract manufacturer’s training programs. We have tried to accomplish this in the past, but lack of space always led to the location of their programs at another community college.
The remodeling of the existing building will increase capability and capacity through new construction incorporating dedicated classroom/labs with adequate demonstrations space, and needed teaching materials, both demonstration and units and student lab units. These classrooms should have adjacent storage space for teaching aids and space for instructors to develop specialized teaching materials, whether presentation material or specialized laboratory demonstration materials. The facility will need proper heating, ventilation, and air conditioning, as well as an additional classroom.
Parking for customer cars, donated vehicles, and vehicles under repair will also need to be increased possibly using three-high stacked storage lifts for vehicles.
Basic Skills Math

Based on the outcome of our discussions over the next 2 years, we will move those initiatives thought viable by the division through the curriculum process. We will lobby for modernization of our facilities; specifically, the promised remodel of the old Math Lab into classroom and office space.

Biology

- Hire a STEM advisor/coordinator
- Develop a system to track the success of our transferring biology majors. How many receive a Bachelors degree. How many successfully enter a career in a biology related field or health care.
- Hire a full time faculty member who would split time between biology and oceanography. This would replace Tony Florentine, and augment the earth sciences department.
- Identify a community service/science education activity that the entire department can take part in (substitute for Science Olympiad).
- Develop an undergraduate science research program.

Business

Course Delivery
This brings the discussion to new methods of delivery. Our students are becoming more high tech. There exist today several generations living together who have witnessed the advancement from a sea transportation by sail, to steam, and to air transport during their life time. Information has more than doubled and this doubling is accelerating at a faster pace. The need for a brick-and-mortar organization is not necessary for the transfer of information. Educational institutions need to continue and streamline the presentation of educational materials through new modes of delivery. These new methods include online, online/hybrid, and I-phone delivery systems. Courses in the Business Management Program have advanced this movement with the development of online courses for Personal Finance, Supervision, and Business Communications. The newest offering online will be Business Mathematics (Bus 151). The Business Management and Marketing Management Programs continue to expand the horizon of different types of course offerings to assist students with different learning styles.

Course Development
Additional courses developed in the area of banking (commercial bank management), retailing (retail management), and marketing (marketing strategies) are necessary to remain current with the business environment. These areas are expected to see major changes over the next several years because of government regulations, international trade competition, and a slow economic recovery of the overall economy. Because of the recession/depression, several programs have been hit hard. The Real Estate program has seen decay in enrollments since 2007 with the beginning of the real estate market collapse. These courses still revolve around a certificated program. When the economy returns to normal levels and the real estate market recovers, these programs will once again become vital.
sources of employment for individuals. A minimal course offering is currently taking place to keep the program viable once the economy returns to normal.

Degree/Certificate
The long term goal is to be able to provide to students the ability to acquire their degrees/certificates through being able to complete the required course work totally from an online environment. The goal of the Business Management and Marketing Management Programs is to be able to provide degree opportunities for those students who are long-distance learners. Therefore, the offering of an Associates of Arts or an Associates of Science Degree from attending classes online is the goal of the department.

Chemistry
Within a three to five year framework, the department hopes to convince college administrators of the value of a bridge program in the Physical Sciences for Southern California community colleges and in particular, Fullerton College. This program would be similar to the summer Life Science Bridge Program, but its emphasis would be made available to all physical science students planning to transfer students from the Region 8 University of California system. Utilizing appropriate facilities at each institution, research will be conducted on our campus and also on the a University of California campus.

As an additional long term goal, the chemistry department would like to see an increase in the section offerings to meet the demands of the students. In particular, the current demand in the allied health sciences warrants an increase in the section offerings for CHEM 101 and 201. Also, the department will consider the offering of honor’s courses for CHEM 107 and 111A. The data shows a high fill rate with good retention and success. This data provides a rational for pursuit of more chemistry faculty, chemistry classrooms and laboratories to offer more sections for growth.

Child Development
As the CDES Department now has responsibility for the Lab School as of July, 2009, we plan to continue creating a “cutting edge”/demonstration Laboratory School. In order to create this truly cutting edge facility, we need a permanent new building in which we can:

- model the CDES department’s philosophy
- model what we teach in the department course offerings
- model innovative curriculum
- model innovation environments both indoors and outdoors
- model a collaboration/partnership with families
- model administrative oversight of the Center by assuring the Laboratory School is within budget and completes all necessary reporting in an accurate and timely manner
- provide an inclusive model for children and families
- provide a staff development and mentoring program
- provide a demonstration program for professionals in the field to come and observe.
Through this endeavor we would be able to establish FC as a place to come to gain skill and knowledge in current research and planning of high quality ECE programs (course work, institutes and conferences on campus would facility this endeavor).

- Increase vocational funding and re-create our CDES budget to meet the expanding instructional needs including needs for current and advanced technology.
- Create new ways to market to our student community using the internet, focus groups, service learning opportunities, as well as use the CDES Student Advisors to help implement a plan.
- Continue to support the growth of Club Teach on campus and in the CDES Department.
- Create a vehicle to track our student’s success both in the Advising Domain or traditional outcomes such as: obtaining certificates, A.A. degrees, transfer, completion of courses; but also, in looking at the Affective Domain of Student Success outlined in the Student Equity Plan that focuses on service learning, creating a sense of community (for the Dept. this can be done with the transfer of the Children's Programs back to the CDES Department – use the Lab School as a vehicle for creating community among students, faculty, children, staff, and families); and, in the Academic Domain: focusing on how students utilize the on-campus Academic Support Services, DSS, Library, Office of Special Programs, etc. This vehicle will need the support of advanced technology.
- Continue to develop a vehicle to assist our students with campus support systems that is used by all CDES faculty. Patti Green created the template to support students in Academic Support Services (tutoring, writing, etc.). Now we need to implement it fully. Keep developing areas on content focus through the course offerings. Also continue to research and update course content on an annual basis:
  - special education cluster
  - diversity, anti-bias cluster
  - infant-toddler cluster
  - school-age cluster
  - administration cluster (including leadership)
  - curriculum design cluster

- Courses, certificates and degrees will continue to need modification as changes in the field occur. In our field this is a continual process. The campus structure needs to provide a less cumbersome model to more easily facilitate these modifications.

**Cinema, Radio, Television (CRTV)**

- Centralization of department offices, classrooms, laboratories, and support facilities for maximum utilization and improved student access
- Add a full-time CRTV position to improve the ratio of full-time to part-time teaching units so it is not so distant from the 75% full-time to 25% part-time ratio that was set in AB 1725 to follow-up on goal included in previous program review.
- Move Radio Station and audio labs to larger facility to facilitate needed growth.
- Establish an online radio station separate from KBPK.
- Replace digital video tape with tapeless capacity that is becoming the industry standard
- Monitor industry transition from current DVD standard to High Definition playback and projection.
Computer Information Systems

Given the current 5-year state budget forecasts, it is difficult to say what might be able to be accomplished in 3 – 5 years. However, faculty are using this time to thoroughly review curriculum and design new courses, with an eye to positioning the department for growth when budget conditions improve.

