EXTERNAL EVALUATION REPORT

Fullerton College
321 Chapman Ave.
Fullerton, CA 92831

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the External Evaluation Team that visited
Fullerton College October 9 – 12, 2017

Dr. Greg Gillespie
Chair

List of Team Members

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Ventura County Community College
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Summary of the External Evaluation Report

INSTITUTION: Fullerton College

DATES OF VISIT: October 9 -12, 2017

TEAM CHAIR: Dr. Greg Gillespie

A thirteen member accreditation team visited Fullerton College October 9-12, 2017 for the purpose of determining whether the college continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and United States Department of Education (USDE) regulations. The team evaluated how well the college is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the college.

In preparation for the visit, the team chair attended a team chair training workshop on August 3, 2017 and, together with the team assistant, conducted a pre-visit to the campus on September 19, 2017. During the visit, the chair and assistant met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external evaluation team received training provided by staff from ACCJC on September 7, 2017.

The evaluation team received the college's self-evaluation document and related evidence several weeks prior to the visit. Team members found it to be a comprehensive document detailing the processes used by the college to address Eligibility Requirements, Commission Policies, and Commission Standards. The team confirmed that the self-evaluation report was compiled through broad participation by the entire college community, including faculty, staff, students, and administration. The team found that the college provided a self-evaluation addressing all of the standards and two quality focus essays related to improvement (1) distance education and (2) institutional effectiveness.

The visiting team began its work at Fullerton College on Monday, October 9 starting with an introduction to the president's Executive Staff including: President Schulz, Director McPheron of Campus Communications, Director Ayon of Institutional Research and Planning, Vice President José Ramón Nuñez of Instruction, Vice President Gilbert Contreras of Student Services, and Vice President Rodrigo Garcia of Administrative Services. Next, the team toured the beautiful campus with the assistance of two Fullerton College students. The remainder of the day consisted of several meetings with multiple groups (Accreditation Steering Committee, Program Review Committee, Classified Senate, Faculty Senate, Student Learning Outcomes and Assessment Committee, and Staff Development Committee).

On day two of the college visit, the team met with the following groups: Curriculum Committee, Student Services Management Team, Planning & Budget Steering Committee, Library Team, Dean's Council, Counseling Team, Distance Education Advisory Committee, Institutional Integrity Committee, and Associated Students. Small group meetings were also held with President Schulz and Vice President Nuñez. Team members attended various unique events on

campus such as: Suicide Prevention presentation, Associated Students' Club Rush, Food Pantry, and an Art Gallery Event. To close the day, most of the team attended a campus-wide forum (over 60 in the audience) and a few members of the team went to the District office for meetings with Chancellor Marshall, Board members, and to attend a board meeting.

On the third day, the team was involved in additional meetings with the Director of Institutional Research & Planning, Vice President of Instruction, Vice President of Student Services, Faculty Senate President, Career Technical Education Representatives, Title IX Representatives, Director of Communications, and the President's Advisory Council.

In addition to the above assemblies, the team reviewed 30 online classes, observed 5 classes on campus, and spoke individually with over 30 students. On the final day of the visit, Team Chair Gillespie met with Fullerton College President Schulz prior to the closing meeting with the college community to communicate the team's report of commendations and recommendations.

Overall, the team met with multiple students and employees; as well as reviewed numerous materials supporting the self-evaluation report in the team room and electronically, which included documents and evidence supporting how well the college met the Standards, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, distance education classes, college policies and procedures, enrollment information, committee minutes and materials, and college governance structure. The team viewed evidence and documentation through the college's intranet and by means of electronic copies provided on flash drives.

Fullerton College
Major Findings and Recommendations

<u>**College Commendations**</u>

College Commendation 1: The college is commended for the Library, Learning Resources, and Instructional Support Programs and Services Division (LLRISPS), specifically their Academic Support Center programs, which demonstrate robust and innovative partnerships throughout the college coupled with best practices to support student access and success. (Standard II.B.1)

College Commendation 2: The college is commended for the intentional creation of flexible learning spaces that are not only beautiful and comfortable, but that also provide access to much needed resources such as technology and the assistance of professional and peer staff. The expanded offerings in the Library Reserves area are noteworthy; particularly the robust partnership with the EOPS program and all the materials available for use to student participants in that program as well as the wide variety of offerings in the circulation area ranging from laptop and calculator checkouts to phone chargers all of which positively impact the student experience at the college. (Standards III.B.1; III.C.3)

College Commendation 3: The college is commended on the innovative development and implementation of the Cadena Cultural and Transfer Center, a fusion of both transfer and equity minded practices that promote completion and transfer of Fullerton College students. (Standard II.C.3)

College Commendation 4: The college is commended for their Student Services Division's high-touch and high tech approach by leveraging technology to enhance in-person and virtual service delivery. Examples include Zoom Videoconferencing pilot, use of a mobile robot to provide remote access to the classroom, use of kiosks and the use of other tools to reduce lines and speed up processing. (Standard II.B.1; II.C.3)

College Commendation 5: The college is commended for their culture of trust, collegiality, communication, effective working relationships, and a committed focus on "radical student centeredness." Everyone is supporting the engagement and success of the students. The pride that students and employees share about Fullerton College is exemplified by their "Once a Hornet, Always a Hornet" motto. (Standard IV.A.1)

College Commendation 6: The college is commended for their high quality facilities, grounds, and historical preservation. The college community expresses understandable pride in the campus. The facilities and accompanying landscape have created an inviting atmosphere while being attentive to functionality and efficiency. The college buildings and grounds are well maintained, safe, and well equipped which contributes to a positive and enjoyable learning and teaching environment for students and employees. (Standard III.B.1)

College Commendation 7: The college is commended for providing frequent communication regarding campus initiatives, activities, and events through effective use of

the website and social media, the president's weekly newsletter, the Fullerton College News Center, press releases, and print publications. These efforts have created strong internal and external community engagement for Fullerton College. (Standard IV.B.6)

College Recommendations

College Recommendation 1 (Compliance): In order to meet the standard, the team recommends that the college assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs. (Standards I.B.1; II.A.2; II.A.3)

College Recommendation 2 (Compliance): In order to meet the standard, the team recommends that the college develop methods to ensure and evaluate that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development. (Standards II.A.2, II.A.7).

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the college broadly communicates the institution-set standards and the results of its assessment and evaluation activities so that the college uses the information to set appropriate priorities at department and institutional levels. (Standards I.B.3; I.B.8)

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that processes identified in the Integrated Planning Manual are systematically assessed to determine the effectiveness of committees and the results are used for continuous quality improvement. The access to committee minutes, current committee membership, and committee goals and accomplishments will support effective communication. (Standards I.B.1, I.B.3, I.B.7).

College Recommendation 5 (Improvement): In order to increase effectiveness, the team recommends that the student support areas use disaggregated assessment data to continuously improve student support programs and services. (Standard II.C.2).

District Commendations

District Commendation 1: The team commends the District for ensuring technology infrastructure and capacity, through hiring and succession planning in advance of retirements as part of District Information Services. The time it takes to train new programmers will allow for knowledge transfer, ensuring long term sustainability for District Information Services support. (Standard III.C.2)

District Commendation 2: The team commends the District for the creation and recent implementation of an integrated Leadership Academy that provides innovative training for all constituent groups. (Standard III.A.14)

District Commendation 3: The team commends the District for creating human resource processes that create inclusive hiring practices for all employee positions. The District is to be commended for its strong focus on diversity and equity aligning hiring with its institutional mission and goals. (Standard III.A.1)

District Recommendations

District Recommendation 1 (Improvement)

In order to increase effectiveness, the District should fully implement its new plan to review all chapters of the Board policies and associated administrative procedures over a 6-year cycle. (Standard IV.C.7).

District Recommendation 2 (Improvement)

In order to increase effectiveness, the governing board should review both its BP 2740 and AP 2740 to create a clear direction for the ongoing training program for board development. Both policy and administrative procedures should reflect that all Board members engage in ongoing training program for board development, including new member orientation. (Standard IV.C.9).

District Recommendation 3 (Improvement)

To increase effectiveness, the team recommends that the Colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (Standard III.D.1, III.D.4).

Introduction

Fullerton College is one of the oldest community colleges in California and it began operating in 1913 as part of Fullerton Union High School. The college moved to a 14 acre site adjacent to the high school in 1935 and the campus has expanded to now include 83 acres with 47 buildings, a parking structure, a Lab School (childcare center), and a horticulture building. The college is part of the North Orange County Community College District governed by a seven member trustee board which has responsibility for Fullerton College, Cypress College and the School of Continuing Education.

Student enrollment at the college increased 24% from Fall 2011 to Fall 2016. Unduplicated enrollments at the college have remained around 25,000 students since Fall 2013. The college serves a diverse student body. Over 55% of the students are of Hispanic/Latino origin which is an increase of 11% since 2011. Over the past few years, the college has experienced an increase in the number of students who are first generation and from low socioeconomic backgrounds. To support Fullerton College students, programs have been put in place, such as the Transfer Achievement Program, Puente Project, Umoja, INCITE, Entering Scholars Programs and others. Fullerton College offers 93 Associate degrees and 147 vocational certificates to prepare students for transfer and careers across a broad range of disciplines and employment sectors.

Since Fullerton College's 2011 ACCJC site visit, the executive administration is new with President Schulz beginning his leadership in 2016. Vice President of Instruction José Ramón Nuñez is the longest serving vice president beginning in 2014 with Vice President Gilbert Contreras of Student Services in 2016 and Vice President Rodrigo Garcia of Administrative Services in 2017. With over 1,244 faculty and staff, the college has experienced an increase of 28% of employees since their 2011 ACCJC site visit (22 administrators, 348 full-time faculty, 582 adjunct faculty, and 292 classified staff).

Fullerton College's accreditation was last reaffirmed in 2011.

Eligibility Requirements

1. **Authority**
   The Accrediting Commission for Community and Junior Colleges (ACCJC) is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008. Fullerton College has been fully accredited by the ACCJC of the Western Association of Schools and Colleges (WASC) since 1952. The evaluation team confirmed that Fullerton College is authorized to operate as a post-secondary degree-granting institution.

   The college meets the ER.

2. **Operational Status**
   The evaluation team confirmed that Fullerton College is operational and provides a range of educational programs to approximately 25,000 students each of the last four fall semesters. The college enrolled 24,984 students during Fall 2016 with 35% of those students enrolled full-time (12 or more units).

   The college meets the ER.

3. **Degrees**
   The evaluation team confirmed that the college offers Associates of Arts and Associates of Science degrees with the majority of courses offered leading to a degree and/or transfer. More than 70% of enrolled students over the past four years have indicated the intent upon applying to obtain a degree or transfer.

   The college meets the ER.

4. **Chief Executive Officer**
   The current Fullerton College president served as interim president from July 2015 to April 2016 and was appointed president of the college by the Board effective April 2016. The evaluation team confirmed that the North Orange County Community College District (NOCCCD) Board employs a president as the Chief Executive Officer (CEO) of Fullerton College. The CEO of the college reports to the Chancellor. The evaluation team confirmed that the CEO has the authority to administer Board policies at the college.

   The college meets the ER.

5. **Financial Accountability**
   The evaluation team confirms that Fullerton College annually engages an independent and qualified audit firm to conduct audits of all financial records. Audits are certified and all explanations or findings are documented appropriately. Audit reports are available to the public.

   The college meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

Public Notification of an Evaluation Team Visit and Third Party Comment
Evaluation Items:
    X   The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
    X   The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
    X   The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.
[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):
    X   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
    _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
    _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The evaluation team confirms that Fullerton College actively solicited third party comment through open campus forums, committee and workgroup meetings, posting of information on the website including the Institutional Self-Evaluation Report, and providing access to an electronic feedback form. Website postings and information on accreditation were present with links to relevant documents in the interest to share information with the public.

Standards and Performance with Respect to Student Achievement
Evaluation Items:
    X   The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
    X   The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
    X   The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills

its mission, to determine needed changes, to allocating resources, and to make improvements.

   X   The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

   X   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

       The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.

       The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The team confirms that Fullerton College has established institution set standards for student achievement. The institution set standards represent the minimum baseline level for satisfactory performance and directly link to the mission. The metrics include course completion and success rates, Fall to Spring semester student persistence, degree and certificate completion, transfer, job earnings, and licensure exam scores. The metrics are scheduled for annual review by the Institutional Integrity Committee and all programs during the program review process. The analysis of performance relative to the baseline provide opportunities for program level analysis and the development of initiatives and accompanying resource requests to address existing performance gaps. Institutional data and completed program reviews are available on the college website.

Credits, Program Length, and Tuition

Evaluation Items:

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

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

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

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

   X   The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The evaluation team reviewed evidence and has confirmed that Fullerton College is in compliance with the ACCJC's Policy on Credits, Program Length, and Tuition. The college has policies in place that define credit-hour assignment, program length, and tuition parameters that are in compliance with accreditation policies and legal regulations.

Transfer Policies

Evaluation Items:

- X Transfer policies are appropriately disclosed to students and to the public.
- X Policies contain information about the criteria the institution uses to accept credits for transfer.
- X The institution complies with the Commission Policy on Transfer of Credit.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

- X The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The evaluation team has examined evidence on site and verified that Fullerton College is in compliance with the ACCJC's Policy on Transfer Policies. Transfer policies are included in the Fullerton College Catalog which is readily available electronically and can be printed as well. Policies on transferring courses both to and from the college are clearly stated and explained.

Distance Education and Correspondence Education

Evaluation Items:

- X The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- _____ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework

and completing examinations, and interaction with the instructor is initiated by the student as needed).

- X The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- X The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- X The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- X The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The evaluation team has examined evidence on site and verified that Fullerton College is not in compliance with the ACCJC's Policy on Distance Education and Correspondence Education. Fullerton College offers three distance-learning options that include online, hybrid, and teleweb. Departments proposing a distance education course are required to provide a detailed description on how the course will maintain regular and substantive interaction between instructor and students and student to student for Curriculum Committee review. Team review of online courses indicated that there were examples where regular and effective interaction between instructor and students was limited and often consisted of only assignment distribution and collection. There was no structured process in place to monitor course quality and to confirm the level of faculty to student and student to student interaction in the online courses met the requirements provided to the Curriculum Committee. Fullerton College has login and security protocols in place for verifying the identity of students participating in distance education.

Student Complaints
Evaluation Items:
- X The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- X The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- X The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- X The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.

X   The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.
[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):
   X   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____   The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The team has reviewed evidence on site and verified that Fullerton College is in compliance with ACCJC's Policy on Student Complaints. The college has clearly established processes for handling informal and formal complaints. The process is explained in the Fullerton College Catalog. Complaints are logged and maintained within the student services division and shared appropriately with concerned parties.

Institutional Disclosure and Advertising and Recruitment Materials
Evaluation Items:
   X   The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
   X   The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
   X   The institution provides required information concerning its accredited status as described above in the section on Student Complaints.
[Regulation citations: 602.16(a)(1))(vii); 668.6.]

Conclusion Check-Off (mark one):
   X   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
_____   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
_____   The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The evaluation team has reviewed evidence on site and verified that Fullerton College is in compliance with the ACCJC's Policy on Institutional Disclosure and Advertising and Recruiting Materials. Information about programs, locations, and policies are included in the Fullerton College catalog available electronically and in print. Board policies and Administrative Procedures are published on the North Orange County Community College District (NOCCCD) webpage. The catalog and website provide the status of accreditation. The college does not

misrepresent program costs or job placement and employment opportunities, offer money in exchange for enrollment, or guarantee employment in order to recruit students.

Title IV Compliance
Evaluation Items:
  X   The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
  X   The institution has addressed any issues raised by the United States Department of Education (USDE) as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
  X   The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
  X   Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
  X   The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.
[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off (mark one):
  X   The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
  _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
  _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:
The evaluation team has examined evidence on site and verified that the college demonstrates compliance with Federal Title IV regulations and maintains its loan default rate within acceptable limits defined by the USDE.

STANDARD I
MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INSTITUTIONAL INTEGRITY

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

General Observations
Fullerton College has recently completed a review of their mission. Based on college wide dialog, a new mission statement has been created and implemented. A college Mission Statement Workgroup was formed to engage the college in the review and development of an updated mission statement. College employees were able to attend a breakout session to share ideas about the college mission, vision, and values during the Spring 2017 Convocation. The results of that discussion were provided to the Mission Statement Workgroup. The newly approved (June 2017) mission statement identifies the institution's commitment to student learning and achievement. The team recognizes that the college has recently implemented this new mission statement. References to the mission statement in the submitted Institutional Self Evaluation Report (ISER) apply to the statement in effect prior to June 2017. The new mission statement is appropriate for a degree-granting institution of higher education.

