Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Fullerton College
321 E. Chapman Ave
Fullerton, CA 92832
to

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

December 2023

Certification

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

From: Dr. Cynthia Olivo
Fullerton College
321 E. Chapman Ave.
Fullerton, CA 92832

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

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

Signatures:

[Chief Executive Officer of Multi-College District, if applicable]	[Date]
[Chief Executive Officer]	[Date]
[Chairperson, Governing Board]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]
[Name, Title, Representing]	[Date]

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A. Introduction

Narrative

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Section A: Introduction

College History
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Fullerton College is one of the oldest community colleges in the western United States. The College began operating in 1913 on the campus of Fullerton Union High School, across the street from its current location, and in 1915, an inaugural class of 14 students received diplomas. When commencement ceremonies were held in May 2023, the graduating class joined thousands of students who have received associates degrees from the College in the ensuing 108 years. Throughout its history, Fullerton College's mission has emphasized the importance of serving the needs of students in our community. Its reputation is built on quality academic programs, a consistently high transfer rate, a wide variety of student support services, and the training and preparation students receive. In 1996, Fullerton College was recognized as a Hispanic Serving Institution (HSI) based on the percentage of students who identify as Hispanic/Latinx. The College now enrolls more than 50 percent Hispanic/Latinx students. In 2020, Fullerton College was named one of the top two-year colleges in the country by Hispanic Outlook On Education, ranking ninth for overall enrollment and eight for degrees awarded.

The College maintains a strong local and international reputation, prides itself on the quality of its academic, vocational, and technical programs, and remains committed to equity and the success of every student. This commitment is recognized locally and nationally. Fullerton College has been recognized for excellence in wide range of areas.

In May 2023, the College was named a Champion for Excelling in Equitable Course Placement by the Campaign for College Opportunity in the following areas:

- Campus-wide Transfer-Level English Enrollment – Fullerton College successfully supported 100 percent of students to enroll directly in transfer-level English coursework.

- Equity Designation: Latinx Transfer-Level English Enrollment – Fullerton College successfully supported 100 percent of Latinx students to enroll directly in transfer-level English coursework.

- Equity Designation: Black Transfer-level English Enrollment – Fullerton College successfully supported 100 percent of Black students to enroll directly into transfer-level English coursework.

Other recent awards and achievements include the men's basketball team winning the state championship in April 2023, the Speech and Debate Team named by the National Forensics Association as the top Community College Debate Program in Lincoln-Douglas debate, and the Study Abroad program being recognized by the U.S. State Department for having the most Benjamin A. Gilman International Scholarship recipients over the past 20 years among large community colleges.

The College consistently ranks as the top transfer institute to the California State University system, sending nearly 7,400 students in the five-year period from 2019-2023 to a CSU campus.

Another hallmark of the College is the beauty and historical significance of the campus. Original buildings, including several that were built as part of the Works Progress Administration, provide an architectural language that is echoed in more recent additions.

The College's history is also reflected in the recent naming of the college center. Formerly known simply as "the 200 building," the center was renamed Cruz Reynoso Hall in honor of Fullerton College graduate Cruz Reynoso, the first Latino to serve as a California Supreme Court Justice. The Hon. Reynoso was Associated Students president while a student at Fullerton College, so the placement of the dedication plaque near the Student Life and Leadership office housed in the building is a fitting tribute to the former Hornet's start in leadership at the College.

Recent Developments at the College

From its original 14 acres, Fullerton College has grown to 85 acres encompassing 54 buildings. Since the 2017 ISER, we have built a three-story classroom and office building to house the Humanities Division – the 2400 Building – and we have added seating and lighting to Sherbeck Field and track, which has allowed our football team to play its home games on campus for the first time in over a century. We have acquired small parcels south of Chapman Avenue that will become the new locations of the Veterans' Resource Center, the EOPS office, and the Chris Lamm-Toni DuBois Food Bank. A new Master Plan is being developed that will include a College Welcome Center, a Center for the Performing Arts, a second parking structure, and a remodeled Maintenance and Operations Building.

In addition to maintaining and expanding existing programs that support student learning, such as the Puente Project, Umoja, and the Honors Program, since 2017 the College has launched several new programs and initiatives designed to increase student success. These include, but are not limited to:

- A2MEND (African American Male Education Network & Development) Program

- Administration of Justice Pathway Program

- Behavioral Intervention Team (BIT) transitioned to Student Support Resource Team (SSRT), including RADical Care Campaign, anonymous reporting, and student self-referrals

- Cadena Cultural Center (independent of the Transfer Center)

- Department of Behavioral Health Services

- Disney Aspire Program/Partnership

- Dual Enrollment Office

- FC Call Center incorporated into the Assessment and Onboarding Center

- First Year Experience

- Guided Pathways

- The Hanger: Fullerton College's Career Closet

- Hornets Tutoring

- Learning Aligned Employment Program (LAEP)

- LGBTQIA2S+ Support

- Mindful Growth

- Mujeres Achieving Success Conference

- NextUp (in EOPS with FYSI)

- Promise

- Re-Entry

- Rising Scholars

- STEM Student Learning Community

- Student Development & Engagement

- Student-Athlete Support Services Center

- Veterans Grant from Department of Education

- Welcome Center

During the COVID-19 pandemic, the college instituted many instructional and basic needs practices and services to support student retention and success, and has continued to fund these services upon return to in-person instruction. Some of these include:

- $12 per day of free food in the campus cafeteria for all registered students

- Additional financial support via emergency grants during COVID-19

- Care packages for students in Administration of Justice and Teacher Pathway Programs

- Expanded virtual support services via vpss.fullcoll.edu

- Technology lending program

- Virtual library services in addition to in-person services

Staffing
Administration

- Dr. Byron D. Clift Breland was appointed Chancellor of NOCCCD in November 2021 and began serving in January 2022.

- Dr. Cynthia Olivo was appointed President of Fullerton College in November 2022 and began serving in January 2023.

Faculty:
Since the 2017 ISER, the College has hired 56 full-time faculty members, 27 of whom were hired pre-pandemic, i.e. before 2020. Consistent with past practice, these new instructors were oriented by the College and District. Also since the 2017 ISER, 92 full-time faculty members retired. There

were two "waves" of retirement. The first wave happened in 2018, when the District offered a cash incentive called the SERP (Supplemental Early Retirement Program). The second wave began in 2020 and was at least partly Covid-related. The net result of new hires and retirements since 2017 was that the total number of full-time faculty members at the College fell from 345 to 297.

Student Enrollment Data

Fullerton College serves over 26,000 students per academic year. Like many community colleges across the country, it has been managing an enrollment decline that accelerated after the start of the Covid-19 pandemic. Over the past five years the total number of students enrolled (unduplicated headcount) has declined by 17.5% (Table 1 below). The 2022-23 academic year did see a slight increase in enrollment. Specifically, the 26,459 students enrolled at Fullerton College in 2022-2023, represented a 1.1 percent increase from the prior year total of 26,167.

Table 1. Student Headcount by Academic Year

	2018-19	2019-20	2020-21	2021-22	2022-23
Student Headcount	32,090	31,553	30,500	26,167	26,459
Yearly Change	-4.6%	-1.7%	-3.3%	-14.2%	1.1%

Source: NOCCCD Internal Data

While headcounts are still smaller than pre-pandemic terms, the data indicate the possibility that headcounts have plateaued, and may begin to recover in future terms.
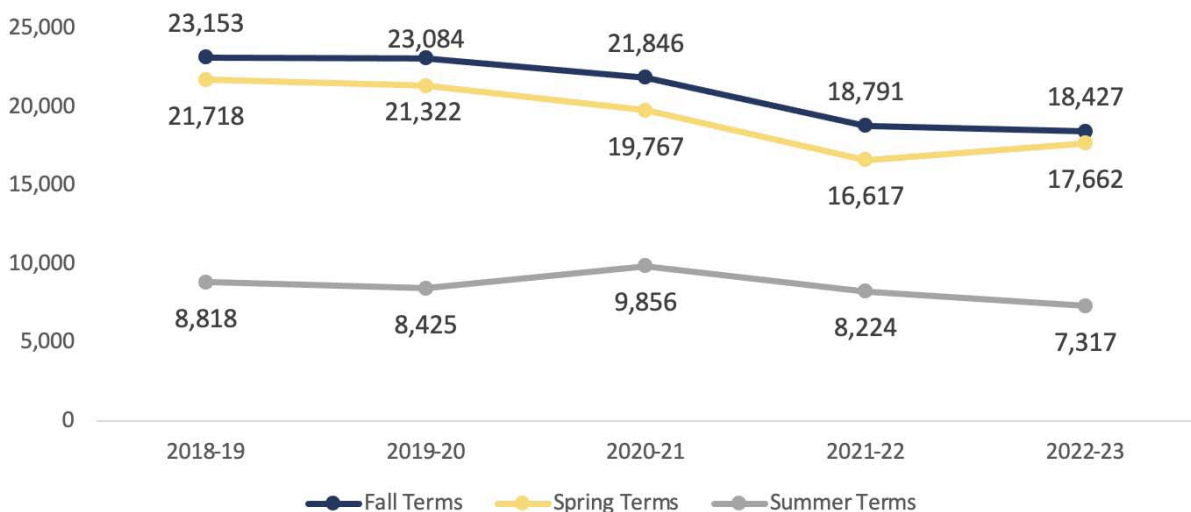
Figure 1. Student Headcount by Term
Source: NOCCCD Internal Data

Course enrollments, or seat counts, represent the duplicated number of course sections that students register to take within a given term or academic year. The College has experienced a steady decline that mirrors the decline in unduplicated headcount (see Figure 2). However, the

110,199 course enrollments in 2022-2023 represents a slight increase from the 110,033 enrollments in 2021-2022.

Full-Time Equivalent Students (FTES). Community colleges are funded primarily based on resident FTES generation. Even though the state has adopted a new funding formula that incorporates performance measures into the equation, a college's FTES total remains a key component of the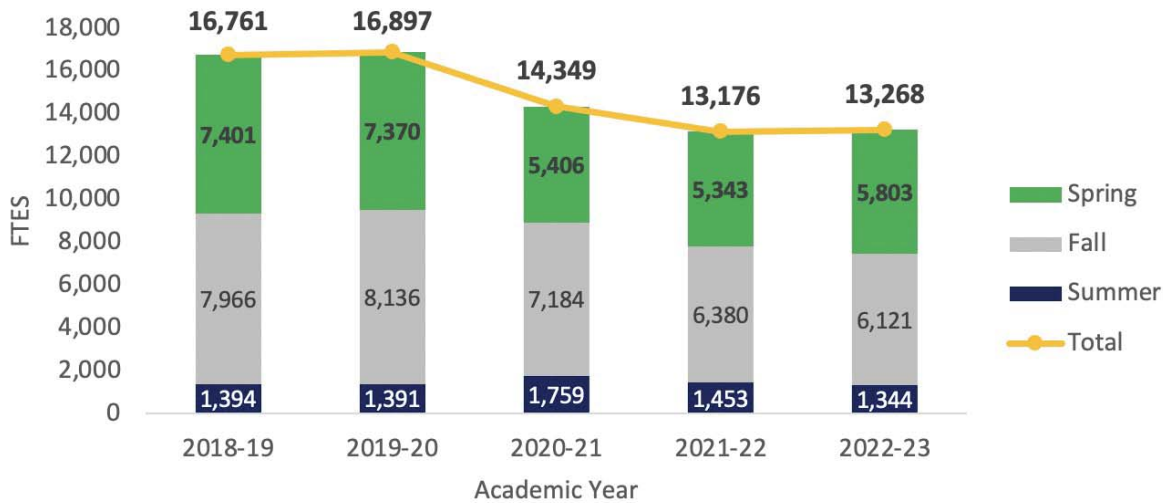 state's funding allocation . As a result, it is important to note that the decrease of resident FTES from 16,761 in AY 2018-19 to 13,268 in AY 2022-23 equates to a decline of more than 3,493 FTES or 8.2% (Figure 3).

Figure 3. FTES Generation by Academic Year
Source: NOCCCD Data Mart

In fall 2022, more than one-third of Fullerton College students (36.0%) were enrolled in 12 or more units. The 12-unit threshold is important because it is the point at which students are considered full-time, which holds importance for financial aid purposes as well as the potential for a shorter time to a degree, certificate, and/or transfer outcome. A provision of the North Orange Promise program requires that student participating in the program be enrolled on a full-time basis.

The percentages in Figure 4 below include only units from Fullerton College. In fall 2022, 33.5% of students attempted between 6 to 11.5 units, while 30.5% of students enrolled in fewer than 6 units at the College. When examining the trend over the last five fall terms, the proportion of students who have enrolled full-time in fall 2022 was actually up from the proportion from fall 2018.
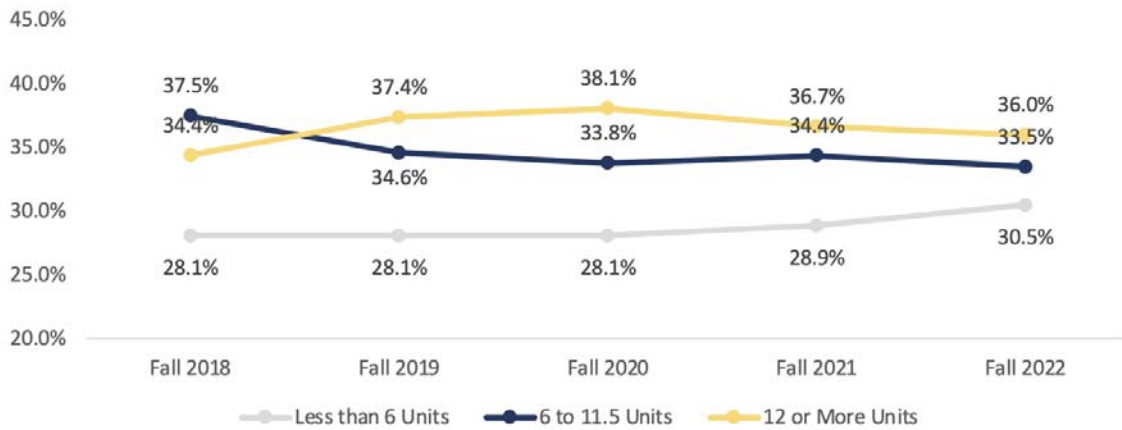
Figure 4. Proportion of Students by Unit Load by Fall Terms
Source: NOCCCD Data Mart

Student Demographic Data

The student population at the College has a higher distribution of female students than male students, with 50.7% of students identifying as female compared to 42.7% of males (Table 2). The College began collecting data on non-binary/transgender students over the last few academic terms, and this group currently represents about 2.3% of the student population.