The department received approval from the prior president to explore the development and maintenance of an independent network to house and administer CIS courses. During this period work will begin on developing a plan for this option.

Computer Science

- Continue to research and respond to evolving trends in the field.
- Cultivate and educate adjunct faculty to our program.
- Increase course offerings as needed to serve growth.

Construction

- In addition to our current educational goals, we will continue to advise and counsel students on successful completion of Certificates, Degrees and Transfer Students to the Cal State System.
- Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about alternative instructional delivery methods, and to strengthen understanding in individual trade areas.
- Analyze industry trends for the latest in new technologies guiding curriculum development and modifications.
- Assist students, whenever possible, with their job searches.
- Continue to improve the construction and classroom facilities used by our students.
- Pursue grants and partnerships that enhance the quality of our program.

Cosmetology

- Move into newly remodeled Cosmetology/Esthetics facility.
- Reaching and exceeding the department's current goals.
- Perform a complete evaluation of the effect of the Cosmetology/Esthetics program on retention and student success through a follow up study of students previously enroll in the program.
- Develop more effective means of measuring student success.
- Create more courses, within the limit space provided, to meet the emerging career demands. This will include week-end classes, distance learning, advance workshops and seminars.
- Schedule lead instructors in each level of instruction to provide teaching strategies and become mentors to Adjunct Faculty.
- Continue to promote advanced courses for professional growth.
- Upgrade evening program to parallel the academics of daytime program; example, lockers for students, higher new Adjunct and attain another room to facilitate appropriate teaching level. (Currently there are 3 lead Instructors teaching five levels).
• Investigate the feasibility of augmenting a barbering program in addition to the current cosmetology components.

Counseling

• Revise curriculum as warranted given changing student demographics.
• Expand counseling course offerings to meet student demand.

Dance

• An additional Dance studio of comparable size is needed for the expanding Dance program.
• Convert room 1209 into a second Dance studio and install a floating floor.
• Continue to increase and revise course offerings to reflect the Fullerton College discipline’s reputation as a leader in community college and university preparatory education.
• Continue offering separate levels of techniques so those students are more readily able to learn without the distractions that occur with the current multi-leveled class structure.
• Add qualified hourly faculty as needed to staff this expanding program.
• Continue request for budget augmentation to address the increasing needs of the rapidly expanding program for equipment needs, teaching assistants, musical accompanists, and support staff.

DSS

• Increase collaboration with other departments such as the Skills Center in utilizing educational programs and department facilities. Continue to develop support classes through the ACL – perhaps adding a short summer class on orientation or student success.
• Will continue to improve the process by which LD students are more streamlined from the intake to the test results appointments.

Distance Education

• Coordinate course offerings for completion of an online degree or certificate.
• Move to a single portal and single sign on for student and faculty using the primary course management system, supported by the college/NOCCCD.
• Provide 24/7 helpdesk support.
• Approve and implement the revised Distance Education Strategic Plan.
• Participate in district wide technology-related strategic planning.
• Determine ways to effectively utilize or terminate the NOCCCD cable channel.
• Investigate potential revenue streams.
• Develop an Instructional Designer position.
• Develop a Director of DE position. Create a distinct instructional division for DE.
Earth Sciences

Develop approach-specific sections of oceanography and geology, such as activity-based or hybrid classroom-field sections, to better meet the needs of specific student groups, similar to Honors sections.

Continue to take advantage of opportunities to develop expertise in teaching and learning especially from others within and external to Earth and space science departments who are experienced in innovative teaching techniques, techniques for addressing deficiencies in basic skills, and techniques for developing culturally relevant examples and methods specific to different ethnic groups.

Improve measures of student learning, relying on emerging methods and practices for better quantifying learning outcomes. Compare such measures against bulk measures, such as retention and success, to determine linkages, if any.

Economics

The long-term plans of the department include the offering of online courses. In addition, the department plans to offer versions of microeconomics and macroeconomics that make use of more advanced mathematics. These classes would be designed to attract mathematics, engineering, finance, risk-management, actuarial science, and computer science majors.

While the department would like to supplement the basic principles classes with additional course offerings, the one major stumbling block is the problems of students transferring these classes to four-year schools. Anything offered at Fullerton College is automatically classified as lower-division, and the courses we offer are the only lower-division courses at four-year schools. Any additional course offerings would not count towards a major upon transfer, and would therefore likely be subject to low enrollment.

Engineering

If enrollment in the core courses continues to grow and exceed the available seat counts, additional sections might have to be offered. This provides challenges due to limited recourses such as classroom space (lab space in particular). The long-term goal is to manage these recourses, to continue to maintain sufficient student access to the program.

English

• Obtain more tenure-track faculty, office spaces, and support staff;
• Obtain additional classroom space with technology, and increase the number of course offerings to meet student demand;
• Consolidate all department and division faculty offices, classrooms and support staff into one area.
ESL

- Offer courses during intersession
- Investigate 1 unit theme-based specialty courses
- Continue dialogue with English Dept about Generation 1.5 students
- Collaborate with SCE and Counseling
- Develop ESL publication in print or online
- Investigate utilizing writing sample for placement exam
- Investigate possibility of using a designated classroom with computers for all students or additional computer labs
- Ensure correct placement of ESL students who are misplaced in English writing courses
- Continue centralization of ESL faculty offices

Environmental Science

The department currently is modifying the Environmental Sciences Associate of Arts degree program. The revision is 95% complete at this time and soon will be ready to submit for formal program revision. The purpose of the revision is to provide greater flexibility to support the many diverse workplace connections to the environment. The revised program provides a sensible list of required courses that give candidates a solid biological and geographical background. The program then offers several tracks of restricted electives that encourage candidates to specialize in one related area. Tracks include: Biological Sciences; Physical Sciences; Social Sciences, and Technical.

For the first time, the Environmental Sciences department will have dedicated space in the new science building at Fullerton College. The building is scheduled for completion at the end of 2010. New space includes an equipment storage room and a Field Prep. Lab. Our long-term plan is to use these new resources to support and enhance on-campus and field courses. For example, the new equipment storage room can make access to field equipment much more convenient, which will result in greater use. Having a dedicated instructional space (Field prep. Lab) will allow the department to permanently display instructional resources like maps, charts, aerial photos and other educational props.

Ethnic Studies

- We recognize that once students are enrolled in our college and program, their success not only depends on their own efforts (and surely the most critical one) but also on how well the college and our program are able to support them. As a department we are actively seeking out “best” practice interventions such as a specific Orientation for prospective first generation Ethnic Studies students at the beginning of their college experience with the goal of reducing the gap between retention and success. We are also considering the feasibility of a specific Male Initiative Model project or community to address the ever growing gap between our female and male students of color. (Both of these options are being researched as possibilities under a grant/s.)