Findings and Evidence
The newly adopted mission statement for Fullerton College describes the institution's broad educational purposes "…advances student learning by developing flexible pathways…"; its intended student population, "…for students from our diverse communities who seek educational and career growth…"; the types of degrees and other credentials if offers, "…certificates, associate degrees and transfer…"; and its commitment to student learning and student achievement, "…students to be successful learners, responsible leaders, and engaged community members". Fullerton College is a degree and certificate granting institution conferring AA, AS, AA-T, and AS-T degrees as well as various vocational certificates and other credentials. The mission statement is student-centered. (Standard I.A.1, ER 6)

Fullerton College uses various forms of data to determine how effectively it is achieving its mission. For example, data submitted during program review is directly connected with the mission of the college. The template used in the program review process includes section 1.0 "Mission and Goals" where the program review committee asks all programs to explicitly make connections with the Mission, Vision, and Core Values of the college. Additionally, programs are expected to evaluate their data to support program needs during program review. The college also considers data that is published in an annual institutional effectiveness report, Student Success Scorecard data, and institutional statistics that identifies college and District-level student achievement and equity. An effect of this internal assessment is seen in the development of various college-wide campaigns such as "cross the stage" to support the goal of graduation. In interviews with various deans, directors, faculty and staff it is clear that the mission is supported institutionally as a result of data review and analysis. (Standard I.A.2).

The college's mission statement is aligned with institutional programs and services that support degree and certificate completion, transfer, workforce preparation, and basic skills. According to the Fullerton College Catalog and website, the college offers 93 Associate Programs and 147 Vocational Certificates. These approved degrees and certificates align with the mission of providing "…flexible pathways…[for] educational and career growth." The college provides instruction in both face-to-face and distance education modalities. The Program Review Committee evaluates program reviews and drafts a summary report that is sent to both the Faculty Senate and the President's Advisory Council for endorsement. The summary is then used by the Planning and Budget Steering Committee to set priorities. (Standard I.A.3)

Fullerton College publishes the mission statement through the college catalog, the institutional website, schedules of classes, and in printed materials. The North Orange County Community College District Board approved the new mission statement in June 2017. The college Mission Statement Workgroup formed in Fall 2016 reviewed and incorporated input across the college to develop the new mission. The mission statement is reviewed every February in the President's Advisory Council in consultation with constituency groups as required in the Integrated Planning Manual. (Standards I.A.1; I.A.4)

The Fullerton College president notified the visitation team on September 29, 2017 that the college discovered a minor discrepancy in the printed version of their mission statement to what had been approved by the Board. Proactively, the college updated the mission statement in their electronic versions of their ISER and college catalog. Additionally, the college notified all staff of the error and corrected the mission statement on business cards and posters to be distributed to all staff.

Conclusions

The college meets the Standard and ER 6.

Standard I.B: Assuring Academic Quality and Institutional Effectiveness

General Observations
The college demonstrates a commitment to continuous improvement of student learning and achievement. The team found that Fullerton College uses qualitative and quantitative data to support dialog about student outcomes, student equity, academic quality, and institutional effectiveness. Defined and assessed Student Learning Outcomes (SLOs) are in all instructional programs and student learning and support services. The team noted that Institutional Student Learning Outcomes (ISLOs) are in place; however, evidence was not available to indicate that they are assessed or reviewed. The Institutional Integrity Committee (IIC) that has recently been created will establish a process for assessing and evaluating ISLOs. Institutional set standards have recently been established and data are collected and reported. The college disaggregates data to provide in-depth identification and analysis of achievement gaps in subpopulations of students and by instructional delivery mode. The college utilizes multiple methods to communicate the results of its assessment and evaluation activities with discussion occurring at college committees and governance bodies to support planning and institutional improvement. The team observed that the institution-set standards have only recently been established and that they have not yet been broadly integrated into planning and institutional improvement discussions. The team recognizes that college-wide access to current committee minutes, membership lists, and goals/accomplishments will further support effective communication.

Findings and Evidence
Fullerton College has a sustained dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The college engages in dialog on academic quality and instructional effectiveness, using a collaborative approach. Course and program level SLOs and student services and administrative office Service Area Outcomes (SAOs) are assessed as part of the program review process. Department and program initiatives are linked to the SLOs and SAOs. Student equity data is reviewed by departments as part of the program review process. The annual Institutional Effectiveness report provided by the Office of Institutional Research and Planning (OIRP) provides data on student success that is used to support data driven dialog across the college improving student learning and achievement. Areas for improvement are identified through college wide participation in formal discussion, participatory governance committees including the curriculum committee, and specific department and division activities. The college is expanding programs that support at-risk student populations and to address identified equity gaps. The team noted that ISLOs are in place, but have not been systematically assessed or discussed. A new committee is in place, IIC, with the purpose of creating processes to assess and evaluate ISLOs. The team recognizes that college-wide access to current committee minutes, membership lists, and goals/accomplishments will further support effective communication. (Standard I.B.1)

The team confirmed that the college defines and assesses SLOs for instructional and student learning and support programs and uses the assessment results to inform planning and the implementation of program improvements. The college has established SLOs and assessments for courses, certificate and degree programs, and learning support services. The team verified

that assessment has occurred in courses, program pathways, and service units. Through the quality improvement process, the college utilized eLumen assessment and curriculum management system to support the colligation of assessment data, and the integration and alignment between course, program, and institutional outcomes. Student Services and Administrative Areas identify Service Area Outcomes, which allow them to identify changes to service policies and procedures to help increase student learning. (Standard I.B.2, ER 11)

The college has recently established institution set standards. The standards were established through the efforts of a workgroup of the President's Advisory Council during Fall 2016. The standards were then reviewed by constituent groups and finalized in Spring 2017. The institution set standards include six key student success metrics with established baseline levels of performance needed to meet institutional effectiveness expectations. It is important for the college to continue to build awareness across all areas of the college regarding the institution set standards and the use of assessment data to support department and institutional efforts towards continuous improvement. The efforts are being supported by the recently formed IIC. (Standard I.B.3, ER 11)

The OIRP provides a broad range of assessment data and other data to all areas of the college to support the review of institutional processes leading to improvement in academic quality and institutional effectiveness. Data is provided to programs as part of the program review process. The provided assessment and review data is then used by faculty and staff to analyze their program's effectiveness and develop improvement plans. (Standard I.B.4)

All instructional programs, academic support services, student services, and administrative services complete program review on a three year cycle and assess accomplishment of the Fullerton College mission. A comprehensive set of data is available to programs in disaggregated format by program type and mode of delivery to support the analysis of progress towards meeting goals and objectives. Resource allocation is tied to a discussion of the data. Budget requests that are developed as a result of the program review process are forwarded to the Planning and Budget Steering Committee and the Faculty Allocation Committee for consideration. Program review goals and budget requests are linked to the college mission. (Standard I.B.5)

The college establishes a sustained, substantive, and collegial dialog about student equity at all levels of the institution. Faculty, staff, and administrators review and discuss equity data related to student achievement and learning outcomes within their programs as part of the program review process. The OIRP maintains a database of student achievement data disaggregated by subpopulations of students, including equity groups. Equity analysis on course success rates by student race/ethnicity shows no disparate outcomes for Hispanic students in any course type. African American and Pacific Islander student group data exhibit inequitable outcomes across all course types when compared to White students. The college is expanding programs with proven track records of improving course success, and specifically those that target at-risk populations, to address the needs of the growing student population. Program review provides the most comprehensive opportunity for individual programs to discuss all factors that support academic quality, including review of student learning and student achievement data, program curricula, student support, instructional equipment, staffing, technology, facilities, and budgets. The

college Student Equity Committee develops and recommends policies, programs, and strategies to ensure equitable outcomes in student success, retention, degree/certificate completion, and transfer. (Standard I.B.6)

Fullerton College regularly evaluates its policies and practices across all units to assure their effectiveness in supporting academic quality and accomplishment of the mission. The team confirmed that all programs across the institution participate in regular program review. Instructional and student learning and support programs evaluate effectiveness through analysis of data on student learning outcomes, institution set standards, and student achievement. The Integrated Planning Manual describes the shared governance procedures for the college. The team confirmed that planning and governance processes are regularly reviewed. The team recognized that the annual evaluation of the effectiveness of all committees including assessment of progress towards meeting identified goals would improve their ability to support accomplishment of the mission. (Standard I.B.7)

The college communicates the results of its assessment and evaluation of its committees through the program review website, the Institutional Effectiveness Report, and reports on equity and strategic planning. The OIRP coordinates an annual planning symposium and the summary of the event is included on the website. Highlights of student success initiatives identified by program review are also included in the Fullerton College Annual Report. (Standard I.B.8)

The college organized the institutional process of program review to support student learning and student achievement. The cyclical program review process incorporates course and program student learning outcomes assessments and service area assessments through action plan summaries and the programs use these as the basis for the development of program goals and resource requests. At the end of each year's cycle, the Program Review Committee creates a Summary Report, which is sent to the Faculty Senate and the President's Advisory Council to help both bodies generate plans for the future. These reports summarize what the Committee thought were general trends and suggests ways in which the college could improve. The six-year Curriculum Review process is another way in which Instructional Departments collegially dialog on Improvement in Student Learning. Through this cycle, the college ensures that faculty regularly look at their entire curriculum for efficacy, currency, and quality. The Integrated Planning manual is the main document that provides guidance for the planning processes. Numerous and effective reports on evaluation and planning provide evidence that short- and long-term resource allocation decisions are supported by analysis and evaluation. The team recognized that the recent college investment in and the support provided by the Institutional Research and Planning Office has created a foundation that supports the use of data for planning, assessing, sustaining, and improving student and institutional achievement. (Standard I.B.9, ER 19)

Conclusion
The college does not meets the Standard. The college meets ER11 and ER19.

Recommendations:

College Recommendation 1 (Compliance): In order to meet the standard, the team recommends that the college assess Institutional Student Learning Outcomes (ISLOs) and engage in sustained substantive and collegial dialog of outcomes in pursuit of continuous quality improvement of courses and programs. (I.B.1; II.A.2; II.A.3)

College Recommendation 3 (Improvement): In order to increase effectiveness, the team recommends that the college broadly communicates the institution-set standards and the results of its assessment and evaluation activities so that the college uses the information to set appropriate priorities at department and institutional levels. (Standards I.B.3; I.B.8)

College Recommendation 4 (Improvement): In order to increase effectiveness, the team recommends that processes identified in the Integrated Planning Manual are systematically assessed to determine the effectiveness of committees and the results are used for continuous quality improvement. The access to committee minutes, current committee membership, and committee goals and accomplishments will support effective communication. (Standards I.B.1, I.B.3, I.B.7).

Standard I.C: Institutional Integrity

General Observations
Fullerton College demonstrates integrity and assures that information regarding its mission statement, educational programs, learning outcomes, student services, and accredited status is clearly and accurately provided to students, personnel, and the general public through the college's website and the general catalog. The college catalog includes all required elements, including general information, requirements, major policies and procedures affecting students (e.g., policies and statements regarding ethical and honest behavior), and a listing of locations where these (and other) policies may be found. Degrees and certificates are described in terms of their purpose, course requirements, and program-level student learning outcomes, and information relating to learning outcomes is publicly available via the college catalog, the college's course outlines of record, and various course syllabi. The college reviews and updates policies and publications, and ensures accuracy of information available to constituents in print and electronic format. The catalog contains information allowing students and prospective students to estimate the total cost of their education (e.g., enrollment fees, ID card costs, health fees, parking fees, etc.), and the college website contains a "Net Price Calculator" tool. The North Orange County Community College District Board has established Board Policies and Administrative Procedures regarding the rights and responsibilities inherent in academic freedom as well as standards of student conduct and discipline. The college catalog reiterates these statements. Information regarding the college's accreditation status is also publicly available, and is only two clicks from the main page (found at http://www.fullcoll.edu/administration/accreditation). As the college approached its accreditation visit, it saw the need to create an Institutional Integrity Committee (IIC) which will "regularly evaluate and make recommendations...to ensure the integrity and effectiveness of the college's planning and decision-making process and alignment with the college's mission." While the IIC has only been in existence since Spring 2017, it has already established a mission, functional statement, and reporting, leadership, and membership structures. As it introduces its work to campus stakeholders, the IIC will help increase the functional understanding all personnel share relative to the college's mission and institutional integrity.

Findings and Evidence
The college uses multiple methods to communicate information to constituents. Information related to programs and services are provided primarily through the college catalog, college website, although evidence indicates that other formal and various informal means are employed to ensure that Fullerton College provides the most accurate and complete information to its stakeholders as possible. The college has made accurate and clear public disclosure of its management of student learning outcomes easily accessible through its website, catalog, and curriculum committee documents. Access to student learning outcomes management through the Curriculum Committee's review of student learning outcomes improved greatly in the 2016 – 2017 academic year. Easy to access and accurate student learning outcome data can also be found on college's Program Review page. The mission is easily accessible on the website and in the catalog and is accurate. The website also includes extensive information regarding

accreditation and accurate information about accreditation status and all its accreditors. (Standard I.C.1, ER 20)

Fullerton College has regular review processes in place to ensure accuracy of facts, requirements, policies, and procedures. The college reviews policies and procedures through campus committees and college governance groups, as appropriate, and ensures the public of accurate and current course requirements, policies, and procedures via its online catalog. The college has also taken considerable care to provide public access to past catalogs and schedule information from 2004 – 2005 to the present. It established an Office of the Catalog to facilitate an annual college wide review and update process to make all the necessary changes to ensure accurate catalog information in time for each new school year. The college's catalog review process allows flexibility to incorporate college or District changes. The Catalog Office staff identifies these changes within their online catalog (Standard I.C.2, ER 20.)

Fullerton College's Office of Institutional Research and Planning (OIRP) is the primary point of data collection regarding information on student achievement and student learning, and assists the institutions offices, programs, and services regarding interpreting the meaning of these indicators. Institutional learning outcome reports which have been disaggregated by ethnicity clearly convey the college's commitment to close achievement gaps among its underrepresented and underserved students. From this point, OIRP maintains a website dedicated to sharing data and reports to the public as well as the internal college community. The college additionally uses its Program Review process to feed information into the decision making process, and the committee that oversees this process maintains a website to make documented assessment of student learning available to the public. The college took care to feature only the program reviews which have been "Commended" since 2011 - 2012 on this website. (Standard I.C.3, ER 19)

The institution makes descriptions of all certificates and degrees in terms of their purpose, content, course requirements, and learning outcomes widely accessible through its online catalog. Also through FC's website, the Department Directory provides public access to each academic program area's website. Though program purpose, description, and contact information were available for all academic programs, learning outcomes and course requirements were not always available through the departmental website. However, the course level learning outcomes were available through all course syllabi. (Standard I.C.4, ER 11)

Through the institution's annual review of its catalog, on-going program review cycle, and regular department updates, the institution assures accuracy in its representations of its mission, programs, and services. Through its curriculum committee FC's academic senate subcommittee conducts ongoing reviews the representation of all course outlines and learning outcomes. The institution's program review process ensures that all programs are reviewed for its accurate representation of mission alignment. (Standard I.C.5)

The Fullerton College catalog contains a section titled "Student Fees" (p. 15) which identifies the costs of general enrollment fees, ID card costs, health fees, parking fees, and informs students that certain courses may charge additional course fees. There is also a section informing students

and prospective students of the non-resident student fee cost differential. Furthermore, textbook pricing is available through the Fullerton College Bookstore website (https://bookstore.fullcoll.edu/courselistbuilder.aspx). The college has also developed a page on its website that provides current and prospective students with a "Net Price Calculator" tool (http://www.fullcoll.edu/prospective-students/tuition-costs). (Standard I.C.6, ER 20)

The institution adheres to North Orange County Community College District (NOCCCD) board policies and administrative procedures on academic freedom (BP 4030, AP 4030) to protect faculty, as "officers of an educational institution," from censorship and disciplinary action in the course of performing their professional responsibilities. It uses NOCCCD's board policy and administrative procedure on free speech (BP 3900, AP 3900) to provide students with parameters (time, space, location, and manner) to freely express their views on campus as well as ensuring "maintenance of an environment conducive to learning on campus." These materials are readily available through the North Orange Community College District website, with the policies and procedures relating to academic freedom being reviewed and revised three times since their initial adoption in 2008 and those addressing student speech being reconsidered on at least four occasions since their additional adoption in 2005. (Standard I.C.7, ER 13)