Table 2. Proportion of Students by Gender

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	51.4%	51.2%	53.0%	51.7%	50.7%
Male	45.6%	45.0%	42.0%	42.6%	42.7%
Non-Binary/ Transgender	**	**	**	**	2.3%
Unknown / Not Reported	3.0%	3.8%	5.0%	5.7%	4.3%

Source: NOCCCD Internal Data

Over the last five academic years, students who identify as Hispanic or Latina/o/x represent the largest racial and ethnic group among the student body (Figure 5). The proportion of students who identify as Hispanic and or Latina/o/x is well above the 25% threshold to be considered a Hispanic Serving Institution, as defined by the United States Department of Education. Similarly, the percentage of Asian students at the College is above the 10% threshold to be considered an Asian American and Native American Pacific Islander (AANAPISI) Serving Institution.
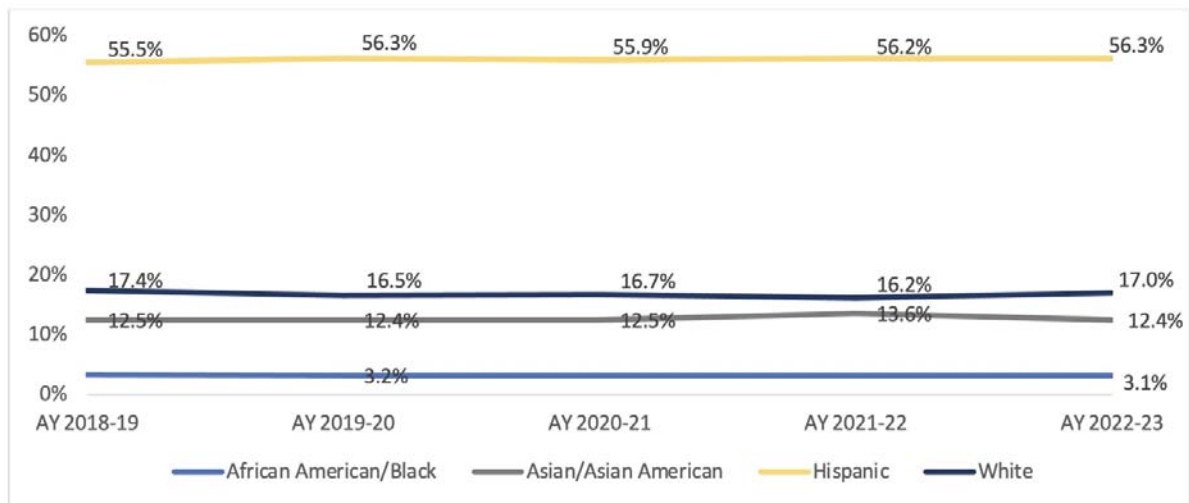
Figure 5. Proportion of Students by Race/Ethnicity
Source: NOCCCD Internal Data

Table 3 provides greater detail as to the racial and ethnic composition of the student body. The table documents the proportion of students who identify as American Indian or Alaska Native, Filipino, Native Hawaiian/Pacific Islander, as well as those who identify with Two or More racial identities.

Table 3. Number and Proportion of Students by Race / Ethnicity

Race/Ethnicity	AY 2018-19		AY 2019-2020		AY 2020-2021		AY 2021-22		AY 2022-23	
	Count	%	Count	%	Count	%	Count	%	Count	%
Am. Indian or Alaskan	63	0.2%	58	0.2%	53	0.2%	34	0.1%	33	0.1%
Asian	4,025	12.5%	3,907	12.4%	4,105	12.5%	3,561	13.6%	3,293	12.4%
African American	1,044	3.3%	1,010	3.2%	999	3.1%	845	3.2%	824	3.1%
Filipino	666	2.1%	573	1.8%	373	2.9%	218	0.8%	98	0.4%
Hispanic	17,794	55.5%	17,749	56.3%	17,111	55.9%	14,704	56.2%	14,896	56.3%
Pacific Islander	94	0.3%	74	0.2%	69	0.2%	47	0.2%	58	0.2%
Two or More	1,601	5.0%	1,670	5.3%	2,186	3.8%	2,030	7.8%	2,130	8.1%
White Non-Hispanic	5,596	17.4%	5,220	16.5%	4,995	16.7%	4,243	16.2%	4,507	17.0%
Unknown	1,207	3.8%	1,292	4.1%	609	4.7%	485	1.9%	620	2.3%

Source: NOCCCD Internal Data

Figure 6 and Table 4 show that about 70.0% of the students enrolled for academic year 2022-2023 at Fullerton College were 24 or younger. This group (further broken down by students 20 and under and students between the ages of 20 and 24 in Table 4) represented much of the student body for the last five academic years. As with nationwide trends, the proportion of students under 20 years old shrank after the start of the COVID-19 pandemic. In particular, the

number of students enrolled in the College's Dual Enrollment program shrank during this period, helping drive this demographic change.
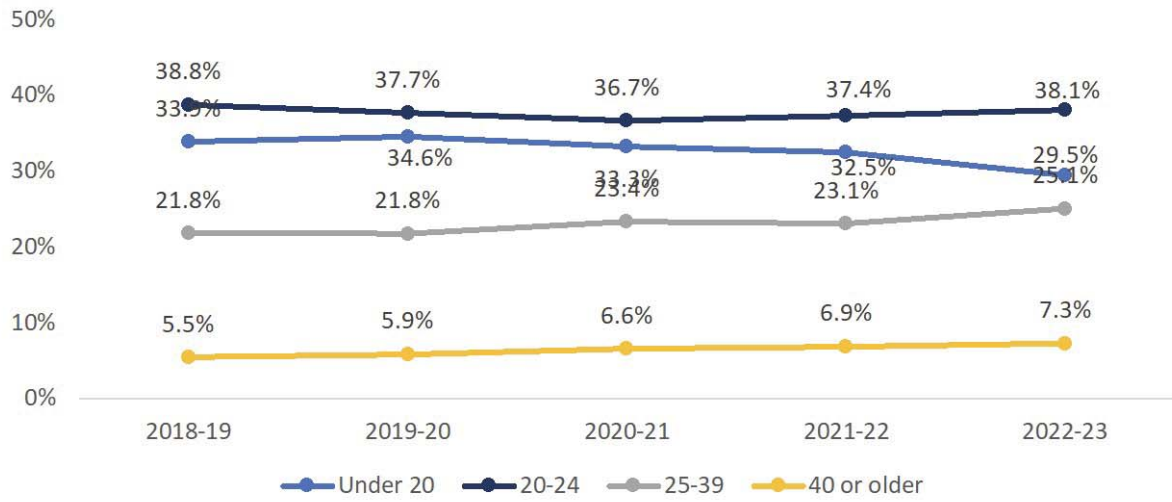
Figure 6. Proportion of Students by Age Group
Source: NOCCCD Internal Data

Table 4. Number and Proportion of Students by Age Group

Age Group	2018-19		2019-20		2020-21		2021-22		2022-23	
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total	Percent
Under 20	9,137	28.5%	9,195	29.1%	8,575	28.1%	7,580	29.0%	7,811	29.5%
20-24	13,626	42.5%	13,094	41.5%	12,289	40.3%	10,454	40.0%	10,069	38.1%
25-39	7,503	23.4%	7,333	23.2%	7,561	24.8%	6,280	24.0%	6,653	25.1%
40 or older	1,823	5.7%	1,930	6.1%	2,073	6.8%	1,852	7.1%	1,924	7.3%

Source: NOCCCD Internal Data

The College' student body is mostly based in cities that are geographically close to the campus. Data in Table 5 below shows that the cities of Anaheim, Fullerton, La Habra, Whittier, and Buena Park consistently rank as the top five cities of residence for Fullerton College students. In fact, about 40% of students report their home city as either Anaheim or Fullerton. Overall, the top ten cities have remained relatively consistent since academic 2019-2018, during which about 70% to 73% of students reported their home address to be in one of the ten cities listed.

Table 5. Top 10 Cities of Residence

2019-20			2020-21			2021-22			2022-2023		
City	**Total**	**%**	**City**	**Total**	**%**	**City**	**Total**	**%**	**City**	**Total**	**%**
Anaheim	7,369	23.3%	Anaheim	6,689	21.9%	Anaheim	5,583	21.3%	Anaheim	5,973	22.6%
Fullerton	5,166	16.4%	Fullerton	4,724	15.5%	Fullerton	4,133	15.8%	Fullerton	4,319	16.3%
La Habra	2,162	6.8%	La Habra	1,928	6.3%	La Habra	1,689	6.5%	La Habra	1,715	6.5%
Whittier	1,688	5.3%	Whittier	1,608	5.3%	Whittier	1,388	5.3%	Whittier	1,317	5.0%
Placentia	1,419	4.5%	Buena Park	1,345	4.4%	Buena Park	1,238	4.7%	Buena Park	1,179	4.5%
Buena Park	1,415	45%	Placentia	1,341	4.4%	Placentia	1,142	4.4%	Placentia	1,178	4.5%
Brea	1,267	4.0%	Yorba Linda	1,150	3.8%	Yorba Linda	1,035	4.0%	Yorba Linda	1,022	3.9%
Yorba Linda	1,159	3.7%	Brea	1,134	3.7%	Brea	977	3.7%	Brea	980	3.7%
La Mirada	858	2.7%	La Mirada	825	2.7%	La Mirada	692	2.6%	La Mirada	651	2.5%
Garden Grove	622	2.0%	Garden Grove	647	2.1%	Garden Grove	564	2.2%	Garden Grove	591	2.2%
Top 10	23,125	73.3%	**Top 10**	21,391	70.1%	**Top 10**	18,441	70.5%	**Top 10**	18,925	71.5%

Source: NOCCCD Internal Data

As a Hispanic Serving Institution, the College population includes a significant number of first-generation college students. In 2022-2023, about 35% of students indicated that their parents did not attend college, and another 17.7% indicated that their parents/guardians did not earn an associate or bachelor's degree (Table 6).

Table 6. Highest Parental Educational Attainment

Table 6. Highest Parental Educational Attainment

| Parent Educational Attainment Level	2019-20		2020-21		2021-22		2022-223	
	Count	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**
No High School Diploma	7,506	23.8%	6,895	22.6%	5,915	22.6%	4,158	15.7%
High School Diploma	6,012	19.0%	5,848	19.2%	4,925	18.8%	5,159	19.5%
Total No College	*10,498*	*42.8%*	*12,743*	*41.0%*	*10,840*	*41.4%*	*9,317*	*35.2%*
Some College/No Degree	5,753	18.2%	5,700	18.1%	4,805	18.4%	4,681	17.7%
Associate Degree	2,660	8.4%	2,609	8.6%	2,226	8.5%	2,334	8.8%
Bachelor's Degree	5,722	18.1%	5,722	18.1%	4,948	18.9%	4,840	18.3%
Graduate Degree	3,307	10.5%	3,544	11.2%	3,108	11.9%	3,146	11.9%
No Response	602	1.9%	182	0.6%	244	0.9%	2,141	8.1%

Source: NOCCCD Internal Data

Using this statewide resource, data from Fullerton College indicates that 68.7% of students were identified as having been eligible for the California Community Colleges' California Promise Grant (previously known as the Board of Governors fee waiver), which allows for students' enrollment fees to be waived (see Figure 7). Under Title V of the California Code of Regulations, the student or student's family must have a total income in the prior year that is equal to or less than 150% of the U.S. Department of Health and Human Services Poverty Guidelines based on family size. For reference, in 2023, the 150% income threshold was $21,870 for an individual person and $45,000 for a family of four .