- Our department will continue to promote and conduct outreach to key areas of the campus, as concerns the academic strength and viability of our offerings. (See “What Can I Do with a
Major in Chicana/o Studies” attachment.) We will continue to promote, sponsor and co-
sponsor workshops, films, cultural celebrations, speakers and other activities that give value-
added support to our curriculum. To do this our department will work toward deepening the
connections it has established with the broader communities of Fullerton College, both internal
and external, especially during these times of economic crisis. (In this regard, we plan to
continue our strong affiliation and collaboration with the Cadena-Transfer Center and the Office
of Special Programs into the future.)

- Our department will continue to argue for and seek support for the hiring of new full-time
  faculty to be preparing for the imminent retirements of both full-time and one adjunct faculty.
  We are proud of the department’s prominence as regards its persistence in integrating itself
  into the many elements that make up the fabric of campus life. Indeed, it will require much
  more than a superhuman effort for anyone to come on board and pick up where we left off.
  (We want to maximize the benefit of our combined 93+ years of experience running an Ethnic
  Studies Program at the community college level.) We know that if we plan to grow, the
  students will come.

- As a department we have reviewed and remain committed to our overall Student Learning
  Outcomes of 2006. (See Student Learning Outcomes, Ethnic Studies attachment.) Within each
  of our courses we will begin to incorporate the respective SLO’s pertaining to each and
develop a deeper dialog and action plan for their assessment. (Some Ethnic Studies courses
  have already posted SLO’s within the respective syllabus.) We will be embedding the
  retention and success focus into the framework of our deliberations and pursuing an action
  plan directed at minimizing the gap that currently exists.

- Our department will develop a staff development agenda include any and all of the following to:

  o support us in the training and development of specific strategies aimed at reducing the
    achievement gap in our department

  o prepare us as practitioners in the areas of assessment for learning, along with
    strategies for data collection and analysis; crisis management and response;
    motivating techniques for staff and students; leadership development; shifting
    paradigms of vulnerability

  o explore new electronic support strategies, instructional supplements, and interactive
    activities to enhance and reinforce classroom instruction

  o create alternative types of learning communities within and outside of the classroom

  o support achievement of departmental outcomes and thereby contribute to maximizing
    overall student performance

  o develop a more informed approach toward achieving an optimal match between our
    students and our program and perhaps the institution

  o create an effective skill and content-based Ethnic Studies Orientation for our first-
generation students
Fashion Design

One of the greatest changes taking place in the fashion design arena is that of the role reversal of fashion designer and the patternmaker. As predicted the glory days of the celebrity designer are gone as financial backing is shrinking for this business end but that of the patternmaker working with a design team to create a profitable model designed to a specific target customer emerges as the stronger trend. California has the highest published employment concentrations for Patternmakers. The highest concentrations of fashion designers are employed in New York and California. Employment in Fashion Design is expected to increase an average of 5 percent through 2016. Employment opportunities in Fashion Merchandising are expected to increase an average of 7-11 percent through 2016. These facts show growth in the retail area despite the mergers and closers that have taken place recently in this area.

The textile and apparel manufacturing industries are rapidly modernizing, as new investments in automation and information technology have been made necessary by growing international competition. New technology also has led to increasingly technical training for workers throughout the industry. Computers and computer-controlled equipment aid in many functions, such as design, patterning, and cutting. One advantage the domestic industry has is its closeness to the market and its ability to react to changes in fashion more quickly than can its foreign competitors. Also, as retailers consolidate and become more cost conscious, they require more apparel manufacturers to move toward a just-in-time delivery system, in which purchased apparel items are quickly replaced by new items directly from the manufacturer, rather than from a large inventory kept by the retailer.

The fashion program has been revising curriculum to reflect these changes that have begun to take place in the apparel industry. More emphasis has been placed on identifying emerging trends in both the design and merchandising classes. Students in the fashion design program need more exposure to design related technologies. More emphasis is being placed on defining the target customers wants and needs and better development of student awareness of niche markets.

The fashion design instructor is researching the possibility of writing grants to secure equipment needed to make the FCC fashion design program competitive with the private schools and offer our students the skill sets they need for entry level employment. Part of the curriculum changes taking place are requiring students to take classes in the Art department for computer design skills. The merchandising students will be required to take classes in the CIS area to master spreadsheet creation.

The design program recently acquired three PAD (Pattern Aided Design) works stations. The long term goal is to have a PAD station for every student. When the new building is completed the students will be able to link their PAD designs with the printers in the computer lab that will complete the design and patternmaking process. Last year the fashion design department was able to purchase a PAD system which will enable students to develop the pattern making skills needed for entry level employment. Ms. Young has developed a text that is used in the FASH 188 Apparel Production class that reflects the actual industry practices.
The plus side of the down turn economy is the desire by both retailers and design firms to acquire interns. Companies are now calling the school asking for well trained interns. Typically a four year university has a junior year placement program for merchandising interns that have more skills as they are closer to a four year degree. Therefore there are fewer buying office intern offers available but the local retailers do their best to support the program at the store management level. The fashion design student is in a better position at the conclusion of the two year program to be a successful intern prior to employment. There are also positions available after minimal classes design classes taken, however these positions stress PAD and CAD skills. That fact stated it has become increasingly important to stress curriculum geared toward preparing the student for the challenges of the workforce today.

The realization of the goals are dependent upon the completion of the buildings renovation project and the success of the grant writing process combined with a steady flow of well managed state funds. At this writing is not prudent to neither create a time line nor predict outcomes as the success is keyed to developments in the state allocation of funds.

**Foods and Nutrition**

Another retirement of full time faculty will take place most likely in June 2013. This is the Department Coordinator position. Sufficient time will need to be given to train replacement tenure faculty. This means that there will be no department coordinator or a non-tenured faculty member would need to take over the coordinators responsibilities.

**Foreign Languages**

- Offer classes in Korean.
- Offer a workshop each semester to share resources, instructional strategies and communicative classroom activities between full-time and adjunct faculty.
- Identify adjunct instructors interested in teaching online.
- Develop criteria by which to select adjunct instructors to teach online.
- Develop a template for online 101 and 102 courses in Spanish.
- Provide appropriate training for faculty interested in teaching online and/or in web-enhancement of their courses.
- Develop a collaborative review procedure for evaluating student success in online courses.
- Expand online offerings in languages other than Spanish.

**Geography**

Given the GLOBAL NATURE OF GEOGRAPHY, the department would like to add a regular, rotating study abroad course to the geography curriculum. As our world becomes more global, there is an ever increasing need for our students to have actual and real guided worldly experiences and interactions to help launch the lives and their careers. This is now essential for acquiring the kind of knowledge that is needed today for awareness, understanding and employment.
To add at least one additional geography faculty member to expand course offerings in the techniques and skills, for example, GIS, and add appropriate certificate programs to the geography curriculum.

History

Curriculum Development

- We will be developing more online/hybrid courses to reach students with limited access to the campus
- We will be including in our classes instruction on research methods
- We encourage field trips to local historical and archival sites (field trips?)
- We will be considering new courses in Nazi Germany, Vietnam, the Civil War, and United States Environmental History
- We will consider developing more Honors courses, such as Ancient Egypt and History of United States Women
- We will consider introducing a service learning component into our courses.