To promote honesty, responsibility, and academic integrity, the institution draws from NOCCCD policies. BP 5500 explicitly addresses standards of student conduct including numerous prohibited actions and behaviors. To address ethical behavior expected of all personnel, BP 3050 defines prohibited actions and behaviors pertaining to "conduct(ing) its business with honesty, integrity, professionalism, and quality." BP 3050 outlines practices that mitigate conflicts of interests, breaches of confidentiality, and misuse of District resources. Only one NOCCCD policy (BP 3003) was noted to address "Code of Ethics for Faculty" (https://www.nocccd.edu/files/3003_93486.pdf). The institution's self-study noted it "is currently under review," which is appropriate since the version available on the District's website indicates it was initially adopted in 1981 with no notation indicating subsequent review. (Standard I.C.8, ER 13)

Fullerton College's faculty adhere to the tenants of academic freedom as established by BP 4030, which makes reference to the American Association of University Professors' 1940 Statement of Principles on Academic Freedom and Tenure, which recognizes academic freedom as both a right and a responsibility ("Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject," AAUP). In the language of the NOCCD, " Academic freedom must be balanced with the obligation of the District to protect the right of students to learn in an environment characterized by civility, open inquiry, and rigorous attention to the search for the truth, free of unlawful discrimination" (AP 4030). While it is currently under review, these ideas are further discussed in the currently-effective Board Policy 3003 "Code of Ethics for Faculty"). Individually, each faculty member is expected to distinguish between personal convictions and professionally accepted views of their discipline. Adherence to this policy is subject to peer review through the tenure and tenured review processes. The college further notes that the process that has been adopted for learning outcome assessment at the course level plays a role in

distinguishing appropriate exercise of academic freedom from an abuse of the right. (Standard I.C.9, ER 13)

Given its public education status operating exclusively in Orange County, Fullerton College does not require conformity to standards related to instilling specific world views or delivering programs in foreign locations. (Standards I.C.10, I.C.11)

The Fullerton College website, the college catalog, and NOCCD policies (specifically AP 3200 and AP 3200) all communicate the commitment on the part of both the college and the District to accreditation. To provide public disclosure of its compliance with accreditation standards, the institution has prepared a section of its Administration website to give open access to their self-study process. The college's accreditation website provided an overview to their self-study process, identified steering committee members, timeline of tasks, as well as the records of the past self-study. Additional matters pertaining to educational quality and institutional effectiveness (e.g., California Community College Student Success Scorecard, the college master plan, access to the Office of Research and Planning, etc.) are all readily available through the college website. (Standard I.C.12, ER 21)

The college is committed to demonstrating honesty and integrity with its external agencies, District policies, and accrediting commissions and/or councils. All NOCCD policies and procedures cite—at the top of the document—the statute, regulation, and/or accreditation standard from which this item flows. District Board Policy 3200 and Administrative Procedure 3200 further demonstrate the significance placed on relations with the Accrediting Commission of Community and Junior Colleges. To operationalize these District-level documents, the college has established a college wide steering committee to fulfill its compliance with regional accrediting commissions. Departments that fulfill external accreditation for their degrees and certificates work together to ensure that those agencies' standards of good practice are fulfilled. (Standard I.C.13, ER 21)

The college ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives. They do not have a parent organization or supporting external interests, thus no commitments pre-empt that of high quality education. The college is a public non-profit educational institution. It has Board conflict of interest policies and procedures (BP 2710 and AP 2710) in which Board members commit not to use their position for personal benefit. In addition, there are codes of ethics for constituent groups that prohibit profit-making when carrying out their institutional roles. (Standard I.C.14)

Conclusion

The college meets the Standard and ER 11, 13, 19, 20, and 21.

STANDARD II
STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

Standard II.A: Instructional Programs

General Observations
Fullerton College's instructional programs are offered in fields of study that align with the college's mission, are appropriate to higher education, and lead to student achievement of Student Learning Outcomes (SLOs), degrees, certificates, employment, career advancement, and transfer. The college has clear transfer-of-credit policies and articulation agreements certifying that the learning outcomes for transferred courses are comparable to its own courses and appropriate to its mission. The college ensures that graduates completing technical certificates and degrees demonstrate professional competencies that meet employment standards and prepare them for external licensure or certification. The college's pre-collegiate level curriculum provides students with the necessary knowledge, skills, and support to successfully complete college-level curriculum.

The college ensures equity in success for all students by meeting the changing needs of its diverse student populations and utilizing effective delivery modes, teaching methodologies and support services. Faculty ensure the content and methods of instruction meet academic and professional standards of the institution through on-going evaluation and enhancement of courses, programs, and related services to assure currency, continuous quality improvement, and promote student success.

The college supports a comprehensive approach to the development of SLOs. From the course, to the program, to the institutional, student learning outcomes are established. Assessment of course and program level SLOs occur on a cyclical basis. This was not observed for institutional level SLOs. Assessment results serve as the impetus for educational improvement. SLOs are mapped so that they are in accord from course, to program, to institutional level. Guidelines for writing course and program outcomes are readily available on CurricUNET, which is designed to lead the developer through the process of development and assessment of SLOs. The mandate reflected by Fullerton College's Institutional Student learning outcomes include communication, critical thinking and information competency, global awareness, personal responsibility, and professional development.

The curriculum process insures that courses and programs are reviewed every six years. As program requirements change, students may retain catalog rights or petition to graduate with different requirements when a course in a program has been discontinued. Courses or programs may be identified for discontinuance when they no longer meet the requirements of the transfer institution or employment needs.

The college demonstrates quality of instruction by following practices common to American higher education and endeavors to meet the standard of evaluating and improving the quality and currency of all instructional programs offered by the institution.

Findings and Evidence

According to the Fullerton College Catalog and website, the college offers 93 Associate Programs and 147 Vocational Certificates. These approved degrees and certificates align with the mission of providing flexible pathways for educational and career growth. These instructional programs, regardless of means of delivery, are appropriate to higher education and culminate in student's achievement of learning outcomes. (Standards II.A.1, ER 9, ER 11)

The published college catalog and schedule of classes contains the mission statement for the college. A newly adopted and governing board approved mission statement was a result of the work by a college Mission Statement workgroup that reviewed and incorporated input that was collected during their Fall 2016 Convocation. According to the Integrated Planning Manual the mission statement is reviewed in February in the President's Advisory Council in consultation with constituency groups. Instructional programs continue to align with the new college mission. (Standard II.A.1)

Through several processes—curriculum development, six-year cycle of review, assessment of student learning outcomes, and the integrated planning model—all instructional programs are systematically reviewed for appropriate rigor, improvement, and alignment with the college's mission. Specifically SLOs are present in all course outlines and on all syllabi and are used to measure students' mastery of core concepts. SLOs and Program Student Learning Outcomes (PSLOs) have been mapped to Institutional Student Learning Outcomes (ISLOs). This mapping process ensures alignment with the college's mission and strategic goals. All courses undergo regular review by the faculty lead Curriculum Committee, whose analysis is documented on http://www.curricunet.com/fullerton/. It is during this process that all SLO language is approved. Similarly, all programs go through regular review to ensure currency and appropriateness. (Standards II.A.2, II.A.3)

The college utilizes a cyclical program review process to ensure that students are progressing through and achieving their goals for degree or certificate completion, transfer preparation, workface training and career advancement. The program review process is the medium by which the college analyzes its programs, makes recommendations and plans for improvement, and initiates resource requests. Faculty and staff assess and evaluate course, program, and service learning outcomes using a variety of data, retention rates, achievements of students leaning outcomes, program outcomes, service outcomes, and number of degrees or certificates awarded. (Standards II.A.1, II.A.2, ER 11)

Other data consists of student and program achievement data, aggregated and disaggregated, such as course success rates, the number of degrees and certificates awarded, retention rates, program review results regarding courses, programs and service areas, including distance education, are utilized to inform higher level planning. Results drive planning and budget by providing the evidence and justification for resource allocation for equipment and supplies, and the hiring of faculty and support staff. (Standards II.A.1, II.A.2)

The college has a high percentage of courses and programs with defined SLOs as well as courses and programs with ongoing assessments. Course outlines are approved by the Curriculum

Committee and the outlines include student learning outcomes. The college recognizes that further work needs to be done to improve the quality of assessment and the outcomes for students. The team reviewed and verified that course syllabi include the appropriate learning outcomes from the approved course outline. The college incorporates the use of outcomes assessment data in its program review process, which occurs on a three-year cycle. (Standard II.A.3)

The college offers developmental programs in English, English as a second Language, reading, and mathematics. Faculty are responsible for aligning developmental curriculum with college level courses, and for evaluating and measuring students' basic skills as they progress through transfer pathways. Transfer-level classes have course numbers of 100 and higher to delineate them from the developmental level classes numbered below 100. (Standard II.A.4)

The college adheres to a standard two-year timeframe for degree and certificate completion. Newly proposed programs and certificates are accompanied by information that outlines a student's progression over a two-year period. Degrees and programs offered by the college comply with standards of American higher education and degree programs are a minimum of 60 semester units. (Standards II.A.5, II.A.6, ER 9)

Faculty utilize a variety of teaching methodologies to meet diverse student learning styles and are responsible for determining which teaching methodologies are best for the students they serve. To improve instruction and success for all students, faculty engaged in ongoing discussion and analysis of the relationship between teaching and methodologies and student success. This dialog takes place in numerous formats and venues. (Standards II.A.2; II.A.7)

The online education offerings at Fullerton College are a result of two related commitments: student access and quality instruction. Department faculty at Fullerton College identify courses for online sections as a way to better serve the current and existing population of students based on observed needs and interest as well as appropriateness of the course curriculum. This approach has allowed departments to offer distance education courses to address students demand and interest. The college does not have in place comprehensive and cohesive strategies for ensuring that online education classes are comparable in quality to traditional face-to-face sections. Combined with evidence that students in online sections of courses have lower retention and success rates than students in traditional, face-to-face courses, the college determined that online education at Fullerton College warranted the closer attention and opportunity for focused planning that the QFE provides. Upon detailed review of over 30 randomly selected online courses, inconsistencies regarding activities and opportunities for regular and effective instructor and student contact were observed. There were a number of examples where regular and effective interaction between instructor and students was limited and often consisted of only assignment distribution and collection. There was no structured process in place to monitor and confirm the level of faculty to student and student to student interaction in the online courses met the requirements provided to the Curriculum Committee. (Standard II.A.2, II.A.7)

Department-wide exams and credit-by-exam policies are clearly stated in the college catalog and in compliance with BP 4235. Students who satisfactory pass authorized examinations earn college credit as appropriate. One way the college validates the appropriateness of exams is by relying on the expertise of discipline faculty to assess student's prior level of learning. This process is used to award credit for prior experience or prior learning at the individual course level for which examinations are conducted. The student's academic record is annotated to reflect that credit was earned by examination. (Standard II.A.8)

The college awards course credit, degrees and certificates based on student attainment of learning outcomes. Every course, degree and certificate includes appropriate Student Learning Outcomes (SLOs). SLOs are integral parts of all Course Outlines of Record (CORs) and are integrated into all key aspects of course and curriculum design: course objectives, course content, methods of instruction and grading. As part of the curriculum approval process, the college's Curriculum Committee reviews and analyzes the SLOs and evaluates their relevance and effectiveness. Course credit is awarded if a student passes the class with a grade of "D" or better. All course assessments (quizzes, exams, essays, and lab practicums) are designed to reflect the SLOs. The types of assignments and methods of evaluation are part of the COR and are reviewed by the Curriculum Committee during the course approval process as well. Degrees and certificates are awarded to students who successfully complete all required and elective courses specified on the degree or certificate template, which includes demonstrated attainment of course SLOs through the process described above. The college's Cosmetology Program is offered and consistent with credit-to-clock hour conversion, as stipulated by Title IV. (Standard II.A.9)

The college catalog clearly explains the specific policies for evaluating credits earned at other institutions. When students submit transcripts to the college, all courses are evaluated for transferability by evaluators in Admissions and Records, and the institution where the courses were taken is evaluated for accredited status. The Catalog clearly defines advanced placement policies for students and counselors to review. The college catalog also provides information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) and the Course Identification Number System (C-ID) websites. ASSIST defines transfer and articulation information for public higher education institutions in California. C-ID is a statewide database that aligns comparable courses at different community colleges. Fullerton College's Articulation Officer submits courses to the State Chancellor's office in order to qualify courses for C-ID descriptor approval, in order to ensure that the institution's courses are equivalent and comparable to CSU courses, so that students may transfer in an equitable way without penalty. (Standard II.A.10)

All programs at Fullerton College consist of required and elective courses for a major as well as a sequence of general education courses. All of these courses, and thus all programs, include SLOs that are appropriate to the major and/or course of study. Additionally, all programs include Program Level Student Learning Outcomes that are again appropriate to the major and/or course of study. All SLOs are mapped to ISLOs and outcomes that apply to all General Education (GE) patterns. Course inclusion in GE, and the philosophy behind the decision, is determined by the Curriculum Committee and documented clearly in the college catalog. Local GE pattern, CSU-GE and IGETC ensures that proper breadth, depth, rigor, sequencing, time to completion and

synthesis of learning for all programs are effective. Additionally, all AA/AS degree programs contain a specific area of inquiry and a multicultural requirement that promotes an appreciation of diverse perspectives. The college's Student Learning Outcome Assessment (SLOA) process allows it to monitor and improve how well students achieve the intended outcomes. (Standards II.A.11, II.A.12, II.A.13, ER 12)

Fullerton College offers a wide array of career-technical degrees and certificates (42 in number) to meet student learning and job skill demands; aligned with community industry needs. To ensure graduates of these programs have appropriate knowledge and skills, the college hosts regularly scheduled technical/vocational advisory committee meetings to align curriculum with industry standards for students to successfully enter and thrive in the workforce and acquire external certification and licensure where appropriate. These committees meet either annually or semiannually depending on the discipline. Industry and business professionals provide review and input pertaining to curriculum design, capital outlay, staffing, and program direction. Recommendations offered by advisory committees are also used to support departmental strategic action plans cited in their respective program reviews. Cosmetology is the only current program requiring licensing examinations. Most recent licensing pass percentage was 84% on written and 97% on practical exam; well above institution-set standard of 80%. (Standard II.A.14)

The Institution's program elimination policy is clearly defined by the North Orange County Community College District Board Policy 4021 and Administrative Procedure 4021. The BP/AP safeguards students in the circumstance when a program or certificate is eliminated; so that students will be accommodated to a reasonable extent to complete the program in a timely manner. All students are granted "catalog rights," which are established and maintain with continued enrollment when a student first takes classes at the college. These rights protect students and ensure they will be able to complete their academic programs in a timely manner with minimum disruption. (Standard II.A.15)

The college has a program review process that is faculty driven. The process ensures that all instructional programs regardless of their focus or modality are relevant and promote students success through achievement of clearly defined student outcomes. Program review is tied to instruction, instructional support service, student services, and administrative services. Program review also drives institutional planning that leads to the fulfillment of the college's mission. (Standard II.A.16)

Conclusion

The college does not meet this Standard. The college meets ER 9, ER, 10, ER 11 and ER 12.

Recommendations:

See College Recommendation 1 (Compliance)

College Recommendation 2 (Compliance): In order to meet the standard, the team recommends that the college develop methods to ensure and evaluate that faculty teaching distance education meet generally accepted academic and professional standards and expectations for distance education instruction related to (1) regular and effective contact between instructors and students and (2) professional development. (Standards II.A.2, II.A.7).

Standard II.B: Library and Learning Support Services

General Observations

Fullerton College wholeheartedly embraces its responsibility to support student learning and achievement through the on-going development, implementation, improvement, and expansion of library and learning support resources and services. The college placed all learning support resources under the Library and Learning Resources and Instructional Support Programs and Services (LLRISPS) Division.

The ISER provided ample evidence of the college's ability to offer high quality library and learning support services to students. It seems clear that the Library and Learning Resources and Instructional Support Programs and Services (LLRISPS) Division takes pride in their efforts with students as representatives from Fullerton's entire LLRISPS Division answered questions thoroughly and knowledgeably about their robust in-person and virtual assistance. The institution has a deep commitment to providing responsive library and learning support services to students regardless of location and mode of delivery. The college engages in a number of exemplary practices. For instance, the library actively solicits faculty input for library resources to support instructional programs and student learning. The library also exhibits intentional outreach to students and incorporating their voice as it develops its service delivery model. Student-influenced changes include enhanced training for student employees for improved peer-to-peer customer service at the circulation counter, which LLRISPS personnel recognize as a significant "first point of contact for students using the library." Additional improvements included accepting credit card payments, making phone chargers available for check-out, as well as the sale of school supplies - all in one convenient location.

The Academic Support Center's (ASC) partnerships with colleagues, programs, and departments across the college helps them integrate resources to effectively and innovatively support the success of Fullerton College students. Not only is the ASC creative and flexible in the use of its comfortable and utilitarian space, but it leverages the use of a variety of individuals to serve as inspirational support for students ranging from faculty, coaches, peer tutors and supplemental instruction leaders.