About 40% of students enrolled each year have received a Pell Grant while enrolled at the College; an increase of about 6.0%, since academic year 2016-2017 (see Figure 8). Similarly, nearly 80% of students at the College have been identified as economically disadvantaged.
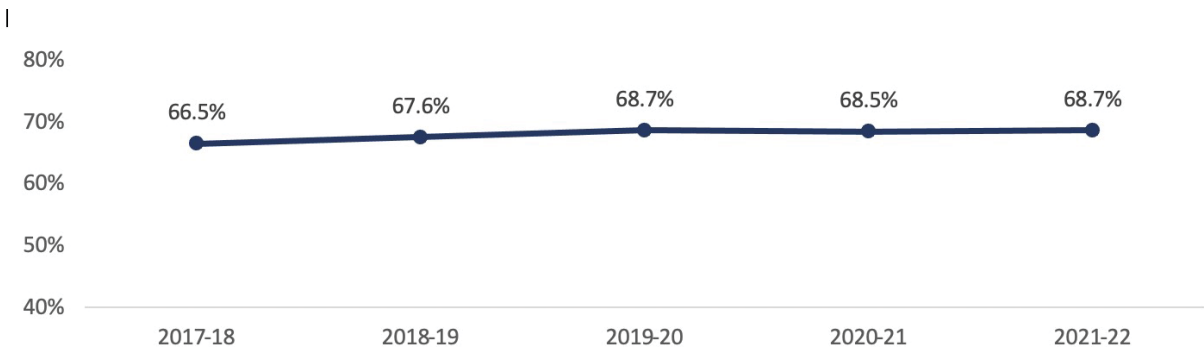
*Figure 7*. Received a College Promise/Board of Governor's (BOG) Eligibility
Source: California Community College Chancellor's Office Student Success Metrics Dashboard
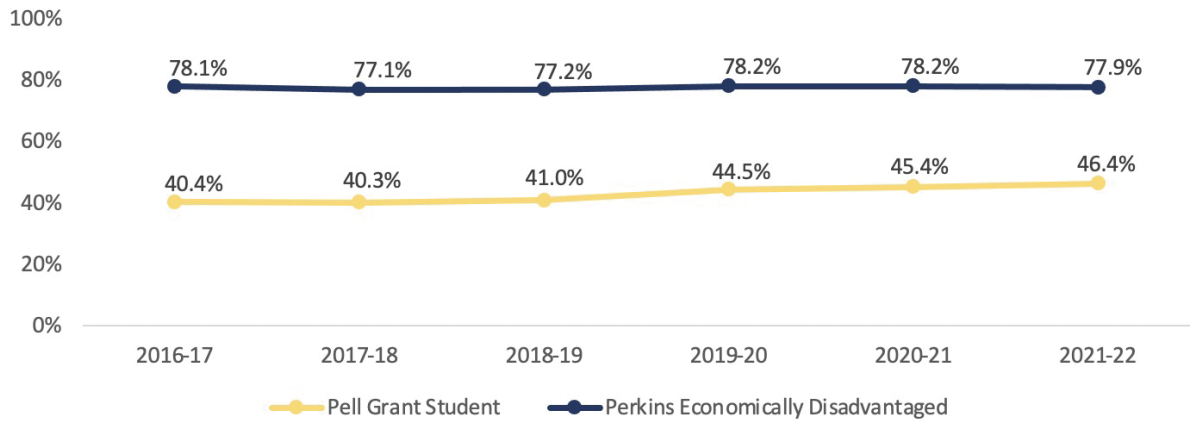
Figure 8. Proportion of Pell Grant and Perkins Economically Disadvantaged Students
Source: California Community College Chancellor's Office Student Success Metrics Dashboard

Additionally, the CCCCO's Student Success Metrics dashboards include information about the extent to which students are identified as part of various populations, such as Veterans, LGBT , Foster Youth, and Disabled . Figure 9 summarizes the proportion of students (excluding students who are high school students dually enrolled at the College) who have been identified within specific special populations. While the proportion of students who identify as LGBT appears to be increasing, this trend reflects the recently implemented methodology by which the State collects this information during students' application to the College. In addition, only students who are 19 years of age or older are asked questions about their sexual orientation and gender identities. In this way, the percentage reported is not a reflection of all students' reported identities but represents the proportion of students who have been asked these questions and who have identified in these ways on the CCCApply portal.
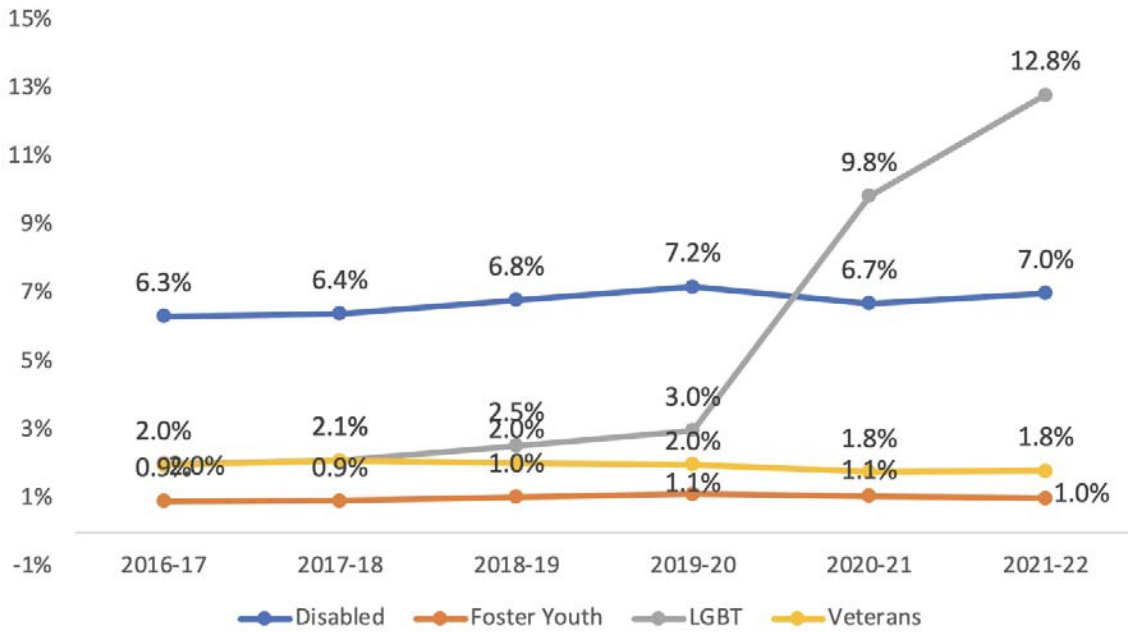
Figure 9. Proportion of Students Identified by Special Populations
Source: California Community College Chancellor's Office Student Success Metrics Dashboard

Student Academic Expectations and Goals

Data in Table 7 indicates over 60.0% of Fullerton College students identified earning an associate degree and/or transfer to a four-year college or university as their primary academic goal. Another 8.5% of academic year 2022-2023 students indicated that they are exploring career opportunities and/or seeking a career advancement, while an additional 3.5% of students goal is to achieve a vocational certificate. For academic year 2022-2023, about 10% of students reported that they were undecided on their academic goal.

Table 7. Student Academic Goal

	2019-20	2020-21	2021-22	2022-23
	% of Total	% of Total	% of Total	% of Total
Degree, Certificate, and/or Transfer				
Associate Degree and Transfer	48.6%	47.5%	49.6%	45.3%
Associate Degree Only	5.2%	5.9%	6.2%	6.2%
Transfer to University Only	14.2%	13.5%	12.5%	10.5%
Vocational Certificate/Degree	3.2%	3.2%	3.4%	3.5%
Educational Development				
Educational Development	4.1%	4.4%	4.5%	5.1%
High School Completion	1.0%	1.4%	1.5%	1.7%
Non-Credit to Credit	0.1%	0.1%	0.1%	0.1%
Career Development				
Career Advancement/Change	5.4%	5.5%	5.4%	5.7%
Career Exploration	2.1%	2.4%	2.5%	2.8%
Different Goals / Unknown				
Student at Four-Year Institution	6.2%	6.3%	5.2%	6.0%
Missing	1.4%	1.3%	<0.1%	3.6%
Undecided	8.6%	8.5%	9.1%	9.6%

Source: NOCCCD Internal Data

Table 8 contains data on the most popular majors among students at the College; a list that has remained consistent over the last four years. In academic year 2022-2023, nearly 40% of enrolled students selected a major in one of these ten programs, with Business Administration and Business Management accounting for 11.5% of majors selected.

Table 8. Top 10 Student Majors by Academic Year

2019-20			2020-21			2021-22			2022-23		
Major	#	%	Major	#	%	Major	#	%	Major	#	%
Business Admin.	2,351	7.4%	Business Admin.	2,386	7.8%	Business Admin.	2,009	7.8%	Business Admin.	2,038	7.7%
Accounting	1,791	5.7%	Pre-Nursing	1,239	4.1%	Psychology AA-T	1,135	4.3%	Psychology AA-T	1,126	4.3%
Pre-Nursing	1,339	4.2%	Psychology AA-T	1,239	3.1%	Pre-Nursing	1,020	3.9%	Computer Science	1,095	4.1%
Psychology AA-T	1,161	3.7%	Accounting	1,165	3.8%	Computer Science	973	3.7%	Pre-Nursing	1,006	3.8%
Engineering	1,086	3.4%	Business Management	1,041	3.4%	Business Management	884	3.4%	Business Management	936	3.5%
Business Management	1,017	3.2%	Engineering	957	3.1%	Engineering	814	3.1%	Art	798	3.0%
Computer Science	923	2.9%	Computer Science	951	3.1%	Art	789	3.0%	Engineering	761	2.9%
Art	906	2.9%	Art	796	2.6%	Accounting	743	2.8%	Biology AS-T	654	2.5%
Biology	852	2.7%	Kinesiology AA-T	703	2.3%	Biology AS-T	659	2.5%	Accounting	613	2.3%
Kinesiology AA-T	715	2.3%	Biology AS-T	696	2.3%	Kinesiology	531	2.4%	Kinesiology	577	2.2%

Source: NOCCCD Internal Data

Labor Market Data

Employment plays a major role in community college enrollment. For example, the College saw its largest gains in enrollment following the nationwide recession in 2008. During the COVID-19 pandemic, employment in the region was heavily impacted. By December 2020, the unemployment rate in Orange County was 7.7% (Table 9). By the end of 2021, employment rebounded significantly, as the rate dropped four percentage points to 3.7%. The December 2022 unemployment rate was below pre-pandemic levels. This massive return of the labor force coincided with significant declines in the College's enrollment.

Table 9. Civilian Labor Force, Employment, and Unemployment for Orange County

Measures	December 2018	December 2019	December 2020	December 2021	December 2022	Percent Change 2018 to 2022
Civilian Labor Force	1,620,300	1,618,100	1,536,700	1,574,300	1,604,900	-1.0%
Employed	1,573,600	1,576,300	1,417,800	1,516,200	1,564,200	-0.6%
Unemployed	46,600	41,800	118,900	58,100	40,700	-12.7%
Percent Unemployed	2.9%	2.6%	7.7%	3.7%	2.5%	

Source: California Employment Development Department

In the cities surrounding the College, unemployment rates were all below 3.0% by December 2022 (Table 10).

Table 10. Civilian Labor Force, Employment, and Unemployment for Fullerton College Area, December 2022

Measures	Orange County	Anaheim	Brea	Fullerton	La Habra	Placentia	Yorba Linda
Civilian Labor Force	1,604,900	171,700	23,600	70,200	30,900	25,700	35,000
Employed	1,564,200	161,100	23,000	68,400	30,100	25,000	34,200
Unemployed	40,700	4,500	600	1,800	800	700	800
Percent Unemployed	2.5%	2.6%	2.5%	2.6%	2.6%	2.6%	2.2%

Source: California Employment Development Department

In terms of the types of employment and opportunities students may find in Orange County, a review of Orange County's employment by industry shows a substantial proportion falling within professional and business services; trade, transportation and utilities; and goods producing. These industries saw substantial growth throughout 2021, as the economy rebounded from declines in 2020 due to the COVID-19 pandemic. (Table 11).

Table 11. Employment and Growth by Industry in Orange County, 2022

Industry	December 2022	Yearly Change
Professional & Business Services	338,300	+4.2%
Trade, Transportation & Utilities	262,900	+1.7%
Goods Producing	267,400	+7.1%
Leisure & Hospitality	228,900	+10.8%
Educational & Health Services	257,600	+6.6%
Health Care & Social Assistance	219,900	+5.7%
Accommodation & Food Services	175,200	+9.5%
Government	159,00	-0.9%
Total	1,909,200	+5.5%

Source: California Employment Development Department

The California Employment Development Department and EMSI, a labor market analytics company, provide information about the fastest growing occupations in Orange County. These entities produce information that helps the College track changing employment trends in the County and to consider how educational opportunities at the College will prepare students for employment. Table 12 contains the fastest growing occupations in the county which require an associate's degree or vocational certificate.

Table 12. Fastest Growing Orange County Occupations Requiring an Associate Degree or Post-Secondary Vocational Training, 2020-2030

Occupation	2020	2030	Percent Change
Manicurists and Pedicurists	3,830	6,120	+59.8%
Massage Therapists	2,150	3,170	+47.4%
Physical Therapist Assistants	630	890	+41.3%

Source: California Employment Development Department

The following tables describe the entry-level occupations, by the requisite certificate or degree, which are expected to add jobs within Orange County in the coming year.

Table 13. Top 10 Employed Industry and Growth Projections for 2024 for Orange County by Entry Level for Career Technical Certificate

Occupation	2022 Jobs	Projections for 2024	Change (%)	Median Hourly Earnings
Heavy and Tractor-Trailer Truck Drivers	12,521	12,896	3%	$25.09
Medical Assistants	10,273	10,914	6%	$19.26
Nursing Assistants	9,304	9,788	5%	$19.45
Hairdressers, Hairstylists, and Cosmetologists	6,988	7,495	7%	$16.43
Licensed Practical and Licensed Vocational Nurses	6,721	7,041	5%	$32.68
Manicurists and Pedicurists	6,652	7,355	11%	$14.87
Dental Assistant	6,521	6,905	6%	$22.08
Automotive Service Technicians & Mechanics	6,261	6,384	2%	$28.40
Massage Therapists	4,618	5,011	9%	$22.89
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	4,537	4,763	4%	$31.23

Source: Lightcast-Economic Modeling

Table 14. Top 10 Employed Industry and Growth Projections for 2024 for Orange County by Entry Level for Associate's Degrees

Occupation	2022 Jobs	Projections for 2024	Change (%)	Median Hourly Earnings
Preschool Teachers, Except Special Education	4,685	4,886	4%	$17.37
Paralegals and Legal Assistants	4,124	4,372	6%	$30.40
Dental Hygienists	3,126	3,332	4%	$53.54
Architectural and Civil Drafters	1,747	1,790	2%	$30.49
Electrical and Electronic Engineering Technologists and Technicians	1,689	1,684	0%	$34.49
Radiologic Technologists and Technicians	1,675	1,790	7%	$42.54
Human Resources Assistants, Except Payroll and Timekeeping	1,469	1,479	1%	$22.67
Computer Network Support Specialist	1,415	1,452	3%	$35.20
Respiratory Therapist	1,212	1,269	5%	$39.51
Engineering Technologists and Technicians, Except Drafters, All Others	1,086	1,103	2%	$30.63

Source: Lightcast-Economic Modeling

Table 15. Top 10 Employed Industry and Growth Projections for 2024 for Orange County by Entry Level for Bachelor's Degrees

Occupation	2022 Jobs	Projections for 2024	Change (%)	Median Hourly Earnings
General and Operations Managers	28,261	29,346	4%	$54.10
Registered Nurses	25,617	26,774	5%	$60.39
Accountants and Auditors	19,015	19,498	3%	$37.86
Software Developers	18,171	19,113	5%	$64.14
Business Operations Specialists, All Others	16,507	16,900	2%	$33.56
Managers, All Other	15,499	15,813	2%	$52.72
Management Analyst	14,021	14,479	3%	$32.59
Market Research Analysts and Marketing Specialist	12,149	12,723	5%	$32.59
Project Management Specialist	11,651	11,984	3%	$47.61
Financial Managers	11,599	11,995	3%	$75.06

Source: Lightcast-Economic Modeling

Service Area Demographic and Socio-economic Data

While the population of Orange County has decreased slightly over the last few years, it is still a large and diverse metropolitan area with over 3.1 million residents (Table 16). The six major cities that are part of the Fullerton College service area include over 700,000 residents.