Faculty Retirement

Six of the faculty will be retiring completely or in phased retirement within two to five years. Within five years, additional hires will surely be required to maintain the program.

Horticulture

We would like to undergo a thorough curriculum review with our advisory committee to streamline our course offerings and eliminate potentially unnecessary classes, certificates and degrees. The process of eliminating these entities should be undertaken in a careful, systematic way so that state education code requirements are met.

We would also like to improve our ability to track Horticulture Department alumni, both recent and of long standing. This would assist in course and program evaluations, vocational assessments, student job networking, and potential fund-raising. We hope that the new Horticulture Education Alliance will help support a more intensive tracking effort than College resources can provide.

Interior Design

- Continue to pursue Program Goals listed in this document.
- Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about utilization of alternative instructional methods, and to strengthen our understanding of our industry.
- Study industry trends for indicators guiding curriculum development and modifications.
- Aggressively apply for funding for new equipment purchases.
• Continue to counsel students toward the completion of their Certificates, Degrees, transfers to 4year institutions and to pass the IDEX.
• Assist students, whenever possible, with their job searches.
• Work to improve the physical facilities used by our students.
• Pursue grants and partnerships that enhance the quality of our programs.
• Actively recruit new students through planned marketing strategies.
• Continue to incorporate ADA and LEED into the curriculum.
• Add relevant courses to expand the curriculum base.
• Add a ADA / Aging Population Certificate
• Add a LEED Certificate
• Add a Kitchen and Bath Certificate.

Journalism

Relocate department from the 500 to the 700 building. Move to more multimedia production of publications. Increase courses and certificates in online publishing. Increase number of courses articulated to CSUs

Library

• 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.
  o Develop strategies with other campus divisions in support of basic skills
  o Develop additional web-based resources
  o Assessment of Instructional SLOs outcomes

• Provide the necessary student services to ensure learning success.
  o Assessment of Student Services SLOs outcomes
  o Respond to Student Success Summits as they apply to the library

• Develop a mutual understanding of and appreciation for each other’s value and contributions among Cypress College, Fullerton College, the School of Continuing Education and the District.
  o Participate in strategic conversations with CalWest Librarians
  o Participate in strategic conversations with ALAC representatives

• Continue as a vital and integral part of the community.
  o Fullerton College Library staff and faculty shall continue to develop community programming, such as those events mentored through the Office of Specials Programs Mendez Project, One Book, One College, and the Friends of the Fullerton College Library.
  o Continue to cultivate a relationship with regional archival curators and museums investigate resource sharing and possible joint programs, such as with the Fullerton Public Library Archival Curator, and the Director of the Museum of Teaching and Learning (MOTAL).
• Base effective leadership and decision-making on an inclusive process that uses data, standards, law, policies and procedures.
  o Continue to grow Fullerton College Library committees that practice shared governance that includes the Dean, Faculty Librarians, and Library Assistants.

• Generate maximum revenue opportunities.
  o Partner with campus divisions and SCE to produce FTES.
  o Investigate and write grants

• Provide effective planning and efficient use of resources for facilities, equipment, technology, and infrastructure to adequately support instructional programs and services.
  o Implement the Fullerton College Library Technology Plan as feasible
  o Update web-based resources as needed

• Evaluate and refine marketing/communications efforts on an ongoing basis to enhance effectiveness of outreach in enrollment management, business and industry partnerships, grant writing, and fundraising.
  o Provide access to Fullerton College historical images and new content for external marketing and outreach efforts for the college centennial in 2013 using the Fullerton College Library server.
  o Expand outreach efforts to targeted student groups

Manufacturing (Drafting, Machining, Welding)

• Continue to pursue Program Goals listed in this document.
• Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about utilization of alternative instructional delivery methods, and to strengthen understanding of individual trade areas.
• Study industry trends for indicators guiding curriculum development and modifications.
• Continue to counsel students toward the completion of their certificates and degrees.
• Assist students, whenever possible, with their job searches.
• Work to improve the physical facilities used by our students.
• Pursue grants and partnerships that enhance the quality of our programs.

Mathematics

• Investigate support classes, such as refresher courses, courses in use of technology, workshops etc.
• Investigate increased use of technology in the calculus sequence.
• Work to align curriculum and scheduling with natural sciences and engineering classes.
• Re-submit class size reduction from 35 to 30 in 150A/B. (Data shows a decrease in success and retention in these courses as fill rate has increased due to demand.) This proposal was delayed upon request of administration due to budget constraints in 2008.
• Investigate additional ways to increase student success in degree-applicable courses, such as a 5th in-class hour in 141, 150A, 150B; increased tutorial support in calculus sequences by developing positive attendance lab course(s) in a designated location.
• Investigate increased tutorial support in other degree-applicable courses

Music

Facilities Long Term Plans

Address the woefully old and inadequate facilities' failure to address the current instructional needs of the Music Department and any possibility for effective expansion of that program.

Key elements of the facility challenges remain:

• The absence of a concert hall as a performance venue.
• The poor acoustics, seating, storage, and ambiance of the current Recital Hall
• Poor acoustics and storage options within the Band Room.
• The inadequate number of practice rooms and the poor sound baffling of the practice rooms.
• Inadequate sound baffling between the classrooms and among the offices, where individual music instruction frequently happens.
• Too few classrooms, including one more lecture hall suitable for 150 enrollment.
• An undersized recording studio, limited student access and class size.
• No first floor restrooms for student use.
• No dressing rooms.
• No disabled access to 1120, 1120A, and 1120S.
• Hazardous insulation materials sited by the architectural firm preparing remodeling documents for the state.
• Antiquated electrical, plumbing, and HVAC equipment.
• Insufficient space to the Music Listening Lab (1113) and Computer Lab (1115L)
• Insufficient number of full time faculty offices, creating doubling that inhibits student access to individual lessons and coaching.

Personnel Long Term Plans

Obtain permission to replace retiring faculty. In spite of growing enrollment and continually improving efficiency data, the Music Department has not been permitted to replace retiring faculty or to expand the ranks of the current full time faculty to meet enrollment growth.

The future full time staffing needs include:

• Piano Studies
• Voice Studies
• Percussion Studies
• String Studies
• Music Theory
• And replacing any full time faculty that retire in the next five years.

Obtain permission to restore one classified position and add another:
• Restore Administrative Assistant I, 50%
• Add Lab Technician, 50%

Financial Resources Long Term Plans

• Continue to pursue grant funding to augment base budget allocations to the Music programs.
• Continue to pursue Perkins IV funding to maintain technological and pedagogical currency in career technical education certificates
• Increase jazz festival revenue over expenses.
• Develop the Music label as an enterprise activity for the commercial music program and for the benefit of the performance groups involved in the label.
• Increase concert attendance and box office revenue through targeted promotion and improved pre-planning.