All personnel in this division conduct continuous assessments on students' learning support needs while evaluating their resources and services effect on learning achievement. Division personnel are also attentive to trends in learning resource and support usage. Evidence of the college's commitment to continuous quality improvement in library and learning support services is clearly shown in their deliberate efforts to regularly adapt and innovate to meet the needs of their students. When data shows that changes are in order, LLRISPS personnel use data as well as guidance from BP 4040 to make necessary and timely changes. Additionally, Division personnel pay special attention to the needs of distance education students and evening/weekend students by developing web-based strategies for tutoring, research assistance, and intrusive support notifications in addition to increasing access to library and learning support resources through extending both evening and Saturday service hours.

Most all LLRISPS units are housed within the striking Library building that the team learned was redesigned so that its aesthetic complemented the historic nature of the remainder of the campus. Students have easy access to each of the services and are accustomed to the LLRISPS personnel making referrals and introductions to new services and resources in support of their learning. Division personnel encourage students with disabilities to choose whether they prefer to receive learning supports at the Disability Support Services office or within other parts of the Library building where accommodations are made.

Findings and Evidence

The college supports student learning and achievement by providing library and learning support services to students and to personnel responsible for student learning and support regardless of location and modality. The college has a library and an Academic Support Center with computers, printers, and software. The Associated Student and Ambassador leaders cited the Library as one of their favorite places on campus because of their extensive weekday and weekend hours. Students taking courses may request books through an interlibrary loan process or they may checkout books from the CSU Fullerton Library through a reciprocal borrowing agreement. (Standard II.B.1)

The institution is deeply committed to providing high-touch and high-impact learning support resources and services to their students and personnel responsible for student learning through its organization of the Library and Learning Resources and Instructional Support Programs (LLRISPS) Division. The division is well organized to enhance student learning and achievement, library, tutoring, supplemental instruction, disability support services, skills center services, and services for disproportionately impacted populations including veterans, student athletes, underrepresented minorities, developmental English and math students, first year students, ESL, Board of Governors (BOG) eligible, Extended Opportunity Program and Services (EOPS), and minority male students. LLRISPS initiatives have also accounted for distance education and students seeking support outside of normal campus operating hours through its increasing use of Internet based library databases, tutoring through chat or SmartThinking, video tutorials, and slideshow orientations. To produce more video tutorials for students, a "one-button" media room is currently under construction in the Library. (Standard II.B.1, ER 17)

The college employs the expertise of the faculty, librarians, and other learning support professionals to select materials and equipment to support student learning. Collaborative decision-making in the management of these resources is clearly evident. The college makes decisions to select and maintain learning support resources through ongoing needs assessment and satisfaction surveys of student and faculty users as well as the tracking of resource utilization. Librarians and learning support personnel uphold the District's procedure (AP 4040) on selecting and maintaining learning support equipment and materials that "effectively support instruction" and through processes which "place(s) principle over personal opinion." (Standard II.B.2)

LLRISPS personnel proactively and continuously evaluate how well they meet student needs and improve learning outcomes through a variety of assessment methods. For example, Division

personnel contribute to increased student achievement by asking instructors to identify which learning supports they would like their students to use for their courses. With this information, the Academic Support Program builds a customized learning support plan for instructional courses each semester. Collaborating with instructional faculty in this manner not only increases student achievement, it also improves planning for resources and services. Tracking of resource usage, frequency of visits, and comparative studies between resource users and non-users inform division personnel of their strategies' impact on student learning outcomes. At an institutional level, each LLRISPS unit participates in the college's program review process for non-instructional programs. Since 2011–12, an increasing number of LLRISPS units have earned "commended" status beginning with Basic Skills and as of the 2015-16 cycle, Disability Support Services, Math Lab, and Supplemental Instruction (SI) were recognized. (Standard II.B.3)

The college has expanded its library resources through subscriptions to the Community College Library Consortium, the Online Computer Library Center as well as by participating in the Cal West Consortium and Interlibrary Loan programs. These formalized relationships have greatly expanded the research capacity of Fullerton College stakeholders as well as for community users including students at Fullerton High Schools and residents of surrounding cities. Subscriptions to SmartThinking and participating with the District's Information Services has not only expanded the college's ability to offer tutoring services to distance education and evening/weekend students, but also has elevated the campus and local communities ability to engage in high quality research efforts. (Standard II.B.4, ER 17)

Conclusion

The college meets the Standard and ER 17.

Commendations:

College Commendation 1: The college is commended for the Library, Learning Resources, and Instructional Support Programs and Services Division (LLRISPS), specifically their Academic Support Center programs, which demonstrate robust and innovative partnerships throughout the College coupled with best practices to support student access and success. (Standard II.B.1)

College Commendation 4: The college is commended for their Student Services Division's high-touch and high tech approach by leveraging technology to enhance in-person and virtual service delivery. Examples include Zoom Videoconferencing pilot, use of a mobile robot to provide remote access to the classroom, use of kiosks and the use of other tools to reduce lines and speed up processing. (Standard II.B.1; II.C.3)

Standard IIC Student Services

General Observations

Fullerton College provided evidence that student support, as a means for assisting students to achieve success, is amongst the highest institutional priorities. Several strategies for assessing the effectiveness of the robust student support services offered at this college were presented; ranging from the program review process, student surveys and focus group outcomes, among others. Each of the services and programs utilized the data provided to make necessary improvements that suggest they are very responsive to the needs of their students. As the college continues to offer increased numbers of online courses and recognizes that their evening and weekend students also have a need to access services in alternative means outside of traditional campus business hours (with many offices offering evening and Saturday hours), it is clear that nearly all of the student support services units are available allowing students to perform many critical functions or obtain important information online. Throughout each section of the college's ISER, the college provides sufficient evidence that it meets this standard.

Findings and Evidence

It is clear that the college uses an evaluative approach to ensuring that they offer student support services that meets the needs of their students and is aligned with the mission. As noted previously, the use of student surveys and focus groups assist the institution in making improvements utilizing the feedback from the primary user of its services – the student. The team verified that all support services at Fullerton College have undergone at least one cycle of program review. Further, most all of the units offer some form of online service delivery with strong examples of robust efforts to make it convenient for students to obtain service and support 24/7 in a virtual environment. (Standard II.C.1)

Two examples of evaluation outcomes include: (1) the Counseling Centers extension beyond "email" counseling to the pilot use of Zoom videoconferencing application to offer real-time online counseling services through the student's My Gateway account and (2) the Financial Aid Office has made it possible for students to complete forms online, upload supporting documentation, and e-sign their submissions, thus reducing the number of in-person visits. Despite the enhanced e-services available, both areas still have counselors' onsite to support students who would like to meet with someone in-person for assistance. (Standard II.C.1)

In observation, it was also clear that the college pays special attention in the training of all counselors, both adjunct and contract, in all departments, with an intense multi-day training plan. The Assessment Center, Career and Life Planning Center, the Cadena Cultural and Transfer Center and the Transfer Achievement Program have each developed signature elements to their offerings based on student feedback that has elevated their ability to impact student success such as the type of programs offered, the format or frequency of the services, as well as how information about the availability of the program's services is conveyed to students. The effective use of their websites, as well as social media, are important tools used by each unit. (Standard II.C.1)

The institution has provided ample documentation regarding the ways in which Student Services Programs participate in the regular assessment of student learning outcomes through the college's program review process, among others. Examples of assessment reports featured in the ISER included Admissions and Records, the Counseling Center, the Career and Life Planning Center, EOPS, DSS, the Financial Aid Office, Health Services, the International Student Center, the Puente Project, the Office of Student Activities, the Transfer Achievement Program and the Veterans Resource Center. The team recommends college make available disaggregated data to assist programs to identify gaps, through the program review process. (Standard II.C.2)

The Institution notes that "the most recent program review cycle for student support services occurred during the 2015-16 academic year." At that time, programs and services assessed service area outcomes and described improvements that were made to services for students as well as student learning. Many excellent examples were shared from the units noted above, especially the Career and Life Planning Center's development of the new "Uncertain About your Major" Workshop for the 47% of students who did not identify a career goal; the student focus group outcome that identified how critical campus resources are such as Math Lab, Writing Center, Tutoring Center and Supplemental Instruction are; the CalWORKs Program's collaboration with Orange County regional services to reduce barriers for students by standardizing their request forms; as well as the Financial Aid Office instituting multiple changes that have resulted in the reduction of their processing time from more than 6-weeks down to 2-weeks. (Standard II.C.2)

Fullerton College assures equitable access to its students that are appropriate, comprehensive and reliable regardless of service location or delivery method. In fact, Fullerton seems committed to ensuring that there is broad availability of and accessibility to its services by offering them throughout the day, some evenings and weekends as well as extensive web-based and online options. Most programs offer their services at least one evening until 6:30 – 7 PM, many offer one or more Saturday options for students to obtain assistance and all programs offer varying degrees of virtual presence from basic informational sites with access, to forms, online chat features to real-time videoconferencing applications. Again, the Counseling Center's phase two pilot use of Zoom videoconferencing offers the most compelling virtual service delivery model. (Standard II.C.3)

The college provides co-curricular programs and athletic programs that align with the institution's mission and contribute to the social and cultural aspect of the student experience. Although there are a number of social and cultural co-curricular opportunities offered by the institution and outlined in other sections of this Standard, the college focused on the efforts of the Office of Student Activities through its work with the Associated Students of Fullerton College and the Inter-Club Council (ICC). This represents just one aspect of how the college sponsors a range of student engagement activities outside of the traditional classroom learning experience. FC's nearly 24,000 students are represented by the executive officers and Senators of the Associated Students. Various leadership opportunities offered to the students ranging from serving in leadership roles to attending conferences as official representatives of the college both complement and enrich the overall educational experience for Fullerton students. Further, FC has

approximately fifty student clubs and organizations in which students can participate that are represented by the ICC. The ICC partners with a number of campus departments and co-sponsors a number of programs including providing food to the campus food bank. Additionally, various Fullerton College units collaborate to host a variety of diversity events that are funded utilizing the Student Equity budget. (Standard II.C.4)

There is an educational focus to the college's Intercollegiate Athletics program, which is overseen by an athletics director and affiliated with an academic division, Physical Education. Student athletes are required to take 12 units in order to be eligible completing 24 units with a 2.0 GPA in order to compete for a second year. To support their academic success, there are multiple interventions in place including a full-time athletics counselor who can assist in helping the students complete and follow their Student Educational Program Plan. Further, the Incite Program "enables student athletes to utilize the academic resources" in various areas of the college; requires student athletes to submit academic progress report as well as participate in study hall, where students gather and offer support to one another in pursuing their academic and athletic goals. (Standard II.C.4)

BP/AP 5110, "requires the provision of counseling services and indicate the range of academic, career, and personal counseling that students should have available to them." Counselors utilize a number of strategies to deliver in-person and online "counseling and academic advising programs to support student development and success." In fact, counseling is in the third phase of its pilot of the use of Zoom videoconferencing that allows a select number of students to meet with a counselor virtually to develop educational plans and explore other counseling topics. Other online tools include Degree Works, a degree audit program, that allows students and their counselor/advisor to access and monitor their educational plan at anytime from anywhere. Further, there are several completion oriented programs that are designed to support the success of special student populations to reach their goals in a timely and effective manner including the Puente Project, the Umoja Program, the Transfer Achievement Program, the Honors Program, and the STEM 2 Learning Success Community. "These programs combine a structured curriculum, academic advisement, and student support services components to prepare students to be successful and transfer to a four-year institution." The team recognizes that these efforts provide a strong foundation for supporting and improving student achievement and success. (Standard II.C.5)

The college provides professional development opportunities to full-time and adjunct counselors as well as other personnel to ensure that they are prepared to implement the comprehensive support services available to students. These opportunities include both off-campus conferences, forums and symposiums as well as on-campus in-services, seminars, workshops, department meetings to share information among many others in order to maintain and advance their knowledge and skills related to best and promising practices. (Standard II.C.5)

The college adheres to admissions policies that are both consistent with its mission and ensures that students receive advising related to their completion goals. Counseling supports the college's outreach efforts while concurrently educating prospective students about the educational opportunities to pursue their goals. Once admitted to the college, all students receive

counseling and advising in a variety of formats that provide clear pathways to achieving completion goals. A number of strategies are employed to engage students, including the use of short videos and social media platforms. As just one example, the Transfer Center developed a Welcome YouTube video, monthly calendars and newsletters, as well as six-part series of seminars to guide students through the transfer process. (Standard II.C.6)

The college regularly engages in evaluation of its assessment placement instruments. Each placement tool is assessed on a five-year validation study cycle which is conducted by the Office of Institutional Research and Planning. (Standard II.C.7)

Since 1989, the college utilizes "the Ellucian Banner student information system to collect, store and process permanent student record information." Further, in compliance with the Family Educational Rights and Privacy Act (FERPA), BP/AP 5040 describes the standards for access to student records, as well as how those records will be stored and maintained. In addition to the District's use of Banner to store electronic student data, the District also uses "Onbase" document imaging software to convert and store print records. The ISER outlines the institution's adherence with the practice of obtaining student authorization prior to the release of student records. Finally, the district is currently developing a business continuity plan to safeguard encrypted student records offsite. The college is currently in the process of securing the Maxient system for student conduct; however there was evidence provided on site which indicates that they have been storing information in paper form. (Standard II.C.8)

Conclusions

The college meets the Standard and ER15 and ER16.

Commendations:

College Commendation 3: The college is commended on the innovative development and implementation of the Cadena Cultural and Transfer Center, a fusion of both transfer and equity minded practices that promote completion and transfer of Fullerton College students. (Standard II.C.3)

Recommendations:

College Recommendation 5 (Improvement): In order to increase effectiveness, the team recommends that the student support areas use disaggregated assessment data to continuously improve student support programs and services. (Standard II.C.2).

STANDARD III
RESOURCES

Standard III.A: Human Resources

General Observations

Fullerton College has a well-defined process for the selection of faculty, management, and classified positions. The District's office of Human Resources provides comprehensive Equal Employment Opportunity (EEO) training for all members of hiring committees. They track demographics throughout the application process and prepare an annual report disaggregating the data for diversity in the Recruitment Analysis Monitoring Report. Job descriptions are designed by faculty, staff and administrators at Fullerton College with job-related criteria to support the needs of the departments, division and programs. The hiring practices include several steps including paper screening, first-level interviews, second-level interviews, and final interviews (when deemed necessary). The hiring committees include appropriate representation from various constituent groups and an Equal Employment Opportunity representative to ensure consistent hiring practices. The applicant's potential contribution to the institutional mission and goals, as well as their ability to perform the requisite duties, is examined in the process. The college employs an adequate number of qualified personnel to support programs and services. The college has various methods for providing professional development opportunities to all classifications of employees. They have documented policies and procedures for all aspects of Human Resources management which includes an institutional Code of Ethics policy. Employee evaluation due dates are tracked by Human Resources and notices are sent out to the immediate supervisors when evaluations are due.