Table 16. Population of Orange County and Neighboring Cities

City	2019	2020	2021	2022	2023	Change 2022-2023
Orange County	3,195,197	3,180,491	3,169,542	3,151,946	3,137,164	-0.5%
Anaheim	356,669	357,059	344,604	335,946	328,580	-2.2%
Brea	44,879	45,498	47,097	46,947	48,184	2.6%
Fullerton	141,931	142,070	141,974	143,013	142,873	-0.1%
La Habra	63,319	63,471	62,317	62,037	61,835	-0.3%
Placentia	51,750	51,569	51,522	51,237	52,507	2.5%
Yorba Linda	68,458	68,426	67,760	67,284	67,068	-0.3%
Feeder Totals	*727,006*	*728,093*	*715,274*	*706,464*	*701,047*	*-0.8%*

Sources: State of California, Department of Finance, E-4 Population Estimates for Cities, Counties and the State, with 2010 Benchmark. Sacramento, California, May 2023; U. S. Bureau of the Census

While the population in Orange County has been slightly decreasing in the immediate area surrounding the College, future projections suggest that the population will actually increase. The county is expected to grow by 11.9% by the year 2040, with growth projections identified for the cities of Anaheim, Brea, and Fullerton; three crucial cities for the College's enrollment (Table 17). Even though there was a decrease in population from 2021 to 2022 for the cities of Anaheim and Brea, the long-term projections show that the population will increase going forward with Anaheim projected to grow 15.0% by 2040.

Table 17. Population Changes in Fullerton College Community through 2040

City	2020	2025	2030	2035	2040	Projected Change to 2040
Anaheim	357,059	367,879	381,028	389,313	410,755	15.0%
Brea	45,498	48,911	49,247	50,625	50,576	11.2%
Fullerton	142,070	151,939	155,724	158,334	160,458	12.9%
La Habra	63,471	66,131	67,440	68,327	68,475	7.9%
Placentia	51,569	54,706	57,053	58,499	58,442	13.3%
Yorba Linda	68,426	69,867	70,217	70,391	70,469	3.0%
Total	728,093	759,433	780,709	795,489	819,175	12.5%
Orange County	3,180,491		3,433,510		3,558,071	

Source: California State University, Fullerton, Center for Demographic Research

As previously discussed, Fullerton College is a Hispanic Serving Institution, with a majority of students identifying as Hispanic and/or Latina/o/x (56.3% in 2022-2023). This designation is important to the College and its mission, given the socio-economic data of Orange County.

In looking at the proportion of city and county residents and their respective racial/ethnic identities, approximately one-third (34.1%) of Orange County residents identify as Hispanic and/or Latina/o/x, although the percentage is noticeably higher for the cities of Anaheim (54.0%) and La Habra (60.6%) (Table 18).

There are similar differences between the proportion of individuals from Orange County and the surrounding communities who identify as Asian / Pacific Islander (23.2% for Orange County) as compared to the College (13.0%). Similarly, there are differences between the proportions of Orange County residents who identify as White (38.5%) as compared to the proportion of students at Fullerton College (17.0%).

Table 18. Fullerton College Community Population Percentage by Ethnicity: Census 2022

	African American	Asian/Pacific Islander	Hispanic or Latina/o/x	American Indian/Alaskan Native	White	Unknown	Two or More Races
Fullerton College	*3.1%*	*13.0%*	*56.3%*	*0.1%*	*17.0%*	*2.3%*	*8.1%*
Orange County	2.2%	23.2%	34.1%	1.1%	38.5%	--	3.8%
Anaheim	2.7%	17.7%	54.0%	0.7%	23.2%		2.3%
Brea	1.2%	25.5%	29.8%	0.4%	39.6%		3.5%
Fullerton	2.3%	24.3%	38.3%	0.5%	32.2%		2.4%
La Habra	2.2%	12.2%	60.6%	0.9%	23.9%		0.2%
Placentia	2.6%	16.9%	39.1%	1.0%	38.2%		2.2%
Yorba Linda	1.2%	22.2%	18.1%	0.2%	54.4%		3.9%

Source: U.S. Census Bureau, 2020 Population Estimates, July 1, 2022

While Hispanic and Latina/o/x students are overrepresented at the College compared to Orange County as a whole, public-school data provides insight into the changing demographics of the area. Recent data show that a very significant majority of high school students at Anaheim High School (94.1%), Katella (91.1%), La Habra (80.0%), Sonora (72.5%), and Fullerton (65.3%) identify as Hispanic or Latina/o/x (Table 19). Additionally, a substantial proportion of students from Troy High School (52.2%), Sunny Hills (46.5%), Brea-Olinda (26.0%), and Valencia (23.6%) identify as Asian / Pacific Islander. These data are important indicators of who the potential, future students at Fullerton College are, as well as the racial/ethnic high school environments students have experienced before enrolling in College.

Table 19. Public School Enrollment in Fullerton College Top 10 Feeder High Schools, By Race/Ethnicity year 2022-2023

High School	African American	Asian/ Pacific Islander	Hispanic or Latina/o/x	American Indian/ Alaskan Native	White	Not Reported	Two or More Races
Fullerton College	*3.1%*	*13.0%*	*56.3%*	*0.1%*	*17.0%*	*2.3%*	*8.1%*
Anaheim	0.6%	1.8%	94.0%	0.3%	2.7%	0.1%	0.5%
El Dorado	1.1%	17.8%	37.5%	0.3%	40.2%	0.1%	3.4%
Fullerton	1.0%	6.2%	67.0%	0.1%	17.4%	0.4%	7.9%
Katella	1.5%	3.8%	90.8%	0.1%	3.1%	0.4%	0.4%
La Habra	1.3%	2.5%	82.2%	0.0%	12.8%	0.1%	1.2%
Loara	2.4%	14.0%	77.3%	0.2%	3.8%	1.8%	0.4%
Sonora	1.6%	8.4%	72.5%	0.0%	10.4%	5.5%	1.7%
Sunny Hills	1.6%	47.6%	32.4%	0.1%	12.0%	0.1%	6.2%
Troy	1.0%	42.7%	29.2%	0.1%	9.8%	12.7%	4.5%
Valencia	1.4%	23.6%	62.7%	0.2%	10.2%	0.0%	2.0%

Source: State of California, Department of Education, Data Quest (http://dq.cde.ca.gov/dataquest/)

While Hispanic or Latina/o/x residents make up a significant proportion of local high school students, in Orange County as a whole, only 18.2% of Hispanic or Latina/o/x adults have earned at least a bachelor's degree. This rate is about 35 percentage points lower than White Orange County adults, and 37 percentage points lower than Asian adults. Similarly, Hispanic or Latina/o/x residents in Orange County had median annual incomes that were about $29,000 less than White residents and about $22,000 less than Asian residents (Figure 11).
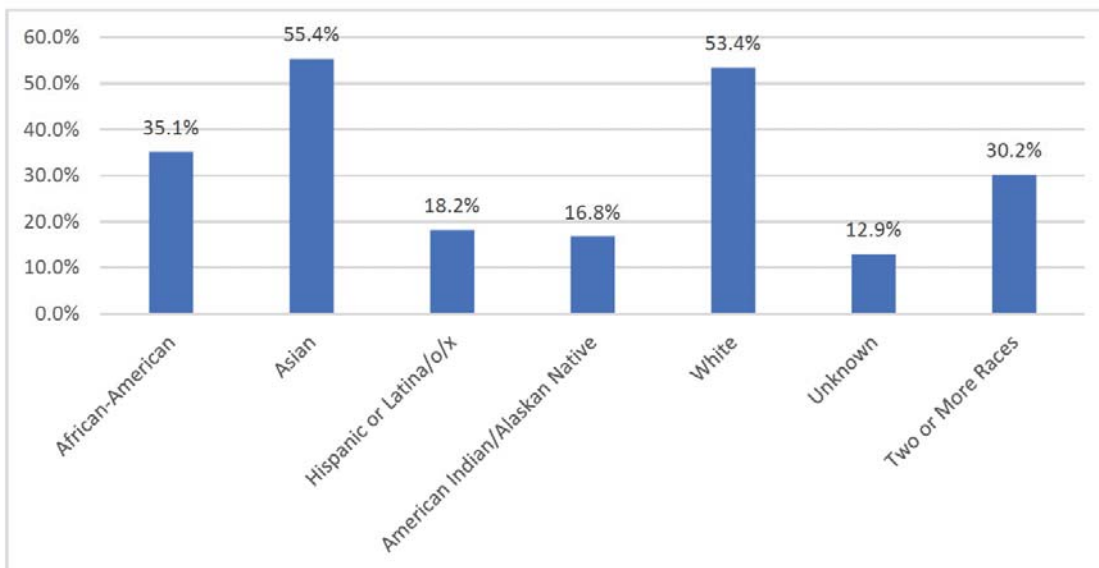
Figure 10. Percentage of Orange County Residents with a Bachelor's Degree or Higher by Race/Ethnicity

Source: U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates
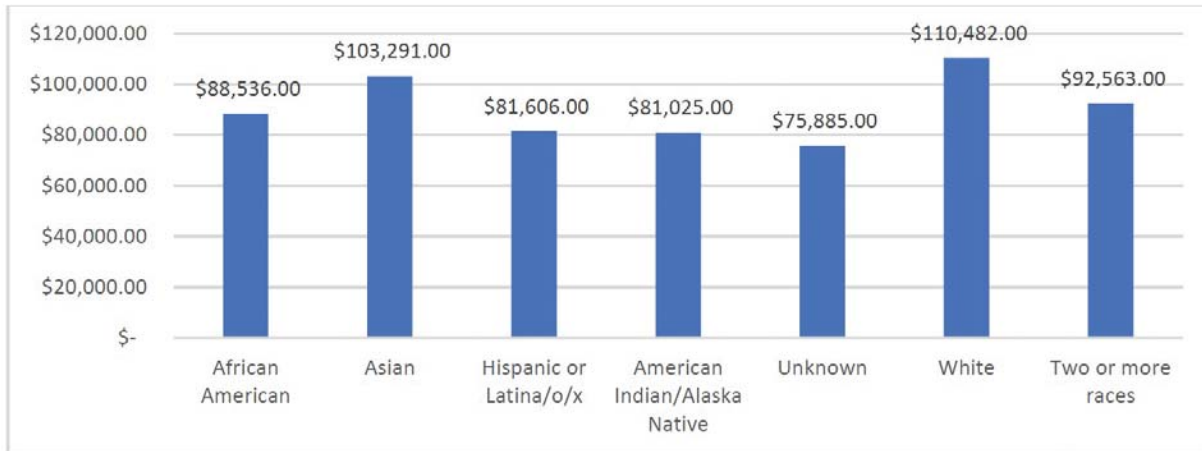
Figure 11. Median Income in the Past 12 Months: Orange County Residents by Race/Ethnicity
Source: U.S. Census Bureau, 2021 American Community Survey 1-Year Estimates

Evidence Attachments

Screen Shot 2023-09-06 at 12.26.31 PM.png
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Screen Shot 2023-09-06 at 12.29.11 PM.png
Screen Shot 2023-09-06 at 12.30.25 PM.png
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B. Presentation of Student Achievement Data and Institution-Set Standards

Narrative

Presentation of Student Achievement Data and Institution-Set Standards

Starting in 2017, the College began assessing its performance against institution set standards in earnest. The Fullerton College President's Advisory Council appointed a workgroup to determine institution-set standards of performance. The workgroup, using the average of the five most recent academic years, established the 90% cutoff of the average as the standard, except for State licensing examination scores. In 2021-2022, the College set a "stretch goal" standard that aligned with the recommendations of the workgroup. The standard was set at 102% of the previous five-year average.

When the Institutional Integrity Committee (IIC) and the Office of Institutional Effectiveness (OIE) began developing the College's new strategic plan, it reviewed and recommended updates to the way the institution set standards were measured. IIC proposed and got approval to change the metrics as well as the calculations used to identify institution set standards. The changes reflect a need to increase awareness of the standards, align the current standards with the strategic plan, and to center efforts to address equity gaps.
In terms of methodology, OIE recommended that IIC move away from standards that are continually updating (rolling averages), to standards that are set for multiple years. OIE suggested that IIC review progress and adjust standards and goals based on how the College is performing. The current methodology bases institution set standard levels as of the data available in the 2021-2022 academic year.