Music Theory Program Needs – Short and Long Plans

As the Music program has grown so have two concerns for the Music Theory program. First, as the program has grown so has the need to find instructors that can maintain the level required to have the student transfer successfully. We have worked to retain faculty that have been able to demonstrate strong teaching skills, strong knowledge of the material, and academic rigor. This is an ongoing effort and eventually, if the department continues to grow or stabilizes at a high number, we would benefit by hiring another full-time faculty member to teach theory and musicianship. Second, due to the growth of the music department, and with it the theory program, there has been a limitation as to the rooms available to teach the required courses. For some courses we have been able to offer more sections. For others there is no room. This has necessitated the offering of larger sections of classes up to double enrollment. At times this has impacted the ability to work with students in a manner that would be most beneficial to the student. This has led to some frustration by both the faculty and students. In the short term this is being addressed by faculty willing to take larger sections. It has been difficult getting tutors (through tutoring services) to help out at times. Should finances be available in the music department it would be helpful to have students tutor directly in the music department or be TAs to some of the classes at which they have excelled. In the long term, the ability to have more sections of courses offered would be beneficial.

Paralegal

Two new paralegal programs are in the process of being developed in the LA/OC area. This indicates a growing amount of competition for interested students. Looking toward the long-term, the program needs to increase its outreach to high schools and ROPs, and achieve a higher level of visibility. While resources to support this may be constrained in the coming years, the plan can still be developed and prepared for implementation. In addition, some VTEA resources could be devoted to marketing.

The program will continue to maintain its ABA approval status, and to make changes as mandated by the ABA.
**Philosophy**

The most pressing goal of the philosophy department is to replace the sections cut from our course offerings due to budget cuts.

We are also concerned to insure that any and all retired faculty be replaced.

Finally, we will discuss the feasibility of offering on-line and/or hybrid course in philosophy and religious studies.

**Photography**

During the next three to five years it will be the goal of the photography department to disengage itself from dependence on the Fine–Arts computer lab. Our goal will be to find a room that we can use to house a Macintosh computer lab loaded with current photographic software. Software will include Adobe Creative Suite, color calibration software, Genuine Fractals, Lizardtech, raw processing software, Microsoft Word, and Adobe Lightroom.

We also will be looking to find more room to expand the studio space that is needed to teach all the new professional photography courses. We will be seeking funds through possible VTEA grants and business donations.

Our final goal will be to equip all our 4X5 cameras with digital imaging backs.

**Physical Education**

Continue to promote and emphasize the integrity of the program as part of the essential curriculum for the College.

Recruit and hire superb teachers for the work force, particularly with increased numbers of retirements in the Division.

Showcase and care for new facilities in order to involve community in a positive fashion and recruit highly-skilled and academically talented students.

From a governance standpoint, a full-time athletic director and facility coordinator is needed in order to guide the intercollegiate program and preserve and maintain the superb new facilities.

**Physics and Astronomy**

- Introduce a 1 unit weekend observational astronomy field trip class.
- Develop closer ties with local amateur astronomer’s clubs from the area (Orange County, Yucca Valley etc).
Political Science

The department will continue to remain current with trends in the discipline. The possibility of adding new classes is in the discussion phase with an understanding that long-term goals will be considered, anticipating that the economic environment will improve. Two courses are on hold for the moment: Political Theory and Public Administration with the proviso that all the necessary pre-planning is in place to offer these courses when conditions permit.

Printing

The strengths of the printing department are found in its faculty and state of the art digital imaging equipment. There is a need to develop long term plans to monitor the development of other digital processes and equipment that will most likely represent the future of the printing field. Future trends show the development of high-speed ink jet technologies and plans should be made in the future to incorporate this into the program when it becomes more affordable.

The redesign and reorganization the printing facility will take place over the next several years, as a new facility will be built. As we see a shift from analog to digital printing in our facility, the reconstruction of the program will provide many challenges. We see a continued expansion of the Flexographic printing area as this sector of the printing industry is showing moderate growth even in these difficult economic times.

There is a continued need to establish new resources and re-establish old relationships with high school graphics programs, graphic design programs on and off campus, work force development centers and other sources that provide opportunities for enrollment. There is a need to replace the full-time teaching position created by a recent retirement.

Psychology

- Develop and conduct assessments for the SLOs across the psychology curriculum
- Analyze the SLO assessment data and make appropriate changes to SLOs as needed
- Establish a mechanism for having students work as tutors
- Plan for retirement of faculty and impending hiring of new full-time faculty member(s)
- Plan for economic rebound with a priority list of adding back classes, faculty and equipment into the program
- Reinstate Psi Beta and develop a better working relationship with Student Affairs for the support of Psychology Club and Psi Beta
- Conduct a comparative analysis of Fullerton College psychology courses and degree requirements with other psychology departments at other community colleges

Reading

- Finish SLO assessments in 5 years.
- Investigate ways to make study skills courses more successful.
- Continue to provide professional development opportunities for adjunct faculty.
- Continue to participate in the Graduate Student Intern Program.
• Continue to participate in the Transfer Achievement Program.
• Reinstate sections of Read 142 online.
• Revamp 127 course.
• Increase our outreach and marketing.
• Develop curriculum in order to offer Read 96 online.

Real Estate

In order to meet the changes in technological trends and to satisfy the more specialized needs of potential real estate and appraiser licensees, as well as investors, the following changes to the real estate curriculum should be seriously considered.

• Offer a computerized WIN forms class (Note: Win forms is a computerized data base of real estate forms and documents used in the marketplace today).
• Offer more specialized courses in investment and commercial real estate.
• Offer more specialized courses in understanding the nuances of creative financing, foreclosures, short sales, and REO (real estate owned) properties.
• Update curriculum for the additional, new, advanced appraisal courses to meet currently required appraiser licensing standards which took effect on January 1, 2008. These advanced classes are a necessary addition to the basic appraisal courses which were recently created.
• Offer classes in web site creation which are geared towards creating real estate web sites.
• Offer courses in examination preparation for students planning on taking the salesperson and/or broker examinations.
• In order to meet the changing needs of our students, the real estate courses should also be offered on-line.
• In order to stay abreast of the never-ending changes in the real estate market, budget dollars should be made available to maintain memberships in the Pacific West Association of Realtors, the California Association of Realtors, and the National Association of Realtors. This will allow access to training and advanced economic data that will be beneficial to our real estate program.
• Implement a Real Estate Advisory Committee.
• Implement some type of an apprentice work program where students can actually work in a real estate office to learn some of the nuances of the field while they gain experience.

Sociology

The department will continue to further diversify its course offerings and will introduce new curriculum based on subject demand.

The department will continue to determine student needs and implement the most efficient scheduling of our courses.

The department hopes to regain the two lost faculty positions.
Speech

- We plan to integrate a formal mentoring program for the adjunct faculty in our program.
- We would like to restore faculty positions that may be lost due to budget cutbacks (both adjunct and fulltime).

We would like to review our standard course outlines to assess the best place to integrate technology.

Staff Development

- Advocate for an increase in the annual budget allocation for Staff Development.
- Sponsor events that appeal to community colleges beyond our campus and charge a nominal fee to cover/offset costs.