Findings and Evidence

Fullerton College has clear policies and procedures for hiring faculty, classified/confidential, and management employees as is evidenced by Board Policy and Administrative Procedure 7120. All the Board Policies and Administrative Procedures are accessible to the public via the website. All job openings are posted on the website with links to the appropriate applications and job descriptions. Job descriptions clearly indicate the position duties, responsibilities, minimum qualifications, special conditions (if any) and desirable qualifications (if any). For full-time faculty, qualifications and hiring processes include knowledge of the discipline and the requisite skills to perform the position adequately. The college and the District adhere to hiring regulations, procedures and protocols in order to ensure they meet the needs of a diverse student body, and provide exemplary support in student learning programs, services, success and improve institutional effectiveness. The college's employment practices are overseen by the District's Office of Human resources. These policies and procedures are periodically reviewed to ensure that college and District are operating in the most effective manner with regards to compliance with state and federal laws. (Standard III.A.1)

Hiring processes ensure that faculty possess the appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and candidates'potential to contribute to the mission and goals of Fullerton College and North

Orange Community College District (NOCCCD). Faculty job descriptions are directly related to institutional mission and goals. (Standard III.A.2, ER 14)

 Administrators and other college personnel responsible for educational programs and services undergo the same recruitment, screening, and overall scrutiny for appropriate qualifications and experience as faculty. All successful candidates must submit official transcription to the Office of Human Resources upon hiring. (Standard III.A.3)

The college collaborates with the District Office of Human Resource on its verification of academic degrees from U.S. and international universities. The District office relies upon the National Association of Credentials Evaluation Service and its own equivalency committee to determine institutional, program, and course equivalencies that comprise an applicant's minimum qualifications. (III.A.4)

Fullerton College and NOCCCD work together to recruit and hire academic and classified personnel. The college identifies desirable qualifications for each position, develops interview questions, evaluates criteria and screens application for minimum qualifications. The District's Office of Human Resources forecasts employment needs and has sufficient numbers to meet institutional mission and purposes. (Standards III.A.1, III.A.2, ER 8, ER 14)

When hiring administrators or classified personnel, Fullerton College undertakes a process only slightly different from that of the faculty. Once the mission related needs are defined, a screening committee who possess an intimate knowledge of the department's needs is formed. The screening committee establishes the qualifications and duties needed and conducts the first screening of the application materials. After they select finalists, the screening committee routes all finalists' materials to Human Resources which validates all application materials. After this, finalists are forwarded to the president for final selection. Only upon final approval by the Board does the new administrator or classified personnel commence employment. (Standard III.A.3, ER 8)

Performance evaluations of college personnel are considered essential and important components of on-going professional development. Assessments of all professionals' performance of assigned responsibilities, maintenance of expertise, participation in institutional service, and commitment to professional growth ensures the institution's commitment to student achievement and academic quality. Fullerton College's full and part time personnel closely follow applicable bargaining agreement provisions and District administrative procedures to conduct prescribed evaluation processes for each professional. When college personnel earn a "Needs Improvement" rating, recommendations on how the staff member should improve are required. District Human Resources has the ability to produce a spreadsheet documenting completed evaluations. (Standard III.A.5)

Within the evaluation process, faculty as part of professional responsibilities and obligations, have an accountability to participate in program and curriculum development and evaluation of Student Learning Outcomes (SLOs). In addition, all faculty syllabi are checked each semester to ensure SLOs are included. Tenured, tenure-track and adjunct faculty evaluation procedure permits the dean to discuss the student responses and focus on whether material, lectures and

examinations are related to the objectives and subject matter of the courses. Full-time faculty are also evaluated as to their participation in department and division activities where SLOs are formulated. Fullerton's academic administrators include goals and objectives related to their positions as part of their evaluation which support faculty in the development and assessment of SLOs. They are responsible for providing time for SLO discussions at division meetings and arranging relevant flex day activities. (Standard III.A.6)

Fullerton uses program review, institutional priority setting, and fiscal management processes to inform its faculty staffing plans. Commitment to uphold academic quality and student achievement is evident in Fullerton College's processes. The college has taken recommendations from their Faculty Allocation Committee and hired 44 new full-time faculty in 2015 and 53 in 2016 bringing their total full-time faculty 348. The District continually evaluates services, programs and departments to ensure sufficient staffing. (Standard III.A.7, ER 14)

The institution ensures the professional development needs of its part time and adjunct faculty by incorporating them into the operations of the college. It offers orientations for employment benefits, expectations, along with tips for the full-time hiring processes. Also included is a two-day workshop on student centered teaching techniques. Adjunct faculty are encourage to participate in any professional learning opportunities offered by the college, they are compensated for their service on Academic Senate, District Consultation Council, Technology Coordinating Council, and Council on Budget and Facilities. The college offers a welcoming atmosphere and offers opportunities for participation and integration to the campus life. (Standard III.A.8)

The institution meets its operational staffing needs through annually reviewing departments' program review data and evaluations. Each unit completes a comprehensive program review to identify department/program staff insufficiency to support effective educational, technical, physical and administrative operations of the college and makes requests for additional resources as needed. (Standard III.A.9, ER 8)

The institution has developed Board Policy and Administrative Procedures which govern the processes to determine the appropriate number, qualifications, and organization of administrators. The college maintains a sufficient quantity of qualified administrators who ensure effective leadership in support of its mission. The Chancellor works with the college president to review institutional plans, derived from its program review assessments, and makes employment recommendations to the Board. Overall, staff and administrative personnel have increased 6% in number since Fullerton College's 2011 visit. (Standard III.A.10, ER 8)

The college complies with District personnel policies and procedures which are published through its website. Maintenance of such policies and procedures is managed by the Chancellor's staff who participate in District governance structures. The institution also ensures that it administers its personnel policies and procedures consistently and equitably through a set of Board Policies (BP) and Administrative Procedures (AP). The BPs/APs cover Nondiscrimination (3140), Prohibition of Harassment (3430) and Discrimination and Harassment Procedures (3435). Policies and procedures comply with EEO and other fair treatment policies. The District Consultation Council is a governance group that meets monthly and makes

recommendations to the Chancellor on a variety of topics. The college provides on-going education and training to employee ensuring fair and equitable treatment, FRISK and Title IX compliance training. (Standard III.A.11)

The institution's policies and practices promote an understanding of equity and diversity. The college emphasizes the importance of supporting diversity in its mission statement and in Board Policies and Administrative Procedures. The institution's commitment to ensuring a diverse and equitable employment while upholding its mission is demonstrated by its adherence to the District's EEO Plan (2016 - 2019.) The Office of Human Resources also participates in Job Fairs to promote work opportunities to the college's local communities. The District is committed to building a highly qualified and diverse applicant pools by continuing to review recruitment efforts to determine measures to attract a diverse pool for each discipline and position. The Office of Diversity provides ongoing training and programs to support the District's diverse personnel. The District has provided "Hire Me" trainings for prospective faculty and classified staff applicants. They plan to develop mentorship programs, skill building, and other career pathways in the future. The Director of Diversity and Compliance conducts ongoing trainings with staff on EEO, diversity, inclusivity, cultural competence and elimination of bias. The college conducts campus climate surveys, exit surveys and a collection of employee demographic data to ensure the District to ensure the college emphasizes the importance of supporting diversity. The District, through these processes, creates inclusive hiring practices for all employee positions and is to be commended for its strong focus on diversity and equity aligning hiring with its institutional mission and goals. (Standard III.A.12)

NOCCCD has a commitment to ethical behavior throughout the District, with their mission, vision and values covering core values of respect and inclusiveness. NOCCCD has adopted both BP and AP on Institutional Code of Ethics, which address conflict of interest, gratuities, maintenance of records, confidentiality and employment practices (Standard III.A.13)

To promote honesty, responsibility, and academic integrity, the institution draws from NOCCCD policies. BP 5500 explicitly addresses standards of student conduct including numerous prohibited actions and behaviors. To address ethical behavior expected of all personnel, BP 3050 defines prohibited actions and behaviors pertaining to "conduct(ing) its business with honesty, integrity, professionalism, and quality." BP 3050 outlines practices that mitigate conflicts of interests, breaches of confidentiality, and misuse of District resources. NOCCCD policy (BP 3003) was noted to address "Code of Ethics for Faculty." (Standard III.A.13)

The college is committed to supporting professional learning needs for all constituent groups. The Staff Development Committee determines staff development policies and priorities based on communication with all constituent groups. The college offers a range of staff development components to ensure that the staff continues to grow in support of the college's mission. The District has implemented a Leadership Academy which is comprised of classified, faculty and administrators to enhance career mobility. The Staff Development Committee has piloted a format for the first Flex day which involved a campus wide workshop on Title IX requirements. The college is committed to their adjunct faculty, encouraging and supporting professional development by providing funding for travel to conferences as well a two-day series of workshops in which they are compensated for participating, topics included classroom

management techniques, developing active and student-centered classrooms, and culturally responsive teaching. The classified professionals are eager to participate in staff development opportunities for growth and development. Comments by classified professionals during meetings with team members indicated that some classified professionals had difficulty scheduling time or obtaining supervisor approval to attend such opportunities. (Standard III.A.14)

The institution has provisions for keeping personnel records secure and confidential. Several Administrative Procedures deal with security and confidentiality of personnel records. AP 7230-5 and 7240-5, Personnel Files, ensures the college provides employees access to their records. The college safeguards security and confidentiality of personnel files by maintaining files in secured cabinets and limiting access to files to supervisors and administrators. A log is kept for the personnel files that have been reviewed and the reason for that review. (Standard III.A.15)

Conclusions

The college meets the Standard and ER 8 and 14.

Commendations:

District Commendation 2:

The team commends the District for the creation and recent implementation of an integrated Leadership Academy that provides innovative training for all constituent groups. (III.A.14)

District Commendation 3:

The team commends the District for creating human resource processes that create inclusive hiring practices for all employee positions. The District is to be commended for its strong focus on diversity and equity aligning hiring with its institutional mission and goals. (III.A.1)

Standard III.B: Physical Resources

General Observations

One of the primary objectives of the college is to ensure that facilities are constructed and maintained to guarantee access, safety, security, and a beneficial learning and working environment. The Director of Campus Safety and the Director of Facilities meet on a regular basis with the Vice President, Administrative Services (VPAS) to identify and address all types of safety concerns on campus including maintenance of equipment, the fire alarm system, any broken or substandard furnishings, and any issues that affect access. Identified needs that cannot be funded through existing budgets are brought to the Planning and Budget Steering Committee (PBSC) for consideration. All new building plans and renovations conform to state building code standards as determined by the California Department of State Architects (DSA). Licensed architects are hired to provide plans and specifications for new construction, which are then reviewed and approved by DSA. Following DSA approval, the projects are publicly bid and awarded. A DSA inspector ensures that buildings conform to required specifications.

The college's space utilization for instructional and non-instructional programs is considered throughout the facility planning process. The intentional and creative development of 'outdoor education zones' has transformed the entire campus into a unified and inspiring multifunctional learning environment for the entire college community. Fullerton College has a completed Educational Master Plan and Facilities Master Plan which were developed through a collaborative process and will serve as a road map as it precedes with completion of facilities projects for many years to come. Additionally, with the passage of the District's $574 million bond measure (Measure J), the college will receive an amount proportional to their District wide FTES for the purposes of technology upgrades, classroom upgrades, safety and accessibility improvements, and construction of new facilities. Both the Educational Master Plan and the Facilities Master Plan were updated once the passage of Measure J was confirmed.

Findings and Evidence

Fullerton College has strategies in place to assure safe and sufficient physical resources at all locations where it offers courses, programs and learning support services. The Vice President of Administrative Services, Director of Campus Safety, and the Director of Facilities assess the campus through direct observation and from input received from students, faculty, staff, District Risk Management, Facilities staff, and community members. Safety issues are rectified expeditiously. The campus reviews a written security assessment to increase safety and security across the entire campus. Initial steps taken by the campus include the installation of security cameras to view the Bursar's office area as well as the installation of bullet-resistant glass at the window counter. (Standard III.B.1)

The college prepares an annual Five-Year Construction Plan for submission to the California Community Colleges Chancellor's Office. This report outlines a program of major capital improvements (defined as $250,000 or more in cost) regardless of source of funds. The Five-Year Construction Plan is presented to the President's Advisory Council for review, comment,

and approval. As part of the District Plan, the Board also approves it. In November 2014, the voters of the District approved Measure J, the issuance of $574 million in general obligation bonds to be used to finance significant upgrades, enhancements, and expansion to facilities at Fullerton College, Cypress College, and the School of Continuing Education. Long-range capital planning is guided and informed by multiple sources: Educational Master Plan, Facilities Master Plan / Map, Integrated Planning Manual, and the Planning and Budget Steering Committee. The state-sponsored Facility Condition Assessment Report 3D/I is a document that provides supportive information for scheduled maintenance and renovation projects, as well as foundational information for bond issues. The report is on file with the California Community College Chancellor's Office. (Standard III.B.2)

Information about physical resources is fed from multiple sources (e.g. program review, outside agency inspections, internal and external surveys) into higher levels of aggregation performed by overarching committees, administration, and senates with each group adding additional sources of data (e.g. capacity/use, enrollment, FTES, longevity, number/type of repair issues associated with equipment/facility, access). The college documents identified physical needs and goals and includes data in the documents. The college needs are integrated with District wide goals and needs and incorporated into District wide planning in addition to college planning documents. A District Facilities plan includes the overall District plan and the discrete college facility plans. (Standard III.B.2)

Fullerton College regularly evaluates and plans for its facilities and equipment needs, taking utilization and other relevant data into account to assure the feasibility and effectiveness of physical resources in supporting institutional programs and services. Facilities and equipment needs are identified and requested through the annual Program Review processes as well as through maintenance inspections and maintenance assessments. Additionally, the college also evaluates, plans, and makes decisions regarding the replacement of equipment based on factors such as useful life, energy efficiency, and projected repair costs. (Standard III.B.3)

Fullerton College conducts long-range capital planning in a manner that is integrated with and supports institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment. Long-range capital planning is guided and informed by multiple sources: Educational Master Plan (EMP), Facilities Master Plan (FMP), Integrated Planning Manual, and the Planning and Budget Steering Committee (PBSC). The college's long-range capital plans support its strategic vision and reflect the total cost of ownership of facilities and equipment. The Five-Year Construction Plan (FYCP) and all capital project proposals are based on the FMP and the priorities established by the strategic vision. The Five-Year Construction Plan is presented to the President's Advisory Council for review, comment, and endorsement. The construction plan is then approved by the president and, as part of the larger District plan, approved by the Board and submitted to the California Community Colleges Chancellor's Office. (Standard III.B.4)

The current FMP was developed through campus forums where input was sought from students, staff and the community. The 2011 North Orange County Community College District Comprehensive Master Plan (CMP) serves as the college's long-term plan and projects its future

through 2020. The CMP is designed to be agile, useful, and elastic, resulting in a living document that continues to be explored and re-imagined as the demands and challenges of the years arise. Updates to the CMP are intended to address the evolving needs of the college and students served. The college has long-range capital plans in place that reflect projections of the total cost of ownership of new facilities and equipment and support institutional improvement goals. The college prepares Five Year Construction Plans annually that outline a program of major capital improvements (defined as $250,000 or more in cost) regardless of the source of funds. (Standard III.B.4)

Conclusion

The college meets the Standard.

Commendations:

College Commendation 6:

The college is commended for their high quality facilities, grounds, and historical preservation. The college community expresses understandable pride in the campus. The facilities and accompanying landscape have created an inviting atmosphere while being attentive to functionality and efficiency. The college buildings and grounds are well maintained, safe, and well equipped which contributes to a positive and enjoyable learning and teaching environment for students and employees. (Standard III.B.1)

Standard III.C: Technology Resources

General Observations

A vast arena of technologies including: Enterprise Resource Planning System (Banner); CurricUNET, Blackboard/Canvas Learning Management System (LMS), eLumen, TracDat, DegreeWorks, SPMS (enrollment management system, EMS (room scheduling system) and Endeavor (library system) are among the many platforms being used at Fullerton College to support the college mission and enhance the student experience and learning. Additionally, the college Academic Computer Technology (ACT) and the District Information Services (IS) professionals have the knowledge and expertise to maintain the hardware and upgrades; while committees for which the software was adopted provide user support. The college and District coordinate many functions related to technology, including MIS and IPEDS reporting. Technology adoption and changes are identified through a campus technology plan and Program Review process at the college. Policies and procedures are in place in the form of Board Policies and Administrative Procedures to guide the use of technology in teaching and learning processes.

The college enlists the assistance of the Staff Development committee to provide training on the technologies needed to work at the college/District and support instruction. The college recently revived the Distance Education Advisory Committee, which had a pivotal role in the college making the decision to adopt a new LMS, Canvas.

Findings and Evidence

Fullerton College employs technology support at two levels as part of their ACT group: (1) Instructional Technology Services (ITS) and (2) Systems Technology Services (STS). Combined there are 19 professional technicians supporting college operations and instruction. In 2008, the college updated its aging hardwired phone system to Voice over IP system to improve overall functioning. Computer equipment is replaced according to a 3-year replacement cycle. Technology replacement plans for both instructional and non-instructional technology are in place to ensure high quality and capacity are adequate to support the college mission, operations, programs, and services. (Standards III.C.1, III.C.2)

The college maintains a Technology Replacement Plan and a schedule for routine replacement of older hardware and software. The college gives careful and considerable deliberation to change of platforms as evidenced by the two year long process of adopting Canvas to replace Blackboard as the new LMS for distance education. The college is careful not to adopt frivolous "shiny nickel" new technologies being pedaled at conferences; and gives soulful consideration to how new technologies will impact student learning. (Standard III.C.2)

Program review is the starting place for requesting new technology for instructional programs; administrative review occurs annually. The Technology Replacement Plan is current and there are many opportunities for employee and department or program input to request technology to meet current and future needs. There is extensive collaboration with the District, yet the functions are delineated in a clear method, provided in the evidence for the standard and

confirmed with interviews. (Standard III.C.2)

Most notable is the District IS attention and foresight for maintenance of infrastructure in programmer staffing. In anticipating retirements, IS is hiring 4 programmers to train alongside current staff, who will retire over the next few years. This is a best practice and is to be commended (Standard III.C.2).