The new process also modifies the way the stretch standard is calculated. For rate-based metrics (ex: course success rates), IIC proposed that the stretch goals be set at the rate for the highest performing racial subgroup. In doing so, the stretch goals will be based on a vision where there is racial parity in our outcomes and aligns the standards to the College's 2022-2025 Student Equity and Achievement Plan.

For counting metrics, IIC changed the stretch goals so that they are based on the improvement targets set forth by the Vision for Success.

Course Success and Retention Rates

The College regularly reviews course success and retention rates. Success rates identify the percentage of enrollments that end in an A, B, C, or Passing grade, while course retention rates refer to the percentage of enrollments that did not end in an Withdrawal. During the COVID-19 pandemic, the College increased access to the "Excused Withdrawal" (EW) grade. Traditionally this grade was excluded from the calculation of both rates, but given its wide use during the 2019-2020 through 2021-2022 academic years, the College has included it in its calculations.

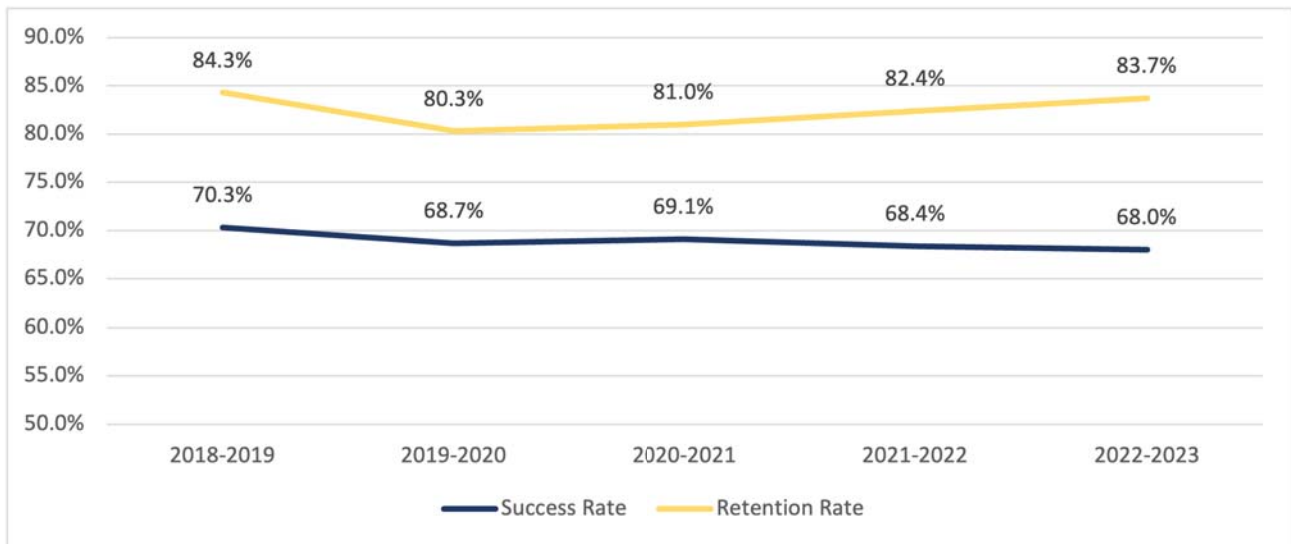Both rates were slightly lower in 2022-2023 compared to the 2018-2019 academic year (Figure 1)

Figure 1. Course Success and Retention Rates Last 5 Academic Years
Source: NOCCCD Internal Data

In 2022-2023, three ethnic subgroups had success rates that were below the College's institution set standard level; American Indian/Native Alaskan, Pacific Islander, and African American students. While the College enrolls very few of the two former ethnic subgroups (less than 50 each year), it regularly enrolls almost 900 African American students. As such, their performances on these standards are of particular concern to the College.
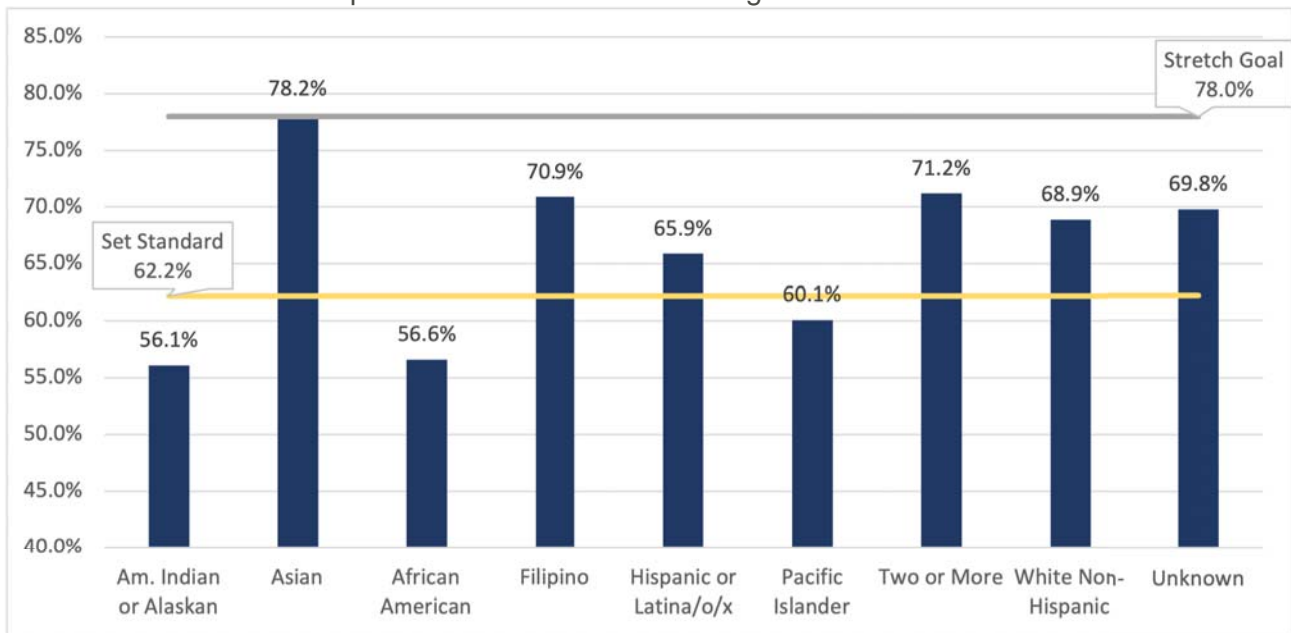
Figure 2. 2022-2023 Success Rate Set Standards and Stretch Goals by Ethnicity
Source: NOCCCD Internal Data

These groups performed better on the course completion metric, as all subgroups met the College's institution set standard of 74% (Figure 3). That said, gaps are evident, as the African American rate is about 7 percentage points below the stretch goal for the College.
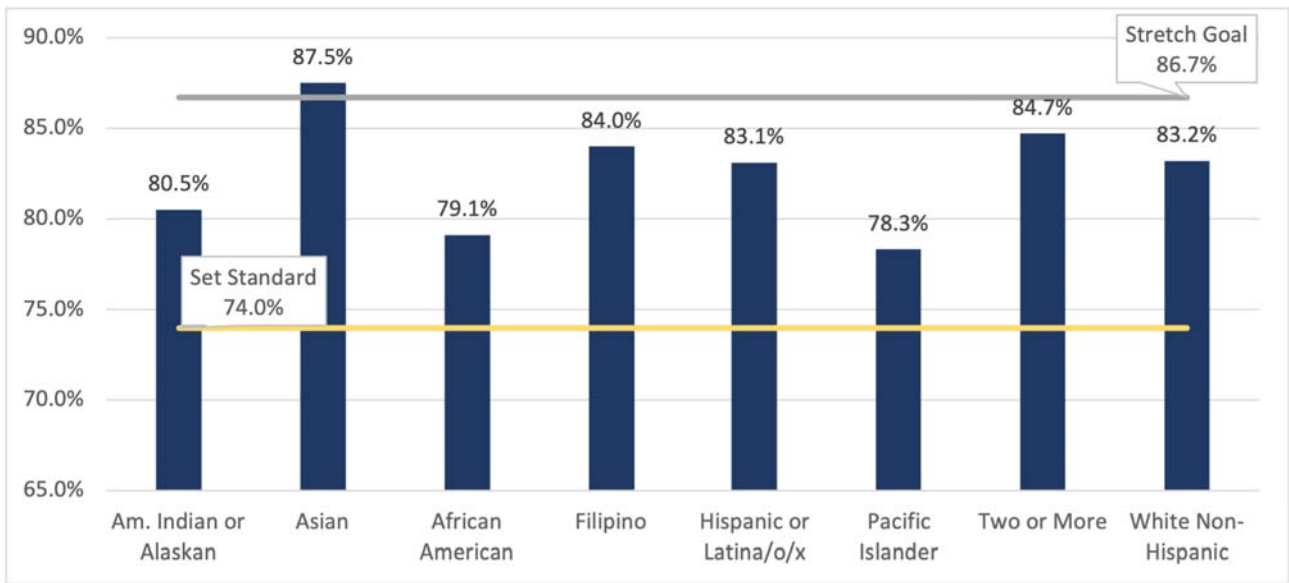
Figure 3. 2022-2023 Retention Rate Set Standards and Stretch Goals by Ethnicity
Source: NOCCCD Internal Data

Successful Enrollment After Completing Application

Included in the statewide Student Success Metrics is data representing how well the College converts applicants to registered students. Specifically, this metric identifies the percentage of first-time applicants who subsequently enrolled at the College. Over the last five years this rate has decreased; the College's performance is now below the institution set standard (Figure 4). In particular the College has struggled to convert African American and White student applications into enrollments (Figure 5).
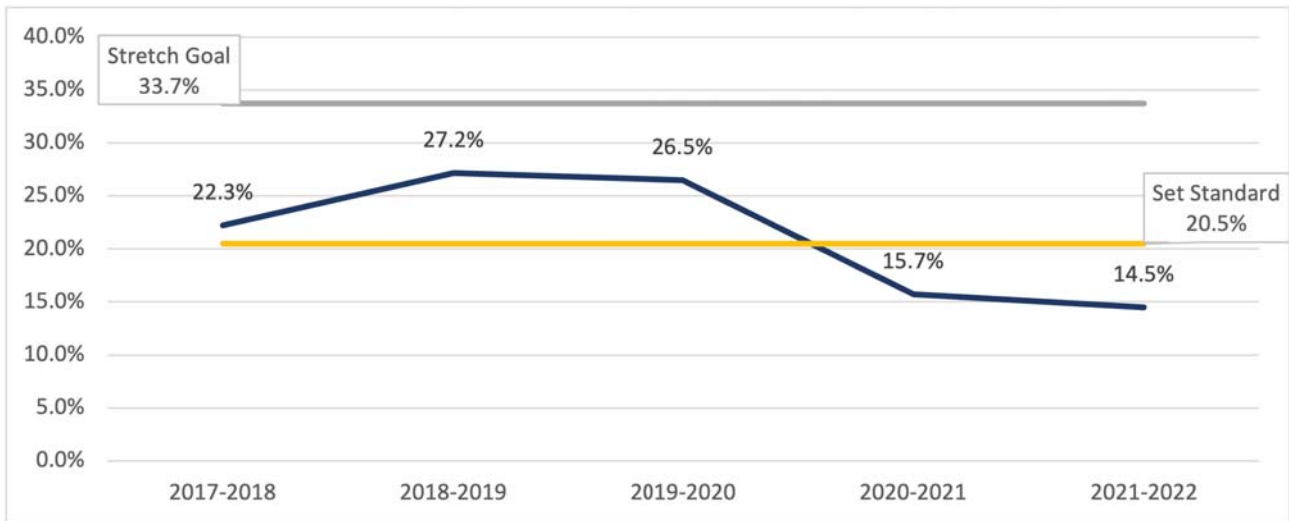
Figure 4. Successful Enrollment After Completing Application
Source: CCCCO Student Success Metrics
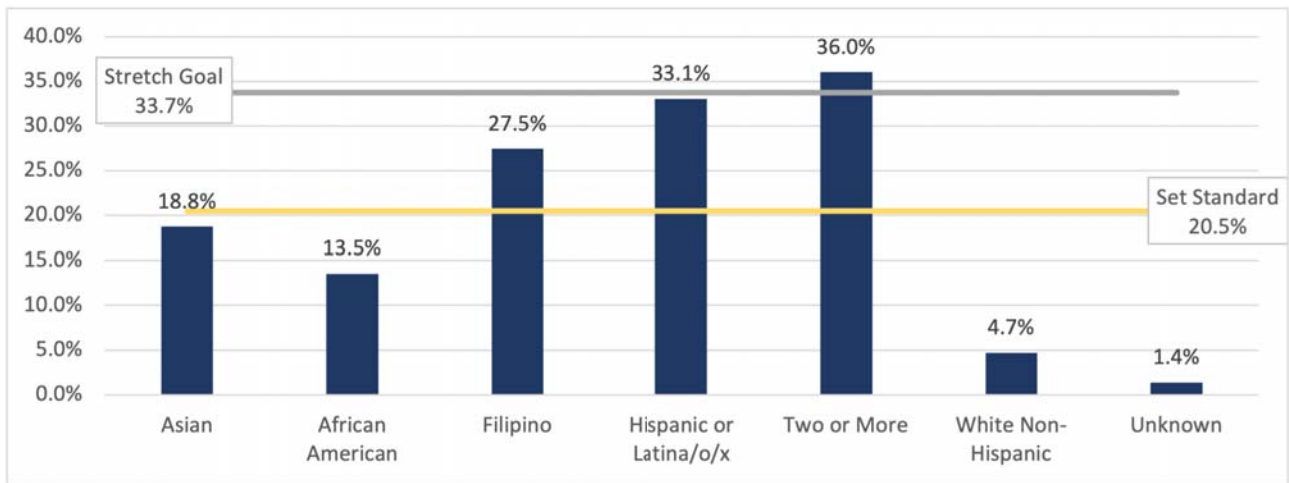
Figure 5. 2021-2022 Successful Enrollment After Completing Application Rates by Ethnicity
Source: CCCCO Student Success Metrics