Theater

Facilities Long Term Plans

Address the woefully old and inadequate facilities’ failure to address the current instructional needs of the Theatre Department and any possibility for effective expansion of that program.

Key elements of the facility challenges remain:

- No disabled student access to the Props Storage, Campus Theatre Control Balcony, Bronwyn Dodson Control Booth or Costume Shop,
- No lecture hall for general education classes (the largest classroom seats 35 students)
- Inadequate dressing room space to support multiple performance spaces
- No disabled access to the bathrooms on the first floor north side.
- No computer design lab
- Inadequate office and library space,
- The absence of a Bronwyn Dodson box office dedicated to that function alone
- Inadequate storage space for scenic, properties, lighting, audio, and costume inventories,
- The need for a fabrication and storage yard,
- The need to install a catwalk system in the Bronwyn Dodson Theatre and the removal of asbestos insulation above the current ceiling in that room. This project will improve student safety.
- No green room for the performance spaces
- No facilities accommodation for the inclusion of the dance program in the division
- No practice rooms and too few dedicated classrooms.

The unanimous and enthusiastic wish of the Theatre Department and Campus Theatre Operations staff is to tear down the existing theatre facility and build a new performing arts center that encompasses the space north of the 1100 building up to the C Lot. It is the recommendation of the
Theatre Department that this facility be given the highest priority in the local bond measure proposed for 2012.

Personnel Long Term Plans

- Obtain permission to replace retiring faculty and, when enrollments warrant, add a sixth full time faculty member.
- Obtain permission to reclassify one classified position and add six more:
  - Reclassification: Lab Technician to Theatre Production Manager (Scene Shop Foreman)
  - Creation of a 50% lab technician for the costume program (Costume Shop Foreman)
  - Creation of a 50% Lab Technician (Master Electrician)
  - Creation of a 50% Lab Technician (Audio Technician)
  - Creation of a 50% Lab Technician (Production Manager)
  - Creation of a 50% Administrative Asst 1 (Office Assistant)

- Seek funding for an expanded guest artist and guest speaker series.

Financial Resources Long Term Plans

- Continue to pursue grant funding to augment base budget allocations to the Theatre program.
- Continue to pursue Perkins IV funding to maintain technological and pedagogical currency in career technical education certificates
- Increase theatre attendance and box office revenue through targeted promotion.
- Maintain and improve theatre festival and high school matinee performance income over expenses.

Transfer Achievement Program

If the demand continues, with additional funding, the program can expand to meet the needs of students who are unable to enroll in the Program. This would require an additional Counselor or at least more assigned time for current TAP Counselors; additional time for Facilitator Coordinator and facilitators; additional facilitators.

Tutoring

- Expand online tutoring program to help multiple subjects
- Add a wireless network infrastructure
- Staff Development budget: at least one Staff Development conference or activity per year.
- Provide on-going resources to update and maintain computers throughout Centers
Wellness-Massage

Have completed massage room that meets all the standards on campus for safety and technology. Continue to increase and revise course offerings to reflect the Fullerton College discipline and reputation as a leader in the community college and career pathway education. Add quality of hourly faculty as needed to staff the expanding program. Seek grants for equipment upgrade needs, music and facility upgrades.

Woodworking

- Continue to pursue Program Goals listed in this document
- Participate, as faculty members, in workshops and seminars to strengthen teaching skills, learn about alternative instructional delivery methods, and to strengthen understanding in individual trade areas.
- Study industry trends for indicators guiding curriculum development and modifications.
- Continue to counsel students toward completion of their certificates.
- Assist students, whenever possible, with their job searches.
- Work to improve the physical facilities used by our students.
- Pursue grants and partnerships that enhance the quality of our programs.
Student Services Division Program Review

Each program within the Student Services Division will complete a comprehensive program review every year. The purpose of the review is to analyze the current program activities, consider current trends, and to achieve over-all program improvement.

The program reviews are due by March 1 each year and include the following departments:

Admissions and Records
Assessment
CalWORKS
Career and Life Planning Center
Counseling
Disabled Student Services
Extended Opportunity Programs and Services
Financial Aid
Health Services
International Students
Matriculation Services
Student Affairs
Transfer Center
Veterans’ Services
Workforce Development

The Director or Manager of each program is responsible for the completion of the written review after discussion with staff members in the department. The program reviews will be sent to the responsible Dean and after validation by the Dean, to the Vice President of Student Services. The VPSS Office will compile the program reviews into one document.

The template for Student Services Program Reviews follows.

<table>
<thead>
<tr>
<th>Program Description: Provide a brief—2 to 5 paragraphs—description of the program. You may want to answer these questions in the narrative:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How long has the program been active?</td>
</tr>
<tr>
<td>What is the source of funding?</td>
</tr>
<tr>
<td>What is the purpose of the program?</td>
</tr>
<tr>
<td>How many students are served? Has this number changed since the last review?</td>
</tr>
</tbody>
</table>

| Outside Influences: Describe in 1 to 2 paragraphs, any laws, trends, or other factors from outside the college that impact your program. |

| Addressing Previous Goals: List the goals that were identified in the last program review and include a bulleted list of the activities that were undertaken to meet each goal. Conclude this section with any improvements needed. |

| Goals for Upcoming Year: List the strategic goals for your program for the next academic year including a bulleted list beneath each goal that identifies the activities that will be undertaken to reach the goal. The goals should include plans or strategies beyond the day-to-day operation of your program. |

| Program Needs: Identify any resources needed, beyond what is currently available in the program, to accomplish the program goals. |
Student Services Program Reviews 2009-10
Executive Summary

The general theme of the Student Services Division for 2009-10 was to do “more with less” and to find creative solutions that did not involve money. With significant reductions to categorical funds along with campus-wide reductions in cash allocations, the managers in the Student Services Division were challenged to meet the needs of a growing student population.

At the same time as funds were being reduced, more students were seeking services. Every department within the division reported serving additional students in 2009-10 with some departments reporting major increases in the number of students served. Even though the number of classes offered in the 2009-10 academic year was reduced, the number of unduplicated students increased. The number of units the average student was enrolled in decreased. This phenomenon created a workload issue throughout the Student Services Division.

The most significant outside influence for the 2009-10 academic year was surely the reduction of the Fullerton College general fund along with the unprecedented reduction in categorical funds from the State for EOPS, CalWORKS, DSPS, and Matriculation. Another impact influenced by off campus events was the increase in the number of student veterans attending the college on the 21st century GI Bill, and, as is typical during any budget down-turn, the number of students with physical, psychological, and learning disabilities increased. Additionally, the considerable increases in fees at both the Universities of California and the California State Universities brought more students to Fullerton College for financial reasons.

As key positions in the division were vacated due to resignations, promotions, or retirements, most were not filled, leaving vacancies to help balance the budget. This has had a significant impact on all areas of Student Services. In addition, the dollars available for temporary hourly help have been virtually eliminated in most departments.