To ensure reliable access, safety and security of technology resources and information, the District has developed a Disaster Recovery/Business Continuity plan with off-site, encrypted backup disks. They are transitioning to a methodology which will include "hot site", which means they will not have down time in a disaster situation. Currently the backup would take 2-3 days. Additionally, ACT is responsible for daily monitoring of the network following approved BP/APs. The college houses an emergency backup generator for the purpose of protecting server data as well and to prevent unplanned power interruptions. (Standard III.C.3)

Again, the college and District have shared responsibility with regards to providing instruction and support for its constituent groups for the effective use of technology. The District conducts training related to security, Banner, and other shared technology software. The college, primarily through Staff Development, provides training and support for campus-based systems such as eLumen, LMS (Blackboard/Canvas) and TracDat. The college also makes available Lynda.com for online tutorial for general software learning for faculty and staff. (Standard III.C.4)

Policies and procedures are in place in the form of Board Policies and Administrative Procedures (BP/AP 3720 Computer and Electronic Communication Systems) to guide the use of technology in teaching and learning processes. (Standard III.C.5)

Conclusion
The college meets the Standard.

Commendations:

College Commendation 2: The college is commended for the intentional creation of flexible learning spaces that are not only beautiful and comfortable, but that also provide access to much needed resources such as technology and the assistance of professional and peer staff. The expanded offerings in the Library Reserves area are noteworthy; particularly the robust partnership with the Extended Opportunity Program and Services program and all the materials available for use to student participants in that program as well as the wide variety of offerings in the circulation area ranging from laptop and calculator checkouts to phone chargers all of which positively impact the student experience at the college. (Standards III.B.1; III.C.3)

District Commendation 1:

The team commends the District for ensuring technology infrastructure and capacity, through hiring and succession planning in advance of retirements as part of District Information Services. The time it takes to train new programmers will allow for knowledge transfer, ensuring long term sustainability for District Information Services support. (Standard III.C.2)

Standard III.D: Financial Resources

General Observations

Like most other California community colleges, State General Apportionment, local property taxes, and enrollment fees are the primary source of revenue for Fullerton College in the North Orange County Community College District (NOCCCD). Due to California's most recent economic expansion and the resulting workload increases to community colleges, the District and college has had to utilize their established resource allocation model. The planning for these increases came forward through the institution's well-defined shared governance process that drives the resource allocation in alignment with the mission and objectives of the institution. Using the institutional planning and budgeting integrated model, the college and the District have maintained a significant reserve level within their unrestricted general fund. For the last six fiscal years (starting in 2010-11), the college and the District have maintained reserve levels in excess of 25% of the unrestricted general fund expenditure totals. With careful and prudent financial planning the District and college ensures both short-term and long-term financial stability and solvency.   The District's unrestricted general fund ending fund balance has increased by $6,316,000 over the last two audited fiscal years.

The State Chancellor's Office and the District's board policies (BP 6250) recommend a reserve level of at least 5% of unrestricted general fund expenditures for economic uncertainties. The District has met this recommendation during the six-year history reviewed. In the previous six audited fiscal years, the District and the college have had surplus budget carryovers in conjunction with continuously setting aside $2M annually for financial contingencies. Furthermore, the District and college have increased its year-end cash balances over the last six fiscal years. The year-end cash position of the District and college has increased 73% over the last six years and currently holds $64,186,411 in liquid cash funds.
The District and college's long-term obligations consist primarily of other post-employment benefit obligations related to current retirees and employees, employee compensated absences, lease revenue bonds, and capital lease obligations. In fiscal year 2016, the District created a GASB-compliant OPEB irrevocable trust to fund the future expenses of retiree health care costs. Furthermore, the District was able to finalize a memorandum of understanding with labor groups to fund the irrevocable trust for $70 million.

Findings and Evidence

The primary source of general funding for the NOCCCD and the colleges is from State General Apportionment, local property taxes, and enrollment fees. NOCCCD and Cypress College adhere to the District Policies and Procedures established by the district to ensure financial stability. Fullerton College employs a high level of collaboration and inclusion in the budget development and allocation process. The college has formally integrated institutional planning with financial planning and budgeting. Through a clearly articulated and defined process the needs of each discipline and functional unit within the college is identified, assessed, prioritized and included in the budget development process. Anchored in Board Policy, Administrative Procedure and a well-defined shared governance structure, constituents are collectively engaged in participation of local decision-making (Standard III.D.1)

The process begins with the projection of available resources by the District and college business offices. Using the current budget allocation handbook, budget allocations are then distributed to the 4 budget sites (Fullerton College, Cypress College, District Services, and District-wide Commitments). These allocations are shared and discussed with key stakeholders and constituent groups. Long term planning commitments, obligations and reserves are provided for within these site allocations. Once the college receives its allocation it then allocates base budgets to departments to meet their programmatic and service needs. Departments complete annual program reviews that eventually feed up to and are reviewed and prioritized through the shared governance process. Within these annual program reviews, departments and programs list activities they would like to accomplish in the next fiscal year that would assist them in achieving progress towards department and college goals and in meeting program review recommendations. There are three program review committees, one for each division (Administrative Services, Student Services, and Instructional Services). Top activities that require funding are identified by division and forwarded to the Planning & Budget Steering Committee (PBSC). The PBSC evaluates and reviews the activities based upon a standardized rubric, that in part ensures funding requests are aligned with the institutional mission, and goals and forwards a prioritized list to the President's Advisory Council (PAC) for review. (Standard III.D.1, ER18)

The college and the District has a current fund balance of $48,373,784 and a cash balance of $64,186,411. Of this District fund balance, approximately $9.6 million is reserve specifically for contingency, as outlined in Board policy. In addition to being on solid financial ground, the District's June 30, 2016 annual financial audit received an unqualified audit opinion, contained no findings, and was completed within the statutorily required timeframe. The oneaudit finding noted by the external auditors in the fiscal year that ended June 30, 2015 was promptly addressed by the District. All audits are reported to the Board and constituent groups. All audit reports and budget information are posted on District's website for public viewing (Standard III.D.2).

During the 2016-17 fiscal year the college is projected to receive approximately $82 million in federal, state, and local grants and restricted funding. Based upon examination of the annual financial statement audits and program reviews these specially funded programs and services appear to be managed well. As previously mentioned, the external auditors did not note any audit findings related to the college meeting compliance requirements nor did they note any deficiencies in internal controls (Standards III.D.2, III.D.3)

Based upon the most recent actuarial evaluation, the District's actuarial accrued liability (AAL) is $153,384,773. The District has set aside approximately $80 million on deposit in an irrevocable trust to assist in funding this liability. The District has implemented a "pay-as-you-go" funding model although there is a current proposal being brought forward through the shared governance structure to fund the annual required contribution (ARC) that will fund the liability for existing employees. (Standard III.D.3)

Through the District participatory governance groups such as the District and college Governance Council (DCC) and the Council for Budget and Council on Budget and Facilities (CBF), the District works to ensure broad participation of all constituency groups in order to

ensure sound practices and oversight. In addition, appropriate financial information is disseminated throughout the college by campus representatives on these councils. Even with these committees in place, it is not clear that campus constituents understand where to seek resources or if all of the current processes are in place at this time. The PBSC has a special request process which is not documented or communicated nor is there a rubric to review the requests. There are separate funding opportunities available for programs to seek funding from the District. These funding opportunities include $100,000 from the District Innovation Fund and $100,000 from the District Student Success Fund. This process is outside of Program Review, does not run through the PBSC annual process, and does not appear to have a rubric or assessment process. (Standard III.D.3)

The college has various mechanisms to systematically assess the effective use of resources. All through the integrated planning and budgeting model, individuals, constituent groups, and management has the ability to provide information, evaluation, and feedback that contributes to assessment. These opportunities exist within the creation, review and recommendations of the comprehensive program reviews and annual updates. This entire process is articulated and communicated to the community through the District and college's resource allocation model. The budget includes all the pertinent information, including the state funded amount based on (FTES) calculations, fund balances, expenditures, grant activities, and the CCFS-311 Annual Financial and Budge Report. (Standard III.D.4).

The college follows established BP and applies internal controls to its financial resources. To further enhance internal controls, the District employs its own internal auditor who conducts regular internal audits. The internal auditor utilizes a risk-based audit assessment program which focuses on prioritizing audits. The District engages an external audit firm to conduct a comprehensive audit annually as required by BP 6400. (Standard III.D.5)

Using the District's current budget allocation handbook, budget allocations are distributed to Fullerton College as well as the three other sites (Cypress College, District Services, and North Orange Continuing Education). These allocations are shared and discussed with key stakeholders and constituent groups. Long term planning commitments, obligations and reserves are provided for within these site allocations. Once the college receives its allocation, it then allocates base budgets to departments to meet their programmatic and service needs. Departments complete annual program reviews that eventually feed up to and are reviewed and prioritized through the shared governance process. Within these annual program reviews, departments and programs list activities they would like to accomplish in the next fiscal year that would assist them in achieving progress towards department and college goals and in meeting program review recommendations. (Standard III.D.6)

The college and the District is committed to transparency in all financial transactions. Audit findings are not taken lightly. The Budget Officers keep a close watch on all audit issues and any concerns are directed to the proper channels for early resolution. NOCCCD BP6400 mandates that an annual financial audit be conducted in compliance with the requirement under Title 5. (Standard III.D.7)

The college's financial and internal control systems are evaluated and assessed for validity and effectiveness. Audits, reviews, and written procedures are the tools that ensure continuity and validate the integrity of financial statements as reflected in the audit reports. Internal control systems are reviewed regularly and deficiencies are brought to management's attention and are addressed as a high priority. (Standard III.D.8)

Long Term financial solvency is evidenced by planning and budgeting of short and long-term projects and expenditures. The District negotiates multi-year labor agreements and accounts for contractual commitments and scheduled maintenance based on planning. Long-term debt of the District is mostly made up of general obligation bonds from Measure X in 2002 and Measure J in 2014. All OPEB and other long term obligations are addressed. The District has a bond rating from S&P of AA+ and from Moody's of Aa1. (Standards III.D.9, III.D.11, III.D.12, III.D.14)

The college has a very centralized budgeting process that creates some challenges with the cost and tracking of cost centers on campus. The college leadership is evaluating opportunities to disseminate budgets to the college departments in order to create more transparency and local responsibility for budget planning and expenditures. Management review that included participation by the Council on Budget and Facilities, District Consultation Council and Budget Officers ensures effective oversight of finances for financial aid, grants, externally funded programs, contractual relationships, auxiliary organization or foundation and institution investments and assets. (Standard III.D.10)

The college maintains a 3-year student loan default rate of less than 17.5 percent which is well below the default prevention plan rate of 30 percent; however, Fullerton College has developed a Default Prevention Plan for continuous improvement. (Standard III.D.15)

The District effectively manages contractual relationships and follows contractual policies, and contractual relationships are consistent with the mission of the college and District. Contractual relationships are managed at the college and the District depending on dollar amount. District purchasing makes efforts to obtain the best values through market research and validation. Value, quality and timeliness are important to the District and college. For contracts of services and programs, District risk management minimizes risk through indemnity and insurance review. (Standard III.D.16)

Conclusion
The college meets the Standard and ER18

Recommendations:

District Recommendation 3 (Improvement):

To increase effectiveness, the team recommends that the colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (Standard III.D.1, III.D.4).

Standard IV.A: Decision-Making Roles and Processes

General Observations

North Orange County Community College District (NOCCCD) is a two-college District governed by an elected seven-member Board. The District has served over 90,000 students in each of the last two fiscal years, with Fullerton College accounting for over 33,000 of that figure. The college's Participatory Governance and Decision-Making Process, outlined in the Fullerton College Integrated Planning Manual, is the primary mechanism by which all campus constituents participate in decision-making. The college receives feedback from all constituent groups via the committees of its shared governance groups. Each of these groups support a number of committees--including the Curriculum Committee, Student Learning Outcomes Assessment Committee, Program Review Committee, Planning and Budget Steering Committee, the Enrollment Management Committee, the Interclub Council, and an array of other committees targeting different functional areas of the college - which ultimately feeds information into the overall governance practices of the institution. The committees are active and were developed to provide all campus constituents the opportunity to regularly provide feedback on colleges' related issues. Evidence found in committee minutes and agendas illustrate a healthy dialogue among constituent groups around the institution as well ample opportunities to voice opinions.

Based on the formal and informal conversations with members of the campus community, it is evident to the team that various college constituents are engaged in institutional discussions with the campus leadership. The college formal committees (and especially the informal campus forums) are an indication that the campus leadership is fostering a culture of collective feedback and collaboration.

Findings and Evidence

During interviews, the team noted that one of the most common words used by members of the Fullerton College community was "trust." Within this culture of trust, Fullerton College works to support all constituents' participation, no matter what their official titles, in the decision-making processes to foster innovation and collaboration. Formal, shared committee meetings occur regularly and documentation of the discussions and decisions taken during these meetings can be found on the college website. In addition to the formal committees on campus, the superintendent/president provides constituents with the opportunity to offer informal feedback at different levels. Informally, the college president makes himself available to all by holding regular office hours and monthly open forums. These events have open agendas so that any employee or student can raise concerns or make suggestions directly. The feedback received in these formal and informal sessions has led to innovative institution initiatives. Interviews

repeatedly left members of the team with the sense that all members of the college community were comfortable making suggestions for institutional improvement, and this sense was borne out in the evidence. (Standard IV.A.1.)

North Orange County Community College District Board Policy 2510 and Administrative Policy 2510 set the foundation for the Fullerton College decision making process. BP 2510, most recently revised September 2016, defines the governance roles of the constituencies as follows:

- Academic Senate(s): (Title 5, Sections 53200-53206.) The Board or its designees will consult collegially with the Academic Senate, as duly constituted with respect to academic and professional matters, as defined by law. Procedures to implement this section are developed collegially with the Academic Senate.
- Staff: (Title 5, Section 51023.5.) Staff shall be provided with opportunities to participate in the formulation and development of District policies and procedures that have a significant effect on staff. The opinions and recommendations of the Classified School Employees Association, Chapter 167, and the Confidential Personnel group, will be given every reasonable consideration.
- Students: (Title 5, Section 51023.7.) The Associated Students shall be given an opportunity to participate effectively in the formulation and development of District policies and procedures that have a significant effect on students, as defined by law. The recommendations and positions of the Associated Students will be given every reasonable consideration. The selection of student representatives to serve on District committees or task forces shall be made after consultation with the Associated Students.

At the institutional level, Fullerton College relies on its Integrated Planning Manual to operationalize BP 2510. Roles of the faculty, the staff, the students, and the administration are further defined in the Integrated Planning Manual. The three largest constituencies at Fullerton College—students, staff, and faculty—are each represented by a senate. The Associated Student Senate, Classified Senate, and Faculty Senate are constituted of representatives who then convene regular public meetings and maintain the responsibility of representing the views of their constituents within the governance process and reporting back to their constituents. Agendas, actions and minutes are available to the public, and those meetings include public participation. The constituencies of Fullerton College then rely on its Participatory Governance and Decision-Making Process for opportunities to bring forward and/or participate in the formation and implementation of ideas for institutional improvement. At the top of this process is the President's Advisory Council (PAC) which "serves as the central participatory governance council, functioning as the institution's primary recommending body for decision-making and planning" (President's Advisory Council (PAC) operating agreement). All constituencies—administration, faculty, staff, and students—are represented on this board. The primary formal avenues for participation are through the college's governance committees, which are jurisdictionally divided between college committees, Faculty Senate committees, and committees with reporting responsibilities to both entities. Of the six committees under the PAC, 83% have representation from all from constituencies, the only exception being the Study Abroad

Committee. Of the nine committees of the Faculty Senate, 22% have voting representation from all four constituencies, with an additional 33% of the total figure having non-voting appointees serving as "resource members" who are expected to advise the voting membership relative to their areas of professional/community expertise (e.g., the Director of Institutional Research and Planning sits as a resource member to the Student Learning Outcomes Assessment Committee to advise the group as it works toward "facilitating student learning outcomes methods"). All three of the committees under joint jurisdiction have voting members from each constituency.   The process through which these committees ultimately makes recommendations into the governance process is described in the Integrated Planning Manual. To ensure that their practices are functioning effectively, this manual sets up a process through which "Fullerton College [will assess] its planning and governance processes annually. Assessment includes feedback from council and committee members serving on specific groups, as well as comments from faculty, staff, administrators, and students" (p. 23).

In addition to these committees, the Associated Student Senate has six committees under its jurisdiction, including the Curriculum and Education Committee (which provides "institutional guidance for coordinating academic success efforts affecting basic skills, transfer, career technical education, completion and equity"), the Finance and Budget Committee (maintains "supervision over the AS budget and financial affairs"), and the Research, Planning, and Resolutions Committee (responsible to implement "Fullerton College Region VIII, and SSCCC resolutions, as well as the drafting of any official resolutions of AS and submission to all parties, organizations, offices, and officials"). In the course of interviews with representatives of the Associated Student Senate, the team learned that students are happy with their present opportunities for participation in institutional decision-making and the degree to which their positions are considered.