Completion of Math + English in First Year

One of the key metrics from the Student Success Student Success Metrics is the rate at which students enroll in, and complete, transfer-level English and math within their first year. Given the changes in course sequences, placement processes, and embedded support courses, the College has seen more rapid changes to the rate at which first-time students complete transfer-level Math and English within the first year (Figure 6)
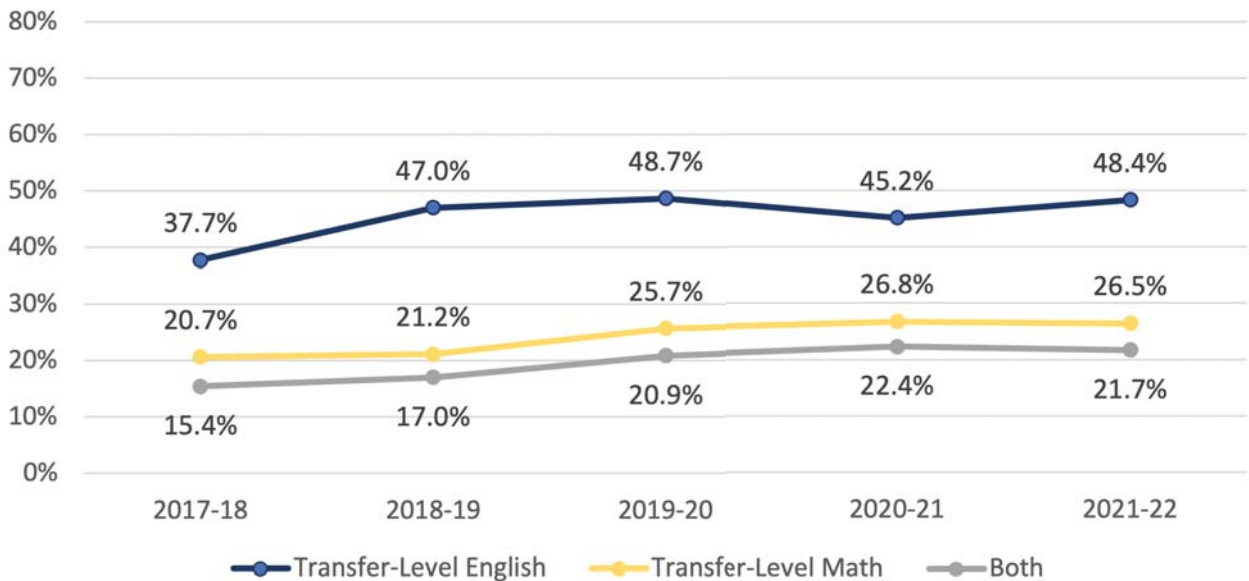
Figure 6. English and Math Transfer-Level Completion by Academic Year
Source: CCCCO Student Success Metrics

While the College has seen improvements in this metric, and met its institution set standard, gaps are evident when the data is disaggregated by race/ethnicity. Degree and certificate seeking Hispanic or Latina/o/x students complete these two courses in their first year at rates significantly lower than their Asian peers (Figure 7).
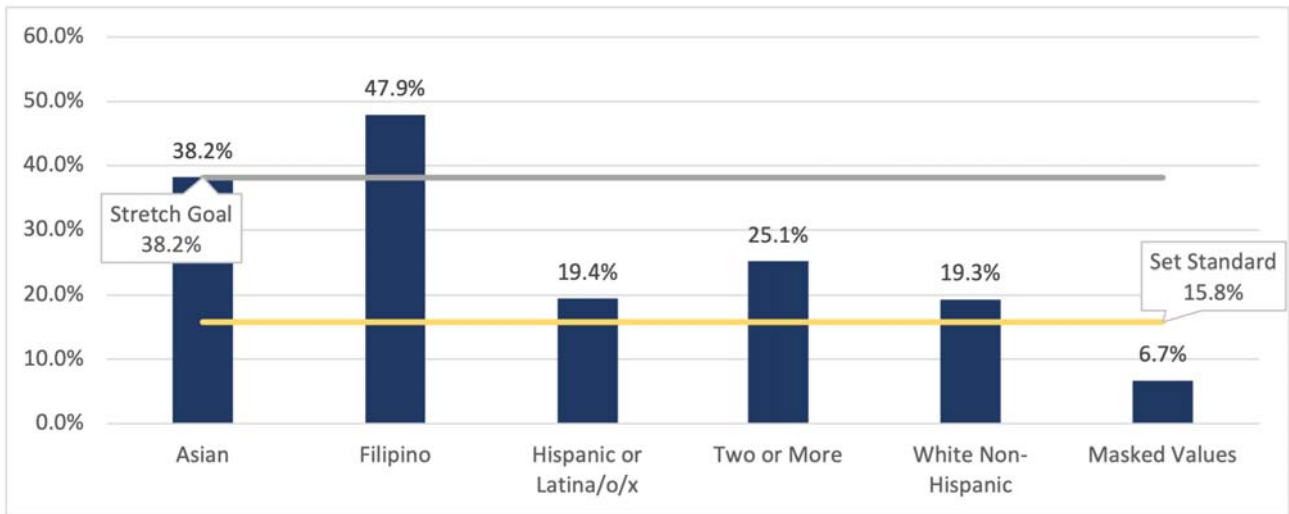
Figure 7. 2021-2022 English and Math Transfer-Level Completion by Race/Ethnicity
Source: CCCCO Student Success Metrics

Persistence from First Term of Enrollment to Subsequent Term

While the College measures persistence between terms in a number of methods, it chose the Student Success Metrics definition for its institution set standards. This metric includes only first time students and includes students whose first enrollment was in a non-fall term. Similar to the successful enrollment metric, the College has seen its performance dip during the COVID-19 pandemic (Figure 8). While the data provided by the state is not complete for 2021-2022, preliminary numbers indicate that the College will end up right below or right at the institution set standard of 65.5%.
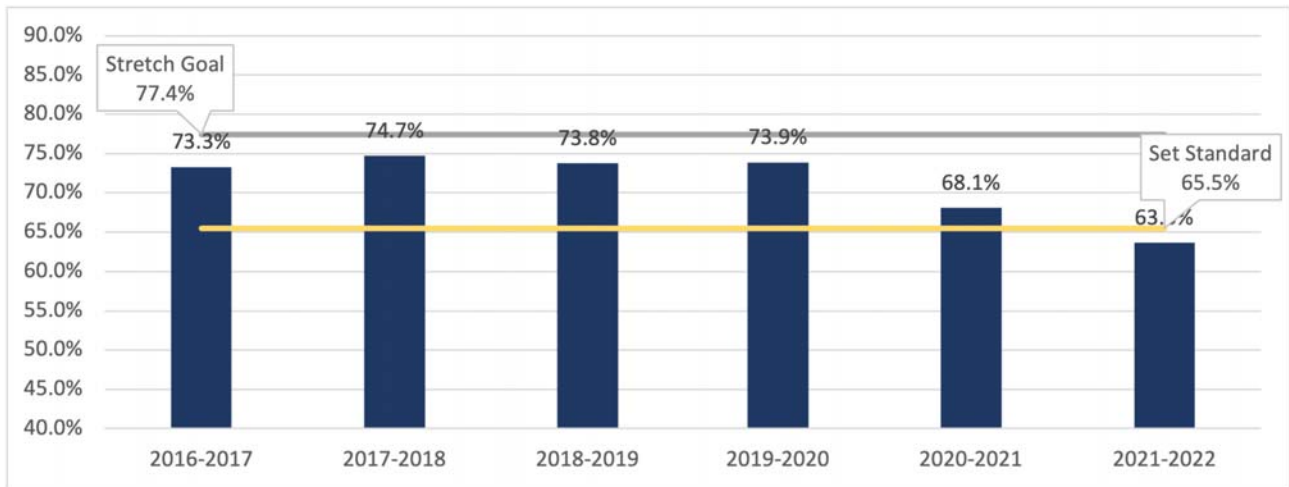
Figure 8. Persistence from First Term of Enrollment to Subsequent Term
Source: CCCCO Student Success Metrics

Disaggregated data indicate that African American students have significant gaps in performance for this metric (Figure 9). Their 46.8% persistence rate is almost 20% below the institution set standard. African American data from this metric was used to inform the College's most recent Collegewide Strategic Plan and its 2022-2025 Student Equity and Achievement Plan.
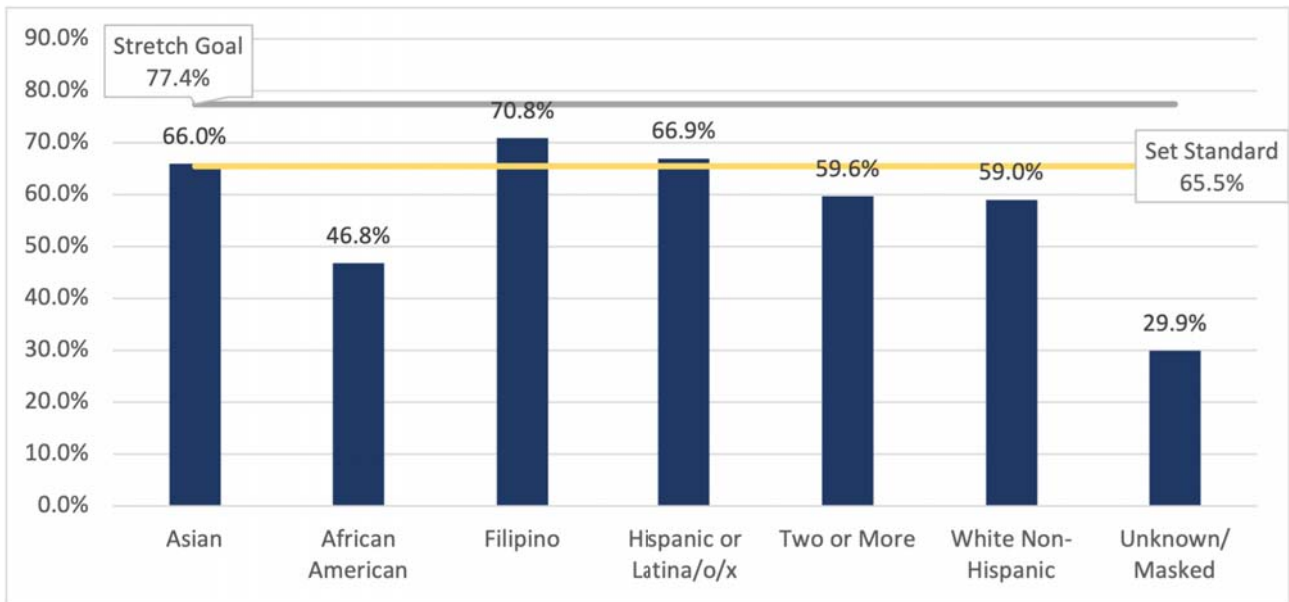
Figure 9. 2021-2022 Persistence from First Term of Enrollment to Subsequent Term by Race/Ethnicity
Source: CCCCO Student Success Metrics