A number of electronic solutions were implemented in 2009-10 in Admissions and Records, Counseling, and Financial Aid. The electronic enforcement of all prerequisites at the college was completed in 2009-10. The Counseling Department increased access to online counseling and the Financial Aid Program put into operation the HigherOne debit cards for financial aid disbursements, automated the book advance process, and made a number of key documents available on line.

In August of 2009 the Student Services Division hosted the first annual Smart Start Saturday where more than 800 people came to the college before the start of the fall semester to become better oriented to the college and to obtain student identification cards, parking permits, and textbooks. The second annual Student Services Classified Development Day was held on March 31, 2010 and proved to be a beneficial training day for the division’s classified staff and managers along with guests from other divisions on campus who serve Fullerton College students.
BUDGET
Fullerton College
2010 – 2011

FTES Target
17,498
## 2009/2010 EXPENDITURE BREAKDOWN SUMMARY

<table>
<thead>
<tr>
<th>Division/Dept.</th>
<th>Certificated Hourly</th>
<th>Classified OT Hourly</th>
<th>Supplies &amp; Materials</th>
<th>Travel &amp; Conference</th>
<th>Contracted Services</th>
<th>Hospitality-Related Expenses</th>
<th>Other Operating Expenses</th>
<th>Capital Outlay</th>
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## Fullerton College 2009/2010 General Fund Spending Plan Recap by Division

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<th>Amount</th>
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**Total** $3,895,279

## Fullerton College 2009/2010 General Fund Spending Plan Recap by Account Type

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**Total** $3,895,279
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**TOTAL** 1,247,309.00
CURRICULUM
## 2009 - 2010 CURRICULUM ACTIVITY

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* 98/198 Courses - Catalog "Clean-Up" Project
### 2009 - 2010 CURRICULUM ACTIVITY

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<td>THEA 130 F</td>
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## 2009 - 2010 CURRICULUM ACTIVITY

### CERTIFICATES

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* 98/198 Courses - Catalog "Clean-Up" Project*
### DEGREES

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<td>FASH</td>
<td>Fashion Merchandising Associate in Arts Degree</td>
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ACCREDITATION
Accreditation Update

Fullerton College's accreditation reaffirmation is scheduled for spring 2011. At that time a team from the Accrediting Commission for Community and Junior Colleges (ACCJC) will visit the campus, reading the college's self-study report and interviewing college and district personnel. The visiting team will concentrate on specific standards to determine whether or not the college is fulfilling its educational mission. The standards include:

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

Additionally, the visiting team will focus on overarching themes and dialogue around program review, planning, and student learning outcomes. Fullerton College has made significant progress this past year in planning and program review, and has continued to move forward with the identification and assessment of Student Learning Outcomes. Institutional Student Learning Outcomes were agreed upon and endorsed by the President’s Advisory Council in April 2010.

Dr. Sean Chamberlain was selected as Fullerton College's faculty co-chair for accreditation in February of 2009. Dr. Larry Buckley was selected as the administrative co-chair for accreditation in September of 2009. When Dr. Buckley left Fullerton College in December 2009, Dr. Toni DuBois was selected as the administrative co-chair for accreditation.

Dr. Janet Portolan, the Accreditation Liaison Officer for Fullerton College, submitted a substantive change document for distance education which designated that 51 degrees and 30 certificates at FC will have more than 50% of the courses available through a distance education delivery mode. The substantive change was reviewed by ACCJC at their June 2010 meeting and approved. Dr. Portolan has also established the evidence filing system for the upcoming visit.

Standard co-chairs and teams for each standard met a number of times during the 2009-10 academic year to collect data, discuss the self-study process, to write the first draft of the self-study, and to discuss the written drafts with the campus community at four town hall meetings held on campus. The complete draft of the self-study was presented to the Board of Trustees at their May 11, 2010 meeting.
**The Fullerton College Accreditation Committee includes:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. W. Sean Chamberlain</td>
<td>Professor, Natural Science</td>
<td>Self-Study Accreditation Co-Chair (faculty)</td>
</tr>
<tr>
<td>Dr. Toni M. DuBois</td>
<td>Vice President, Student Services</td>
<td>Self-Study Accreditation Co-Chair (administration)</td>
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<tr>
<td>Ruth Sipple</td>
<td>Learning Disabilities Specialist</td>
<td>Interim Accreditation Liaison Officer</td>
</tr>
<tr>
<td>Dan Tesar</td>
<td>Dean of Social Science</td>
<td>Standard I Co-Chair (administration)</td>
</tr>
<tr>
<td>Richard Lozinsky</td>
<td>Professor, Earth Science</td>
<td>Member Standard I Team (faculty)</td>
</tr>
<tr>
<td>Robert Jensen</td>
<td>Dean of Fine Arts</td>
<td>Member Standard I Team (administration)</td>
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<tr>
<td>Albert Abutin</td>
<td>Dean of Admissions &amp; Records</td>
<td>Member Standard I Team (administration)</td>
</tr>
<tr>
<td>Carol Mattson</td>
<td>Dean of Academic Services</td>
<td>Member Standard I Team (administration)</td>
</tr>
<tr>
<td>Andrea Hanstein</td>
<td>Public Information Officer</td>
<td>Member Standard I Team (administration)</td>
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<tr>
<td>Catherine Parks</td>
<td>Administrative Assistant III</td>
<td>Member Standard I Team (classified staff)</td>
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<tr>
<td>Josh Ashenmiller</td>
<td>Assoc. Professor, Social Science</td>
<td>Standard II A Co-Chair (faculty)</td>
</tr>
<tr>
<td>Peg Donahoe</td>
<td>Professor, Communication</td>
<td>Member Standard II A Team (faculty)</td>
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<tr>
<td>Bruce Cordell</td>
<td>Dean of Natural Science</td>
<td>Member Standard II A Team (administration)</td>
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<tr>
<td>Mark Greenhaulgh</td>
<td>Dean of Math &amp; Computer Sci.</td>
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<tr>
<td>Danielle Fouquette</td>
<td>SLO Coordinator</td>
<td>Member Standard II A Team (faculty)</td>
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<tr>
<td>Jeanne Costello</td>
<td>Basic Skills Coordinator</td>
<td>Member Standard II A Team (faculty)</td>
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<tr>
<td>Dana Clahane</td>
<td>Professor, Math</td>
<td>Member Standard II A Team (faculty)</td>
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<tr>
<td>Brad Dawson</td>
<td>Professor, Natural Science</td>
<td>Member Standard II A Team (faculty)</td>
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<tr>
<td>Jennifer Combs</td>
<td>Curriculum Committee Chair</td>
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<tr>
<td>Toni DuBois</td>
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<td>Standard II B Co-Chair (administration)</td>
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<tr>
<td>Pete Snyder</td>
<td>Dean of Physical Education</td>
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<td>Chris Lamm</td>
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<tr>
<td>Professor, Social Science</td>
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<tr>
<td>Lisa Campbell</td>
<td>Dean of Counseling</td>
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<tr>
<td>Scott McKenzie</td>
<td>Dean of Tech. and Engineering</td>
<td>Member Standard II B Team (administration)</td>
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<tr>
<td>Vincent White</td>
<td>Cadena Center Coordinator</td>
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<td>Laurie Triifenbach</td>
<td>Catalog &amp; Schedule Coordinator</td>
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<tr>
<td>Field Nguyen</td>
<td>Evaluator</td>
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<tr>
<td>Alix Plum-Widner</td>
<td>Professor, Physical Education</td>
<td>Standard II C Co-Chair (faculty)</td>
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<tr>
<td>David Brown</td>
<td>Associate Professor, Library</td>
<td>Member Standard II C Team (faculty)</td>
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<tr>
<td>Dani McLean</td>
<td>Special Projects Director</td>
<td>Member Standard II C Team (administration)</td>
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<tr>
<td>Jackie Boll</td>
<td>Dean of Library &amp; Learning Res.</td>
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<td>Dan Willoughby</td>
<td>Dean of Humanities</td>
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<tr>
<td>Olivia Veloz</td>
<td>Director Academic Support Programs and Services</td>
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<td>Terry Gleason</td>
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<td>Patricia Thomas</td>
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<td>Deborah Perkins</td>
<td>Tutoring Center Coordinator</td>
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<td>Callista Lee</td>
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<td>Adam O'Connor</td>
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<td>Erica Bennett</td>
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<td>Dale Craig</td>
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<td>Jay Seidel</td>
<td>Professor, Journalism</td>
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<td>Jim McKamy</td>
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<tr>
<td>Rajan Vaidya</td>
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Accreditation Timeline