One topic that surfaced in the course of interviews with classified staff employees was that while classified staff had sufficient opportunities to participate (i.e., seats on appropriate committees) on governance committees, the ability to actualize these opportunities is a challenge. The team suggests that the college may be well served to explore innovative ways to ensure that the voice of this constituency is represented by establishing practices to support participation. (Standards IV.A.1, IV.A.2, IV.A.5, IV.A.7)

With respect to budget and planning, administration and faculty are afforded substantive and clear roles in NOCCCD and at Fullerton College. The section 2.2.1.4 of the aforementioned AP 2510 identifies "processes for institutional planning and budget development" as an area where the faculty and the administration are to reach "mutual agreement." This is realized at Fullerton College through the fact that both faculty—as appointed by the Faculty Senate—and administration are represented on the Planning and Budget Steering Committee and the President's Advisory Council. (Standards IV.A.3, IV.A.5.)

 Faculty and academic administrators at Fullerton College have defined responsibilities regarding curriculum and other educational matters. At the District level, AP 2510 establishes that curriculum (including the establishment of prerequisites and placing courses within disciplines), degree and certificate requirements, grading policies, and standards or policies regarding student

preparation and success are areas in which the District is to rely primarily upon the advice and judgement of the Faculty/Academic Senates at the two colleges and the School of Continuing Education. This alignment of authority is then discussed more specifically in several BPs and APs from the 4000 (Academic Affairs) series of the NOCCCD list of policies and regulations (e.g., BP 4030, and AP 4030, both addressing curriculum and program development). The District has regularly reviewed these documents, with BP 4020 having been initially adopted June 2004, but subsequently reconsidered in 2005, 2011, 2012, 2014, and 2016. Along a similar timeline, AP 4020 was initially adopted in 2004, and revised in 2015, 2016, and 2017. At the college level, the operating agreement for the Curriculum Committee identifies it as a committee of the Faculty Senate that utilized the expertise of academic administrators as a resource for their considerations regarding curriculum and program development. This alignment is reiterated in the Fullerton College Integrated Planning Manual. (Standards IV.A.4, IV.A.5.)

As previously noted, each recognized constituency groups are afforded the opportunity to appoint representatives to sit on most college and NOCCCD committees. These appointees carry the responsibility of representing the views of their constituents within the governance process and reporting back to their appointing bodies; therefore, a significant portion of meetings is devoted to hearing and discussing reports about discussions and proposals being considered. These committees submit agendas, notes and minutes to the documents warehouse maintained by the Office of Institutional Research and Planning. Beyond the institutional committee structures, the campus-wide shared governance groups - PAC, Faculty Senate, Classified Senate, and Associated Students Senate—publicize their meeting agendas and minutes on websites and over email. Whenever an important planning document needs to be approved by all three senates and PAC, drafts are distributed and discussed. (Standard IV.A.6)

Fullerton College regularly reviews and evaluates its governance and decision-making practices. The college's Integrated Planning Manual states that the college "assess its planning and governance processes annually" (p. 23 of Manual). Evidence indicates that such a review takes place. Additionally, the Office of Institutional Planning and Research convenes biannual meetings to examine the decision-making processes on campus. These discussions have amounted to various revisions that appear in the annual Integrated Planning Manual and the college website. Presently, the Institutional Research and Effectiveness Committee evaluates college practices and bodies, such as the Deans' Council and the Planning and Budget Steering Committee, although interviews with various individuals at Fullerton College indicate that this role may soon be modified as a result of the creation of the Institutional Integrity Committee. (Standard IV.A.7)

Conclusions

The college meets the Standard.

Commendations:

College Commendation 5: The college is commended for their culture of trust, collegiality, communication, effective working relationships, and a committed focus on "radical student centeredness." Everyone is supporting the engagement and success of the students. The pride that students and employees share about Fullerton College is exemplified by their "Once a Hornet, Always a Hornet" motto. (Standard IV.A.1)

Standard IV.B: Chief Executive Officer

General Observations
The Chancellor delegates full responsibility and authority to the college presidents and the Provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution (North Orange County Community College District Board Policy 2430). The president reports to the Chancellor, implements District policies and procedures, leads the planning processes, organizing, budgeting selecting and developing personnel, as well as assessing institutional effectiveness. The president engages various constituent and governance groups in Fullerton operations.

Findings and Evidence
The president leads the institution in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. The President's Advisory Council (PAC) meets every two weeks and includes faculty and classified members, the vice presidents and deans, and students. The president receives the recommendations from the Planning and Budget Resource Committee and has the authority to make the final decisions. The president makes the final recommendation on personnel to the Chancellor and the Board of Trustees. The president utilizes the councils, committees, and regular college meetings to communicate institutional values, goals, and direction. The president has a direct line of communication with the Director of Institutional Research and Planning (OIRP), who reports to the president. The staffing of the OIRP has recently been increased. OIRP compiles the annual Institutional Effectiveness Report which measures how the college meets defined metrics and holds periodic meeting symposia to discuss data. (Standard IV.B.1)

The college president is responsible for maintaining an administrative structure staffed to meet the needs of the institution. The president delegates the responsibilities and operation of the five administrative divisions of the college to three vice presidents and two directors. The president meets weekly with the vice presidents and two directors. (Standard IV.B.2)

The president chairs the PAC and he works with members of this group to support the activities and progress towards accomplishing the college's administrative, governance, and planning priorities. Through this structure he is able to support and guide the development of programs and activities to improve teaching, learning, and student success. The president formed a workgroup from PAC to review and develop the new college mission. A performance standards workgroup was formed to establish and review student achievement performance standards. The president is responsible for the annual program review process and for making sure the college integrates its educational planning with its resource planning using the processes described in the

Integrated Planning Manual. The president is responsible for the Strategic Plan, the Facilities Master plan, the allocation of resources and the institutional planning and implementation efforts to achieve the mission of the institution. (Standard IV.B.3)

The president has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements. The previous president consulted with the Faculty Senate to identify the Accreditation Liaison Officer (ALO). The ALO and the Accreditation Steering Committee keep the president and the college community informed of recent changes to eligibility requirements, accreditation standards and commission policies. Members of the steering committee shared information at numerous meetings at the college in order to provide the faculty and staff with updates and status reports and to solicit feedback. (Standard IV.B.4)

The role of the president includes implementation and administration of policies set by the Board (2430). Leadership councils are established in which the president works with leadership for operational and policy recommendations, budget and expenditure management, and to assure practices are consistent with mission and policies. The president is kept aware of other policies and regulations though participation in District-level governance committees including the District Consultation Council. (Standard IV.B.5)

The president communicates regularly and frequently with employees and students at Fullerton College and with the community it serves. The president has ongoing communications in areas such as the Measure J facilities bond, enrollment, student achievement, partnerships, and events as examples. All employees and students receive the president's weekly newsletter comprised of news briefs, reminders about upcoming deadlines, celebrations of employee and student achievements, recent athletics results, announcements about art shows and theatrical performances, and many other items. In addition, the president holds open office hours and hosts monthly open forums on campus. Notably, the Faculty Senate shared that he actively attends their meetings on a regular basis, and there is an open invitation for participation in the classified staff senate meetings. In a meeting with the Associated Students, the students shared that the president was inclusive, and has made efforts to make sure the students are informed. (Standard IV.B.6).

Conclusion
The college meets the standard.

Commendations:

College Commendation 7: The college is commended for providing frequent communication regarding campus initiatives, activities, and events through effective use of the website and social media, the president's weekly newsletter, the Fullerton College News Center, press releases, and print publications. These efforts have created strong internal and external community engagement for Fullerton College. (Standard IV.B.6)

Standard IV.C: Governing Board

General Observations

North Orange County Community College District's (NOCCCD) Board is comprised of seven elected trustees and two student advisory trustees. The Board has well defined policies and procedures in place that gives authority over and responsibility for academic and financial quality, integrity, and effectiveness of the student learning and services. The Board's responsibilities and authority are outlined in NOCCCD Board Policy 2200-Board Duties and Responsibilities. Minutes and agendas of all meetings of the Board of Trustees are publicly available through the Board's web page.

Findings and Evidence

The North Orange County Community College District's locally elected Board has authority over, and has adopted the necessary policies to assure the proper operation and the financial stability of the District. The District has adopted a full complement of Board Policies (BP) and Administrative Procedures (BP) that address issues pertaining to "The District," "The Board," "General Institution," "Academic Affairs," "Student Services," "Business and Fiscal Affairs," and "Human Resources." Board Policy 2200 outlines the Board's duties and responsibilities. Board Policy 4020 outlines the process through which academic quality and integrity is maintained. The District Curriculum Coordinating Committee reviews curriculum and makes recommendations to the Board. Board Policy 2410-Board Policies and Administrative Procedures defines the scope of Board Policies defines Administrative Procedures as the methods to be used to implement Board Policies.

The colleges' Institutional Effectiveness reports and the State Chancellor's Student Success Scorecard is reviewed by the Board to maintain the effectiveness of student learning programs and services. To assure the effectiveness of the student learning programs and services, the Board periodically reviews the college's Institutional Effectiveness reports and the State Chancellors Student Success Scorecard. The Board also regularly reviews curriculum through the District Curriculum Coordinating Committee (DCCC) to ensure academic integrity.

Board Policy 6200 outlines the District budget preparation, 6250 outlines budget management, and 6300 outlines fiscal management. These policies clearly outline the fact that the Board directs the Vice Chancellor of Finance and Facilities to develop a budget that follows the California Community College budget manual. Agendas and minutes indicate that the Board has ongoing discussions regarding the budget, audits, fiscal management, etc. During difficult economic times, the Board has held additional budget study sessions to solicit broad feedback from constituencies and to determine the best course of action to maintain the financial stability of the District. (Standard IV.C.1, ER 7)

Board Policy 2330 outlines the policy for quorum and voting. The policy states that the Board will act by a majority vote. In the event of the sale or lease of District property to the state, county city, school District or any other community college District, a unanimous vote is needed. A random sampling of minutes of how Board members shows that the Board generally come to consensus on issues and that all Board members support decisions made by the Board and act in a respectful manner in all interactions with the administration, the public and students. On no known occasion has a member of the public accused the Board of failing to act as a collective entity. An example of which is the Board election, in which vacancies resulted five candidates and then voted to select the new trustee, after multiple rounds of voting, discussion and ultimately consensus on a single candidate. (Standard IV.C.2)

Board Policy and Administrative Procedure 2431 provide a clearly defined process for Chancellor Selection. Board Policy 2431 authorizes the Board to establish a search process that is fair and open and that complies with relevant regulations when there is a Chancellor vacancy. Administrative Procedure 2431 provides details on the development and distribution of the job announcement, application requirements, composition of the search committee, and the role and function of the search committee and the Board in the Chancellor selection process.

Board Policy 2435 authorizes the Board to conduct annual formal evaluations of the Chancellor based on Board policy, the Chancellor's job description, and performance goals and objectives. Administrative Procedure 2435 provides clear details for the process of evaluating the Chancellor. The Chancellor's evaluation must be approved by a majority vote of the Board and the results of the evaluation process are stored in confidential files in the Human Resources (HR) Office.

Board documents, agendas and minutes indicate that the Board adheres to AP and BP 2431 and 2435.

NOCCCD Administrative Procedure 7120-4- Management Employee Hiring establishes the hiring process for administrators including the president. The Administrative Procedure includes application requirements, committee composition, the development and distribution of the job announcement, and additional details related to the hiring process.

President evaluations are conducted under the Management Employees Evaluation process according to Board Policy 2002-Management Personnel. This management evaluation process assesses specific job responsibilities, goals and objectives, commitment to multi-cultural awareness and changes, commitment to affirmative action policy, and commitment and adherence to the District mission. (Standard IV.C.3).

Comporting with Board Policy 2200, "Board Duties and Responsibilities," the Board governs the college on behalf of its constituents in accordance with the authority granted and duties defined in Education Code Section 70902. . The governing board is appropriately representative of the

public interest. Each of the seven Board members is elected by and represents a specific geographical portion of the District's service area as specified in BP 2100. Board Policy 2345 provides the public the opportunity to address the Board in person or in writing. Board Policy 2715 governs the ethical conduct of the Board. Section 1.1 states board members must avoid any conflict of interest. Section 1.4 states the Board members must "protect, advance, and promote the interest of all citizens maintaining independent judgment unbiased by private interests or special interest groups."

Board Policy 2710 is a conflict of interest policy that stipulates that a Trustee cannot have any financial interest in any contract made by the Board or in their role as Trustees. Administrative Procedure 2710 states that board members cannot engage in employment or activities that is incompatible with Trustee duties, cannot hold two incompatible public offices simultaneously, and cannot be an employee of the District. This AP works to ensure that Board members do not have any conflicts of interest that may be subject to undue influence or political pressure.

Board agendas and minutes indicate that the Board functions as an independent body that reflects the public interest and protects the college from undue influence (Standard IV.C.4, ER 7).

The District has developed policies that insure quality, integrity, an improvement of student learning programs and services. The Board monitors the financial integrity and stability of the District in accordance with state and federal laws and regulations. This is evident in the Boards' policies and procedures, concerning academic programs and services, fiscal practices, and ethical and legal standards for operation of the District. The District Curriculum Coordinating Committee (DCCC) meets to review the curricula throughout the District's colleges which is then submitted to the Chancellor, and ultimately, approved by the Board. It is clear that Board also considers the advice of the DCCC and Chancellor's staff, periodically as it relates to financial integrity, legal matters and educational quality. The Board's emphasis on the financial integrity of the District is evidenced by the Board requirement that the Board can only spend the reserve by a two thirds vote. Policies that guide the hiring of employees and ensures the quality of faculty and staff. Administration Procedure 6364 detail the legal matters of the District. Board Policy 6200 outlines the District budget preparation, 6250 outlines budget management, and 6300 outlines fiscal management. The Board reviews quarterly financial and investment reports. (Standard IV.C.5)

NOCCCD publishes policies and administrative procedures on the District's website. Revisions to Board Policies are posted to the website within a week of approval by the Board. The Chancellor's Office provides new NOCCCD Board members an index of all adopted Board Policies and Administrative Procedures as outlined in Administrative Procedure 2740, and annually provides each member of the Board with any revisions. Board Policies specify the board's size (BP 2010), duties and responsibilities (BP 2200), structure (BP 2210), and operating procedures (BP 2310 through BP2750) (Standard IV.C.6).

Board Policy and Administrative Procedure 2410 provides for the adoption of Board policies as authorized by law or determined by the Board to be necessary for the efficient operation of the District. The policy stipulates that the Board shall regularly assess its policies for effectiveness in fulfilling the District's mission and charges the Chancellor to issue administrative procedures to be used in implementing Board Policy. The Chancellor uses the District Consultation Council for reviewing, revising and updating administrative procedures. The District subscribes to the Community College League of California (CCLC) Policy and Procedure Service to facilitate the currency of its policies and procedures.

NOCCCD policies and administrative procedures are readily available to District employees through the District's website. Revisions to Board Policy are posted to the website within a week of approval by the Board. The Chancellor's Office provides new NOCCCD Board members an index of all adopted Board Policies and Administrative Procedures as outlined in Administrative Procedure 2740, and annually provides each member of the Board with any revisions. The Board acts consistent with its policies.