Average Number of Units Completed

As part of its Guided Pathways efforts, the College has been working to decrease the length of time which students take to complete their educational goals. One metric the College uses to evaluate its efforts is the average number of units completed by students who earn an associate degree. The College has set its stretch goal for this metric to be 79 units. Over the last few years, the College has seen reductions in this number, with the most recent data indicating that associate degree earners leave the College with 81 units on average (Figure 10). That said, disaggregated data indicates that African American degree completers are leaving the college with the largest average number of units (87) (Figure 11).
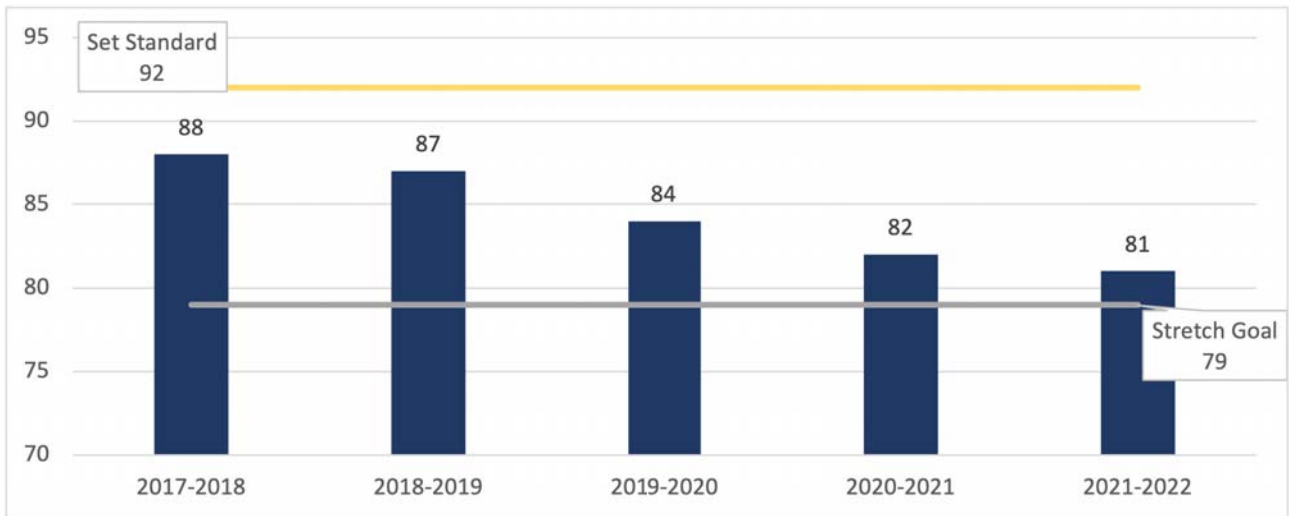
Figure 10. Average Number of Units Completed by Degree Earners
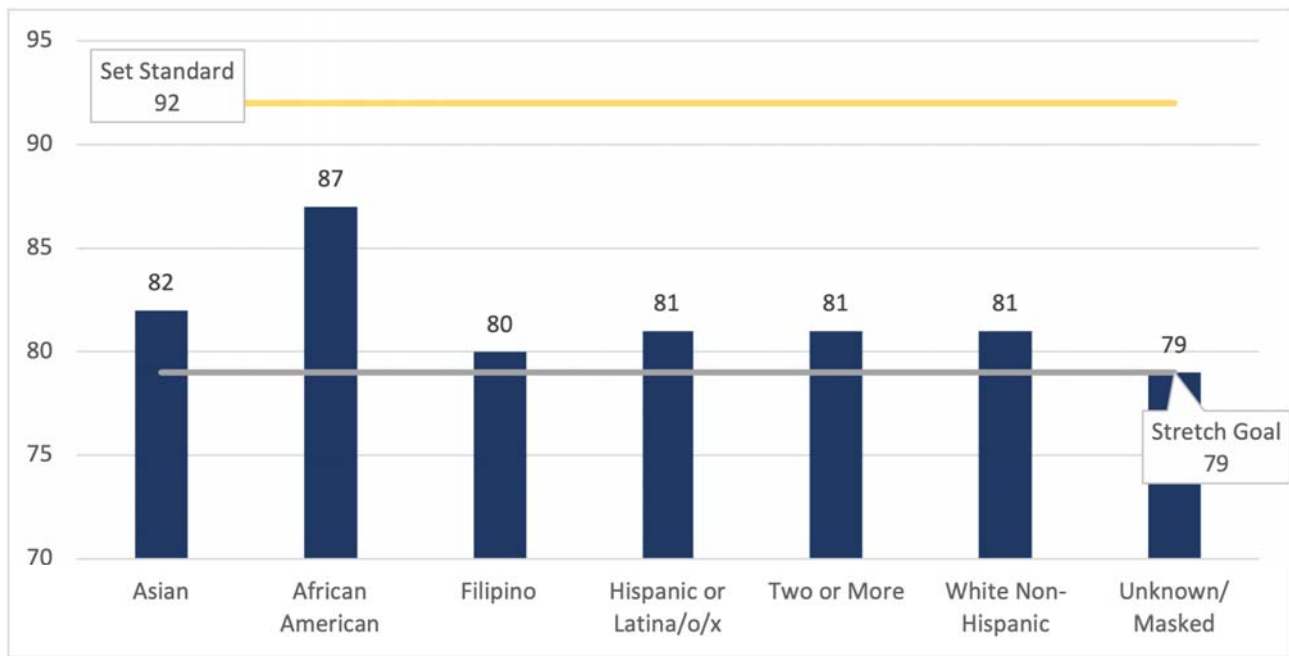*Source: CCCCO Student Success Metrics*

Figure 11. 2021-2022 Degree Earner's Average Number of Units Completed by Race/Ethnicity
Source: CCCCO Student Success Metrics

Completion Metrics

The College regularly graduates over 2,000 students each academic year. Between 2018-2022, the number of students who earned an associate degree increased each year (Figure 12). The data in the graphs below display the number of individual students who earn a degree. Duplicated counts of degrees awarded are generally much larger; as over the last five years it has averaged about 3,300 degrees conferred. The opportunity for more students to earn degrees, and for other students to earn multiple degrees, has been driven by the College's efforts to offer "Interdisciplinary Degrees" that cover areas of social science, arts, and science, among others.

As a lagging indicator, this metric did not begin to reflect the College's COVID-19 enrollment challenges until 2022-2023, when the counts dropped by about 200 students. The stretch goals for this metric are based on the Vision for Success goal of increasing degree and certificate completion by 20% compared to 2017 outcomes.
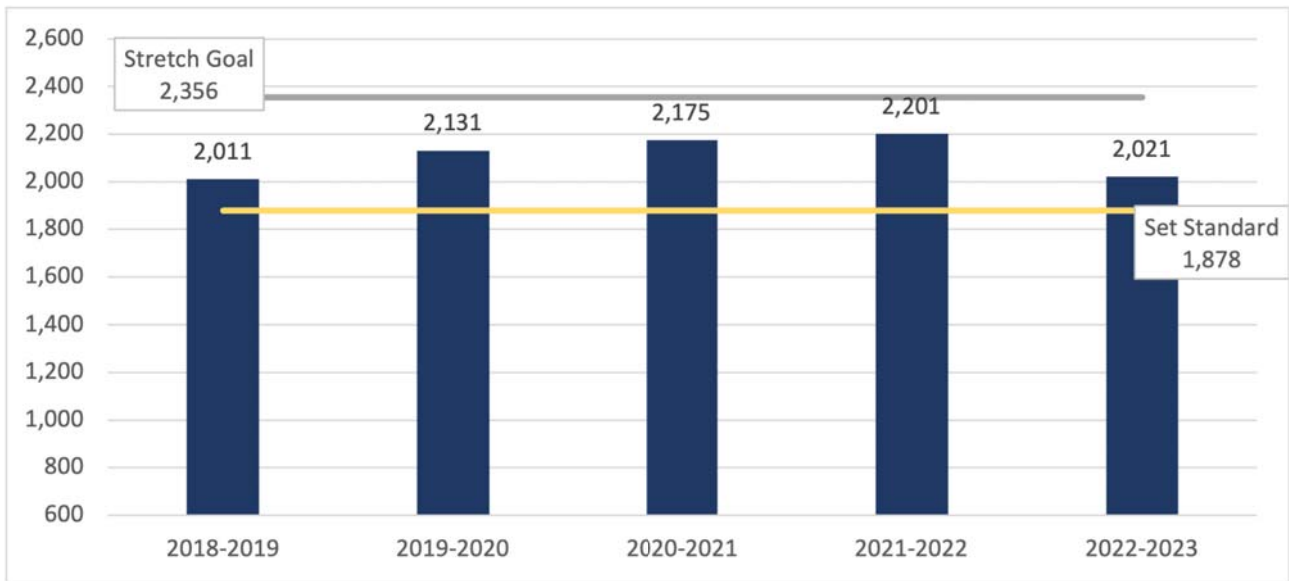
Figure 12. Associate Degree Earners by Academic Year
Source: CCCCO Student Success Metrics

Similarly, the number of students earning certificates at the College has increased significantly over the last few years as the College began offering the California State University General Education Certificate of Achievement as well as the Intersegmental General Education Transfer Curriculum Certificate of Achievement. Both certificates are approved and recognized by the California Community College's Chancellor's Office. The unduplicated number of students earning certificates peaked in 2020-2021, as 2,177 students received a certificate that year (Figure 13).
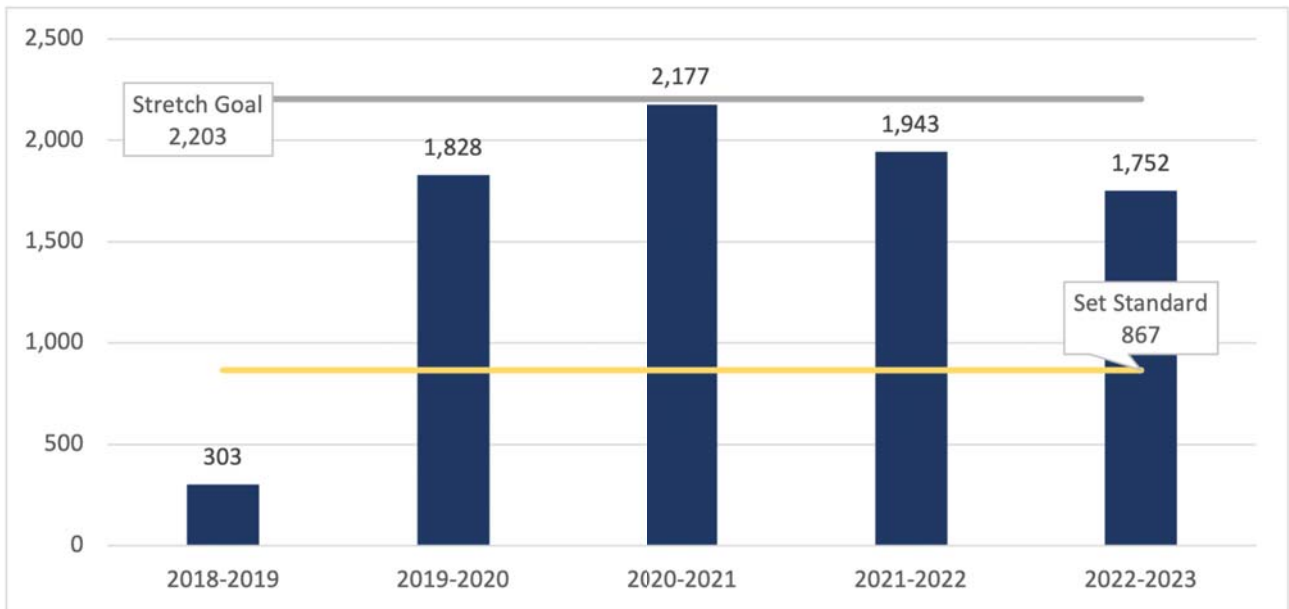
Figure 13. Certificate Earners by Academic Year
Source: NOCCCD Internal Data

As part of its 2022-2025 Student Equity and Achievement Plan, the College tracks the rate at which students attained the "Vision Goal Definition of Completion", which is part of the Student Success Metrics. The metric identifies the number of first-time students who earn a degree or

certificate within a three-year period. The use of a rate in this metric, allows the College to easily identify equity gaps. For its most recent cohort, the 2019-2020 cohort, 22.4% of Filipinos and 18.6% of Asian students completed within three-years (Figure 14). The performance of its African American students (8.7%) in this metric has led the College to include efforts to address this gap in its 2022-2025 Student Equity and Achievement Plan.
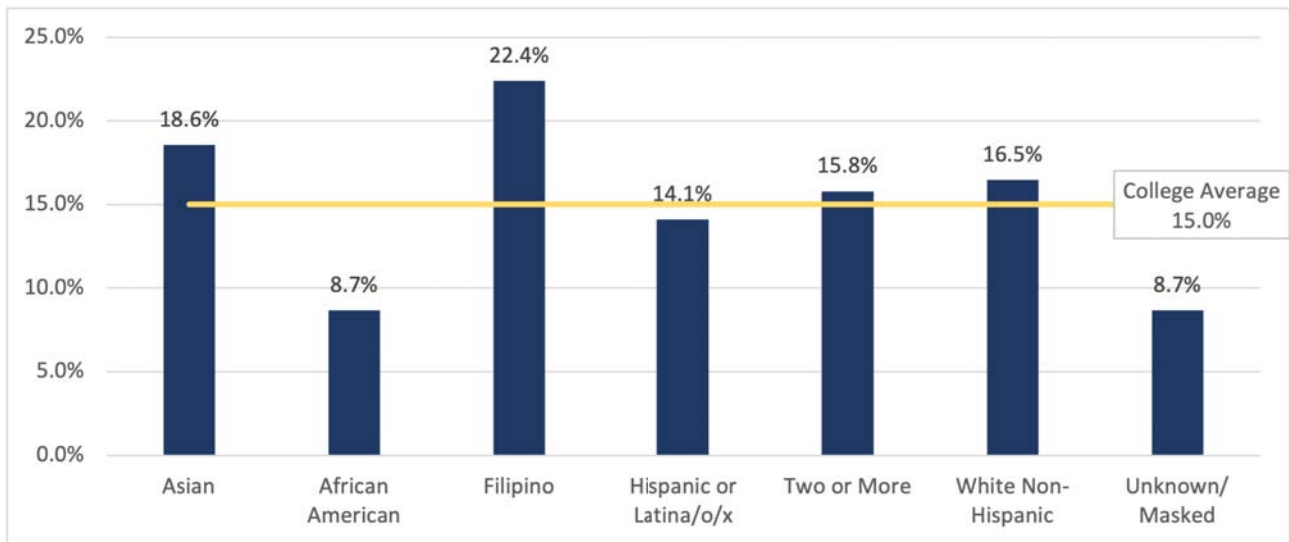

Figure 14. 2019-2020 First Time Students who Earned a Degree or Certificate in Three Years by Race/Ethnicity
Source: CCCCO Student Success Metrics

The other key completion metric is transfers to four-year universities. While this data is challenging to collect, it provides insight into the progress the College has made on its efforts to increase these numbers. Figure 15 below contains the number of fall transfers over the last five academic years. These numbers include fall transfers into the University of California and California State University systems, as well as data provided by the Chancellor's Office on transfers to private and out of state institutions. The stretch goal for this metric is based on the Vision for Success goal of increasing transfers by 35% compared to 2017 numbers.
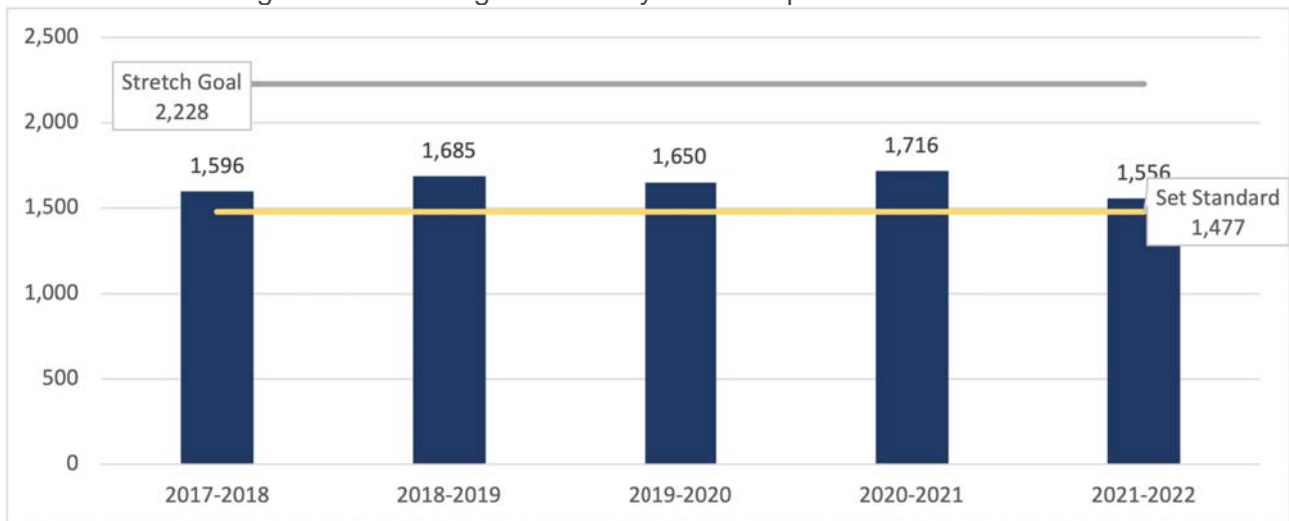