- May 2010 – The Draft Accreditation Self-Study is presented to the Board of Trustees and Fullerton College Community
- Summer 2010 – Review of Draft Self-Study by the Board and College Community
- Summer 2010 – Evidence is sorted, labeled and scanned to make it available online and on paper for the visiting team
- August and September 2010 – Final modifications made to the Draft Accreditation Self-Study
- October 2010 – Final Accreditation Self-Study presented to the Board of Trustees
- December 2010 – Accreditation Self-Study is sent to the Accrediting Commission for Community and Junior Colleges
- December 2010 – Standard Teams will finalize the cataloging of evidence
- January 2011 – Preparations and accommodations will be made for the visiting accreditation team
- March 14-17, 2011 – Accreditation Team 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 2010, the Fullerton College community nominated several potential common books and, after a campus-wide vote, chose Sonia Nazario’s *Enrique’s Journey*. Nearly 300 members of the campus community cast their ballots in one of the closest races to date.

Enrique's mother, Lourdes, left him in Honduras when he was five years old because she could barely afford to feed him and his sister, much less send them to school. Her plan was to sneak into the United States for a few years, work hard, send and save money, then move back to Honduras to be with her children. But 12 years later, she was still living in the US and wiring money home. That's when Enrique became one of the thousands of children and teens who try to enter the US illegally each year. Riding on the tops of freight trains through Mexico, these young migrants are preyed upon by gangsters and corrupt government officials. Many of them are mutilated by the journey; some go crazy. The breadth and depth of Nazario's research into this phenomenon is astounding, and she has crafted her findings into a story that is at once moving and polemical.

Soon to be turned into an HBO dramatic series, Nazario's account of a 17-year-old boy's harrowing attempt to find his mother in America won two Pulitzer Prizes when it first came out in the Los Angeles Times. Greatly expanded with fresh research, the story also makes a gripping book, one that viscerally conveys the experience of illegal immigration from Central America.

Many students will be required to read and discuss some or part of Nazario's text in their courses. Furthermore, there will be several events on campus throughout the academic year that encourage contemplation and conversation about *Enrique's Journey* 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.
Fullerton College Foundation Funding

There are three mechanisms for requesting funds from the Fullerton College Foundation:

Fullerton College Foundation Funding Request Form
This form is used when requesting amounts totaling up to $1,500. In an effort to ensure all requests are given consideration, two deadlines have been established, one per semester. Forms are due to area Vice Presidents no later than the deadlines listed on the Planning & Budget Calendar, and can be found on the J Drive.

Once the signed form has been submitted, it will be reviewed by President's Staff. Those funding requests that are determined to best meet college goals will be forwarded to the Fullerton College Foundation for funding consideration.

If approved, the funding request form will be returned to the requestor with the total amount of funding approved. If the request is not approved, the Foundation will provide an explanation as to why the request was not funded.

Annual Campaign
Requests for funds totaling more than $1,500 will be incorporated into the college's annual campaign. Each year, the college will establish College Fundraising Priorities. The Budget Development Committee will draft a set of priorities which will be presented to the President's Advisory Council in December. The PAC will review the document and make a final recommendation to the college President in March.

Upon review, the President will present the Fundraising Priorities to the Foundation Executive Board to help with the development of the following year's annual fundraising campaign. Foundation staff will work closely with college staff, including interested faculty, when developing its annual campaign.

Unexpected Opportunities
Requests that do not meet the designated timelines may be forwarded on the same funding request form and routed to President's Staff for review. Consideration of any such request will be at the discretion of the President.
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
CAPITAL PROJECTS
## Capital Projects

### Completed Projects

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<td>Lemon Street Parking Structure</td>
<td>May 2006</td>
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<td>November 2007</td>
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<td>Classroom Office Building</td>
<td>August 2008</td>
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<td>Science Village</td>
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<td>Relocation of Network Operating Center (NOC)</td>
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<td>50 Meter Pool</td>
<td>May 2009</td>
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<td>Football/Soccer Field</td>
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### 2008 – 2010 Projects

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<td>Field House</td>
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<td>PE 1200 Renovation</td>
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### Future Projects

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CAMPUS COMMITTEES
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. 70% completed/ Will be completed by December 2010.**
- Have all full-time employees complete the SEMS 100 & 700 class. (Available on-line) - **Approx. 70% completed/ Will be completed by December 2010.**
- 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, however continued training and use is needed**
- 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, however a user friendly inventory sheet is needed**
- 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 including an MOU for emergency feeding awaiting final approval from district**
- Conduct a series of “table top” emergency exercises for command staff. - **Two completed, one remaining. The target is the Great California shakeout, 2010**
Goals for Fiscal Year 2010-2011

- Update Incident Command structure chart due to major changes in key personnel at the president, vice president level.

- Train key personnel on responsibilities within the ICS structure.

- Have key personnel in the ICS structure, (IC, Operations, Planning & Intelligence, Logistics, Finance and Administration) select and train their select staff.

- Have key personnel develop a check list for establishing their area of responsibility at the command post. Also, develop forms and procedures to operate their area of responsibility.

- Participate in the Great California ShakeOut emergency drill. The drill will include use of our Incident Command System, Building Marshall and Floor Marshall Program, evacuation drill, emergency radio system, communication with safety service providers, and communicating with district personnel over the emergency radio system.

- Participate in the district’s Emergency Planning Committee. Establish protocols for mutual aid.

- Continue to evaluate and coordinate SEMS 100, 200, 700 and 800 training.