Board Policy and Administrative Procedure 2410-Board Policies and Administrative Procedures states that the Board shall regularly assess its policies for effectiveness in fulfilling the District's mission. Despite assessment of some of the BPs and APs, the District has recognized the need for a more structured and comprehensive analysis and evaluation of District policies, and has implemented a plan was to review all chapters of the Board policies and associated administrative procedures over a 6-year cycle. (Standard IV.C.7)

To insure the District is accomplishing it goals for student success, the Board reviews the Scorecard provided by the State Chancellor's Office as well as Fullerton College's Institutional Effectiveness Report and its Annual Report which provides data for the college's academic performance and the plans to improve it. The data from these reports are linked to the District-Wide Strategic Plan which includes improving completion rates, eliminating the achievement gap, and improving the success rate of students in math, English, and ESL, part of the District Strategic Direction 3.   All of this is discussed and sited in summaries made available for this report. Since 2000, the Board has annually convened a District-wide Strategic Conversation on policy issues related to student success and improving academic quality. These Strategic Conversations are planned informal discussions involving college and community members to have a positive exchange of ideas and to examine the driving factors behind policy decisions. (Standard IV.C.8)

Board Policy 2100 explains the policy of how Board members are elected including that elections are staggered four year terms providing the continuity of membership. Administrative Procedure 2740 states how Board members receive orientation and training. The new Trustee orientation includes a packet of materials that a new Trustee may elect to receive, and several training opportunities that new Trustees can participate in if they choose. Board Policy 2740 also encourages Trustees to attend ongoing training and professional

organization conferences. The language in BP 2740 indicates that Trustee orientation and ongoing training is not required for Trustees despite evidence that this new Trustees are receiving orientations and ongoing Trustee training is occurring.   (Standard IV.C.9)

Board Policy 2745 establishes a process for Board self-evaluation. The NOCCCD Board undergoes a public evaluation process in the spring of odd-numbered years. There is a designated timeline of the Board evaluation process. The Board and members of the District staff who regularly attend Board meetings receive a questionnaire form that reviews the effectiveness of promoting and sustaining academic quality and institutional effectiveness. The Board makes public the results of this self-evaluation as an agenda item for review and appropriate action in at the Board's second May meeting. The evaluation includes feedback related to collegial consultation, District mission and goals, budget processes, professional development engagement, budgeting associated with District priorities, board orientation, and Board responsibilities. Recently, the Board has agreed to form a Board Assessment Subcommittee that reviews the Board evaluation results. The subcommittee makes recommendations to improve Board performance that include changes to the survey instrument and improvements to board performance, academic quality, and institutional effectiveness. These recommendations are shared, discussed, and adopted at a Board meeting in May. (Standard IV.C.10)

The NOCCD has Board Policies and Administrative Procedures regarding a code of ethics and conflict of interest. Board Policy 2715-Code of Ethics/Standards of Practice states that the Board maintains high standards of ethical conduct for its members. Members of the Board are responsible for establishing and upholding, implementing and enforcing all laws and codes applicable to the District. Administrative Procedure 2715-Code of Ethics/Standards of Practice requires each Board member to adhere to the Code of Ethics by signing a statement to this effect at the annual organizational meeting.

Board Policy and Administrative Procedure 2710-Conflict of Interest of Practice defines and limits potential conflicts of interest for Trustees. Both BP and AP 2710 address specific behaviors required of Trustees that are prescribed by law, including a requirement of each Board member to file a statement of economic interest. In addition, Board members are prohibited from behaviors that could be a conflict of interest such as holding two incompatible public offices at the same time, accepting large gifts, be an employee of the District, or have a financial interest in a District contract. The AP also identifies conflicts of interest related, not only to the individual trustee, but also to his or her family and business associates, or transactions between the District and trustees, including hiring relatives, friends, and business associates as college employees. In order to further disclose any financial interests, Board members make public compensation information and travel reports.

Through Board Policy and Administrative Procedure 2430- Delegation of Authority, the Board delegates to the Chancellor the executive responsibility for administering the policies adopted by

the Board and executing all decisions of the Board requiring administrative action. The Chancellor is empowered to reasonably interpret Board policy and to delegate powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but is specifically responsible to the Board for the execution of such delegated powers and duties. The Chancellor will perform the duties contained in the Chancellor's job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions.

The District further holds the Chancellor accountable for the operation of the District though an annual evaluation as prescribed by Board Policy and Administrative Procedure 2435 -Evaluation of the Chancellor. The Chancellor is evaluated at least annually. The evaluation consists of an assessment of progress towards goals and objectives, a composite of evaluations completed by individual Board members, Chancellor's Staff and Resource table members, and a self-evaluation completed by the Chancellor. (Standard IV.C.12)

Board Policy 3200 - Accreditation states that the Chancellor keeps the Board informed of approved accrediting organizations and the status of accreditations, ensures that the Board is involved in any accreditation process in which the Board participation is required, and provides the Board with a summary of any accreditation report and any actions taken or to be taken in response to recommendations in an accreditation report. In addition, the Chancellor ensures that the college and District meet the Eligibility Requirements, the Accreditation Standards, and the Commission policies established by the Accrediting Commission for California Junior Colleges (ACCJC).

Administrative Procedure 3200 ensures compliance with eligibility standards as established by ACCJC. The procedure also specifies a clear process for the colleges in the District to conduct their accreditation, including the requirement of having the Board review and approve the self-evaluation report prior to submission to ACCJC. The Board is provided the opportunity to do first and second reading of all accreditation reports.

The Board is actively involved in the accreditation process and has made accreditation compliance one of the goals for the Chancellor. The Board receives regular updates on accreditation and is provided with formal presentations at Board meetings regarding the accreditation process and timeline. In addition, as part of the regular Board evaluation required by Board Policy 2745, Board members are evaluated as to the degree to which they are knowledgeable and take an appropriate role in the accreditation process. (Standard IV.C.13)

Conclusion:

The District meets the Standard.

District Recommendation 1 (Improvement)

In order to increase effectiveness, the team recommends that the District fully implement its new plan to review all chapters of the Board policies and associated administrative procedures over a 6-year cycle. (Standard IV.C.7)

District Recommendation 2 (Improvement)

In order to increase effectiveness, the team recommends that the governing board review both its BP 2740 and AP 2740 to create a clear direction for the ongoing training program for board development. Both policy and administrative procedures should reflect that all Board members engage in ongoing training program for board development, including new member orientation. (Standard IV.C.9)

Standard IV.D: Multi-College Districts or Systems

General Observations

The North Orange County Community College District (NOCCCD) is a multi-college District serving nearly 90,000 students enrolled each term at Fullerton College, Cypress College, and North Orange Continuing Education (NOCE). The District encompasses approximately 155 square miles. Boundaries extend to the Riverside County line on the east and the Los Angeles County line on the west and north. A portion of Los Angeles County, on the north and west boundary, is included in the District's service area. The District's chief executive officer is a chancellor, who is selected by and reports directly to its locally elected seven-member Board. The chancellor selects and evaluates the two college presidents and provost who are responsible for the effective operation of their respective campuses.

Findings and Evidence

In collaboration with the Board, the chancellor communicates expectations of institutional excellence through annual Board goal setting and review of individual site plans. The District sets and communicates its expectations of educational excellence and integrity throughout the District through goal-setting and review of key reports from both colleges and continuing education related to student success, achievement, and equity. The District supports the operation of the colleges and continuing education by providing centralized support functions. Roles are clearly defined with responsibilities and authority defined in the college-District Functional Map and the Decision-Making Resource Manual and in accordance with Board Policies 2430 and 3100 and Administrative Procedures 2430 and 3100.

The team found evidence of policies that govern the Chancellor delegation of full responsibility and authority to the college presidents and the provost to implement and administer delegated policies and holds them accountable for the operation of their respective institution.

Working closely with the colleges and NOCE, the District has developed and implemented a clear functional map that confers primary, secondary, and shared responsibility between the colleges and District Services on all functions in the District that are in support of educational excellence and institutional integrity. (Standard IV.D.1)

The Chancellor clearly delineates, documents and communicates responsibilities and functions of the District/system from those of the colleges and continuing education. The District Consultation Council (DCC) meets monthly and is comprised of the chancellor, presidents, provost, academic and classified senate leaders, representatives of collective bargaining units, and students.   The NOCCCD Integrated Planning Manual articulates the District's strategic goals and provides a template for the colleges to develop their respective integrated planning manuals. The District participates in an administrative review process which mirrors the colleges' program review. The District Educational Services and Technology Department was created in 2014 to provide additional administrative support. (Standard IV.D.2)

The District utilizes the Budget Allocation Handbook which describes in detail the process used by NOCCCD to allocate resources. At the core of NOCCCD's resource allocation process is a governance group, the Council on Budget and Facilities (CBF). One of five District-level governance groups, CBF's charge is to make recommendations regarding policies, planning and other matters related to NOCCCD fiscal resources and facilities. Recommendations from CBF are forwarded to the District Consultation Council (DCC). After consideration of input from the DCC, the Chancellor makes the final recommendation which is then submitted to the Board for approval. The Handbook describes the components of the budget allocation model at the District level. Each of the NOCCCD entities, Cypress College, Fullerton College, and NOCE, also has a budget allocation model for the internal distribution of funds including evidence of how budget allocations are linked to campus and District planning.

A key component of the budget model is the establishment of a District-wide FTES target that approximates the expected FTES funding by the state. Once established, FTES targets are monitored closely to ensure there is no detrimental impact on future apportionment revenues. Resource allocation in the District is done to support effective operations and sustainability of the colleges/District.

The District has established policies and procedures for allocation and reallocation of resources in the form of NOCCCD BP/AP 6200 and 6250, as well as regular evaluation of those procedures to support the effective operations and sustainability of the colleges and the District. (Standard IV.D.3)

Under Administrative Procedure 2430, the chancellor delegates full responsibility and authority to the college presidents and provost to implement and administer delegated District policies without interference and holds the presidents and provost accountable for the operation of their campuses. This includes the selection and oversight of administrative teams, budget accountability, and long and short-term planning. The presidents and provost are charged with meeting and maintaining accreditation standards, ensuring provision of quality programs and support services, and that resources are managed to provide for long term operation of the college. The chancellor holds the college president accountable for his/her performance in line with the operation of the college. (Standard IV.D.4)

The NOCCCD and its college campuses work together to integrate college and District level planning to assess and improve student learning and achievement, and increase institutional effectiveness. The NOCCCD Integrated Planning Manual is a guide to integrated institutional planning at the District level. The processes described in the document identify the ways that constituency groups participate in and contribute to District-level long-term and short-term planning. Each of the NOCCCD entities, Cypress College, Fullerton College, and NOCE, also has an integrated planning process in which components are linked to one another. At Cypress College, the Educational Master Plan (EMP) is linked to the Directions articulated in both the District Strategic Directions and the college's Strategic Plan.

The NOCCCD Comprehensive Master Plan and the college EMP provide a shared framework for development of long term planning for student achievement and success. Based on these long-range planning documents, the campus creates specific goals/objectives which are developed into action plans within the college Strategic Plan. These action plans are directly linked and developed to effectively support both the college's EMP and the District's Strategic Directions.

While overarching plans are evident, the operational levels of college and District collaboration are in development. The Chancellor has identified both integrated planning and enrollment management planning as priorities for District-wide professional learning and action. The District has sponsored workshops on enrollment management, and plans to hold an Integrated Planning Summit to include collaboration in the areas of resource allocation and collaboration to include large initiatives such as Strong Workforce and Guided Pathways. (Standard IV.D.5)

Communication between the District and colleges is regular. The chancellor, vice chancellors, presidents, and provost meet weekly. Additionally, five District governance groups (Council on Budget and Facilities, District Consultation Council, District Curriculum Coordination Committee, Institutional Effectiveness Coordinating Council, and the Technology Coordinating Council meet monthly. Communication between the colleges and the District through its governance committees ensures effective operation of the colleges. These meetings are regular and have been described in campus and District interviews as productive, and collegial. (Standard IV.D.6)

The District chancellor regularly evaluates District and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The District completed a Comprehensive Master Plan and also completed three decision making documents: The Decision-Making Resource Manual, the Integrated Planning Manual, and the Budget Allocation Handbook. All District governance and decision-making documents are subject to regular and ongoing evaluations. The Decision Making Resource Manual (DRM) and Integrated Planning Manual (IPM) are reviewed and updated annually to reflect minor changes, such as in descriptions, timelines, or processes. In addition to this annual review of content, the planning processes described in the DRM and IPM documents are evaluated every three years. These assessments occur as part of NOCCCD's assessment of its decision-making processes that includes gathering input District-wide and then using those results to prepare an assessment report that is submitted to the DCC for review and revisions as warranted. The DRM and IPM are then updated to reflect any agreed-upon changes in the decision-making and planning processes. Through these two review processes, one completed on an annual basis and one completed every three years, the documents are maintained to reflect the inevitable changes that are to be expected as part of NOCCCD's cycle of continuous quality improvement. (Standard IV.D.7)

Conclusion: The college and District meet the standard.

College Recommendation 5 (Improvement)

To increase effectiveness, the team recommends that the college develop a structure to organize governance information in a manner that is accessible. Additionally, the team recommends continued effective communication through the consistent development and dissemination of robust committee meeting minutes that include constituent dialogue and feedback. (Standard IV.D.1)

District Recommendation 3 (Improvement)

To increase effectiveness, the team recommends that the colleges and NOCCCD review the current budget model to ensure financial resources are sufficient to address productivity factors, FTES targets, and the impact in the model of adjunct, overload and re-assign time needed to support and sustain student learning programs and services. (Standards III.D.1, IV.D.4)

Quality Focus Essay Feedback

The Fullerton Quality Focus Essay (QFE) outlines two key Action Projects (AP) that emerged from the collaborative work of the Fullerton College Accreditation Steering Committee (FCASC) during their self-evaluation process. The college shared these AP's broadly throughout the campus community ensuring to obtain and incorporate feedback as means of selecting two projects that they believed, "represent[ed] different paths to improving student learning."

The first part of the essay describes in detail the strategies employed during the accreditation planning process that resulted in the identification of the two AP's. While the FCASC primarily oversaw this process, they coordinated with campus governance groups and division meetings throughout the Fall 2016 semester as well as facilitating a campus-wide presentation at their Spring 2017 Convocation. During the visit, the members of the FCASC articulated that it was important to them to support the college in selecting AP's that would lend itself to a "campus-wide approach to improving student learning" with input from all areas of the campus community. The team noted that there was a genuine desire to include collective voices in this process.

The first AP, "Improving Online Education," proposes to increase "success and retention rates in Online Education courses," as one outcome along with ensuring that instructors of online courses maintain regular and effective student contact in accordance with college and District policies. In an effort to advance the college's Distance Education Strategic Plan, the college plans to improve and to promote effective technology-enhanced instruction [while] supporting student learning, providing access to student services, improving institutional effectiveness and integrating technology planning and budgeting with institutional planning and budgeting." The first component of this AP focuses on the implementation of a robust Online Teaching Certificate (OTC), developed by multiple campus constituencies, in order to train participants on "current and innovative pedagogy, technology and best practices of online teaching and web-enhanced instruction." The second and third components of this AP are a proposed revision to the Distance Education Handbook as well as the development of a Student Readiness Plan that would be piloted in Spring 2018. Overall, this AP proposes to address the college's ability to support the success of students taking online courses offered at Fullerton College. Approximately five percent of college course sections are offered online. In order to effective address the first outcome of this AP, the college is encouraged to empower the recently reactivated Distance Education Advisory Committee and to incorporate the distance education training opportunity that imbeds a best practices approach into the college's overall faculty training initiatives.

The second AP, "Regular Evaluation of Institutional Effectiveness," proposes to enhance its institutional capacity to assess "institution-set standards of performance for student success indicators." While the college is confident that that it meeting the mission, it is not clear that this has occurred in a manner that leads to measurable outcomes. Thus, a working group appointed by the college's President's Advisory Council began meeting in Spring 2016 to establish "standards for institution-level and program-level student success metrics." The college's Office

of Institutional Research and Planning conducted a data analysis on three methodologies designed to implement institution-set standards, which ultimately led to the college identifying the following indicators that are aligned with the Chancellor's Office Institutional Effectiveness Partnership Initiative Framework: Course completion and success rates; student persistence from Fall to Spring semesters; Degree and certificate completion; Transfer Volume; Job Earnings and State licensing examination scores. The three components of this AP include an annual review of institution-set standards (ARIS); the enhancement of existing planning with institution-set standards data as well as action plan protocols that will support the college's ability to address performance that falls below established standards. These are aspirational strategies and while much of the work is underway, we recommend that the college leverage use their planning, program review, assessment, and communication activities to enhance awareness of and the ability for all areas of the college to align their outcomes and activities to support the college in meeting the institution-set standards   The team took that the college's "existing planning and decision-making processes" are an important feature of this AP yet could be strengthened by ensuring that the college's shared governance process is informed by transparency that shares committee structures and documentation, annual goals, accomplishments as well as assessment of effectiveness to ensure that there is continuous improvement.

Following the QFE's narrative, each AP provides important details outlining the timelines, summary of action steps and tasks, desired outcomes as well as responsible college leadership. Further the college has set two benchmarks for each outcome to support its ability to be successful. The college is congratulated for their Integrated Planning efforts and its articulated openness to making adjustments in this process that will further empower its employees to maintain its vigilant focus on student centeredness by building upon its well-established culture of communication, trust and collaboration.

The team appreciates the efforts of the college to establish a viable operational plan for improvement with respect to these two Action Projects: Improving Online Education and Regular Evaluation of Institutional Effectiveness. We recognize the timeline reflects most actions are just now moving forward. The entire Fullerton College community embraces shared values related to communication, trust and collaboration; the team believes that these will provide a strong foundation and necessary momentum towards achieving their goals. It is our hope that the college maintains a focus on refining their practices and accountability measures to sustain that hallmarks its distinctive campus climate and desire to improve student achievements.