Figure 15. Fall Transfer Counts to UC, CSU, Private and Out of State Universities by Year
Source: California Community College Chancellor's Office Data Mart, University of California (UC) Office of the President InfoCenter, California State University (CSU) Data Center
To identify equity gaps in this metric, the College uses the Transfer metric calculated in the Student Success Metrics dashboard. As with the Vision Goal metric, the Transfer metric is cohort

based, and tracks students over three years at the College, and then one year after exiting the college. Furthermore, it includes only first-time students who eventually earned 12 or more transferable units. For its most recent cohort, 2017-2018, the College's three-year transfer rate was 14% (Figure 16). Equity gaps are evident for African American students (6.8%) and Hispanic or Latina/o/x students (10.7%). These data were used to inform the 2022-2025 Student Equity and Achievement Plan which identifies as a goal the closure of these two gaps.
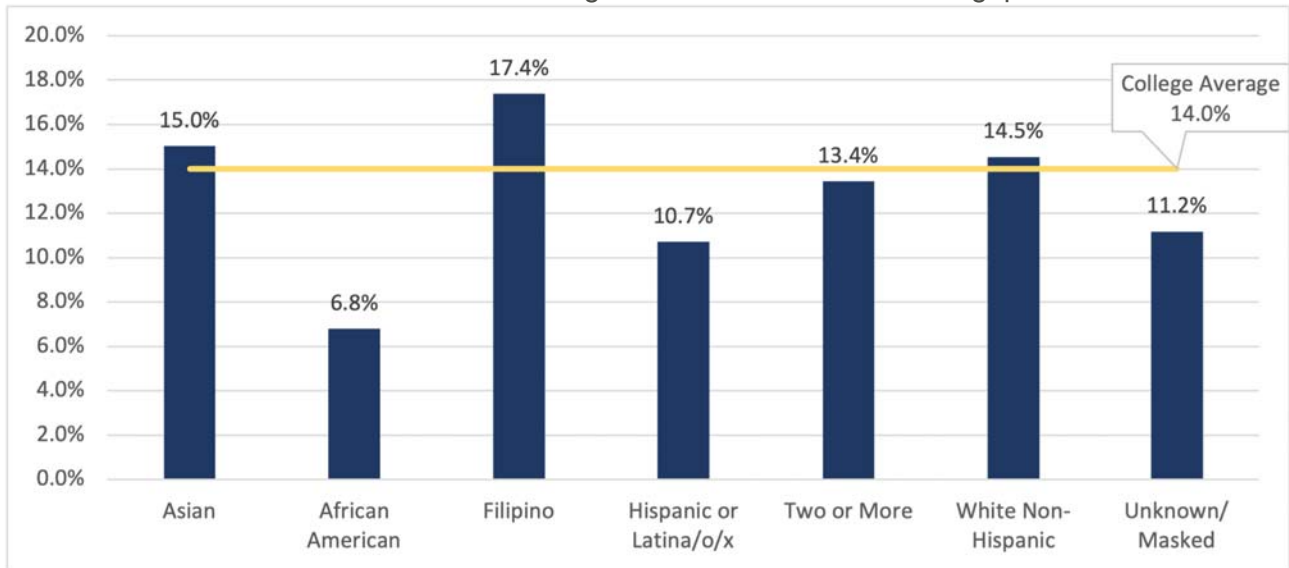
Figure 16. Transfers to Four Year Universities After Three Years by Ethnicity
Source: CCCCO Student Success Metrics

Career and Earnings Metrics

Included in its institution set standards is a metric related to the College's career technical education (CTE) programs. The metric includes the number of CTE students who reported that they were employed in a job closely related to their field of study. This data is collected annually through the state-wide CTE Outcomes Survey. While responses to the survey are not large (about 160 responses for the 2019-2020 cohort), the data available indicates that the College has been meeting its institution set standard (Figure 17). Although it did see a dip in the metric for its 2019-2020 cohort.
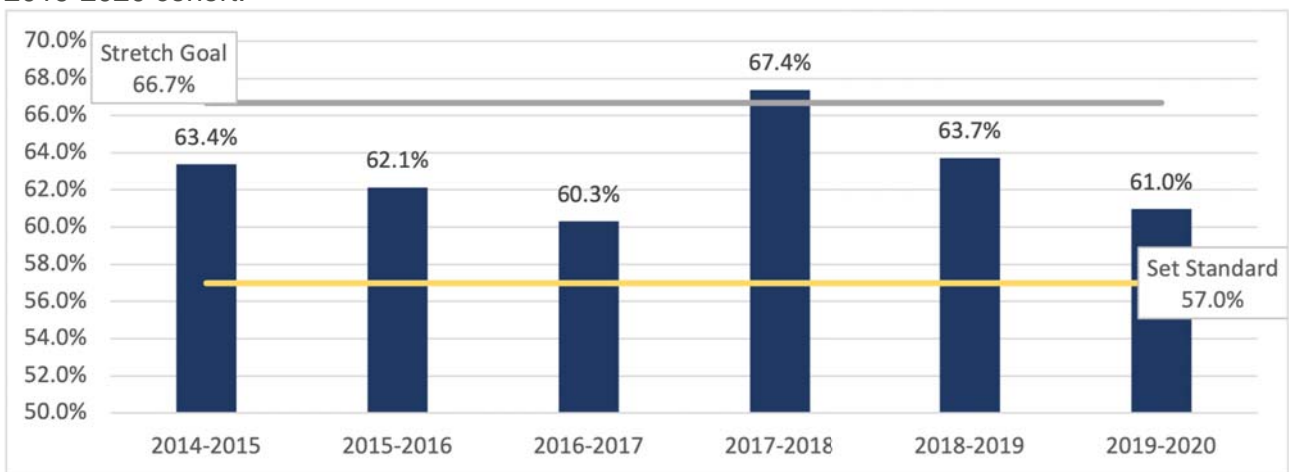

Figure 17. CTE Students Employed in Job Closely Related to Field of Study

The College also tracks the proportion of students who, after exiting the College, were earning a living wage. Specifically, this data is collected from the California Employment Department's

(CED) Unemployment Insurance wage file. The data does not include students who left the College and transferred to a four-year university, as those students would be expected to still be on a path towards a career.

The College has been able to meet its institution set standard over the last few years, and each of the ethnic subgroups has also met the standard (Figures 18 and 19). It should be noted that there are still gaps between groups, including an 8% gap between Asian students and their African American and Hispanic or Latina/o/x peers. In addition, rates for this metric indicate that more than half of students who leave the college without transferring don't earn a living wage. This may be a reflection of a few issues: the high cost of living in the Orange County area, the high number of students who leave the College without a degree or certificate, and limitations around the types of employment that are excluded from the CED's data file (e.g. self-employed and government workers).
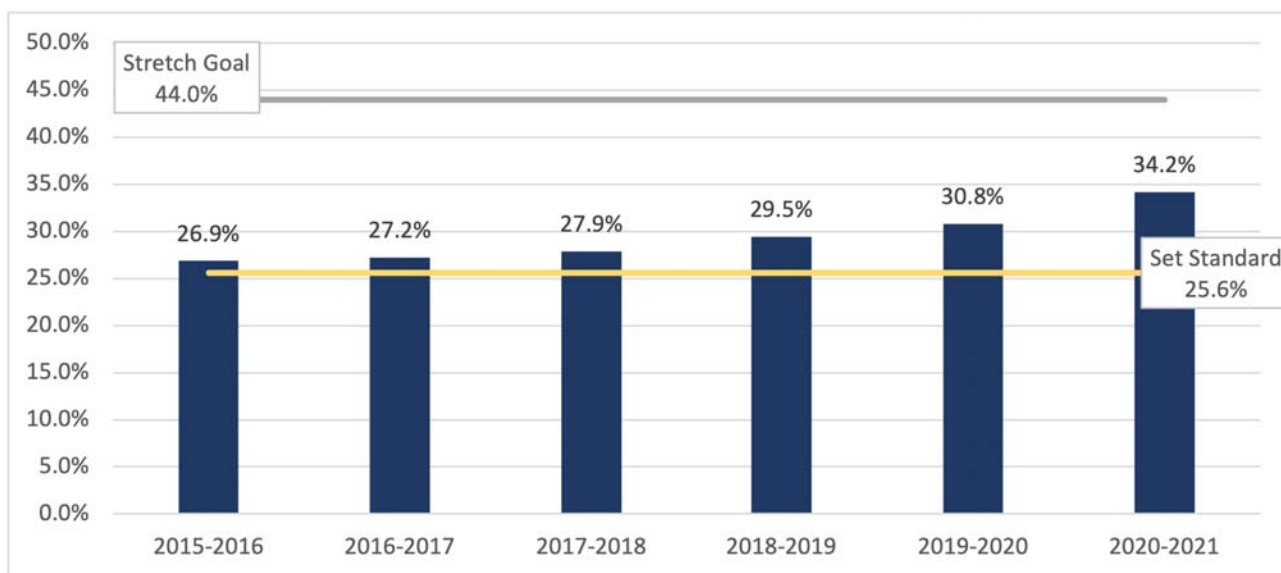

Figure 18. Students Earning a Living Wage After Exiting College
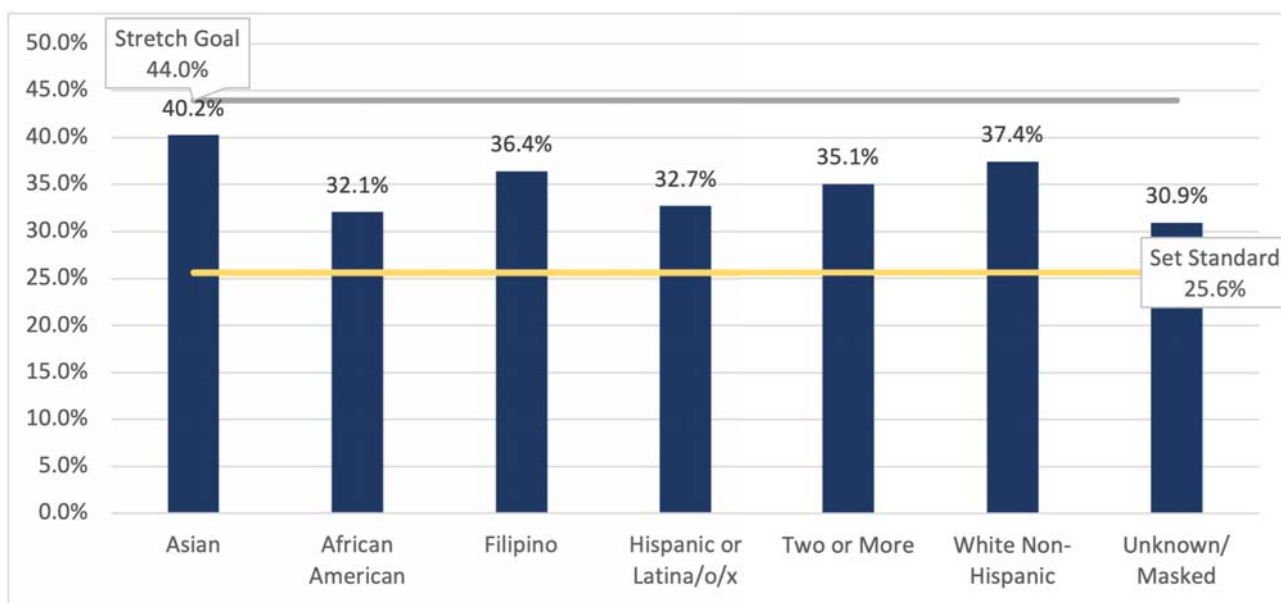*Source: CCCCO Student Success Metrics*

Figure 19. 2020-2021 Students Earning a Living Wage After Exiting College by Race/Ethnicity
Source: CCCCO Student Success Metrics

Board of Barbering and Cosmetology Licensing Examination

The Cosmetology program is one of the key CTE programs at the College. Students who complete this program are required to pass the California Board of Barbering & Cosmetology licensure examinations to enter the workforce. The Institution Set Standards Workgroup set the institution set standard at 80% for this program, and the stretch goal was added later to reflect a 95% pass rate.

Pass rates for the written examination were below the standard in 2020-2021, the first time that had occurred since the creation of the standard (Figure 20). The Cosmetology program responded to this result by initiating several actions to address the situation, including increasing the number of tutoring hours for students in upper-level courses, by adopting new interactive course textbooks, and by having faculty in the program participate in professional development. In 2021-2022, pass rates once again reached pre-pandemic levels in the written and practical examination (Figure 21).
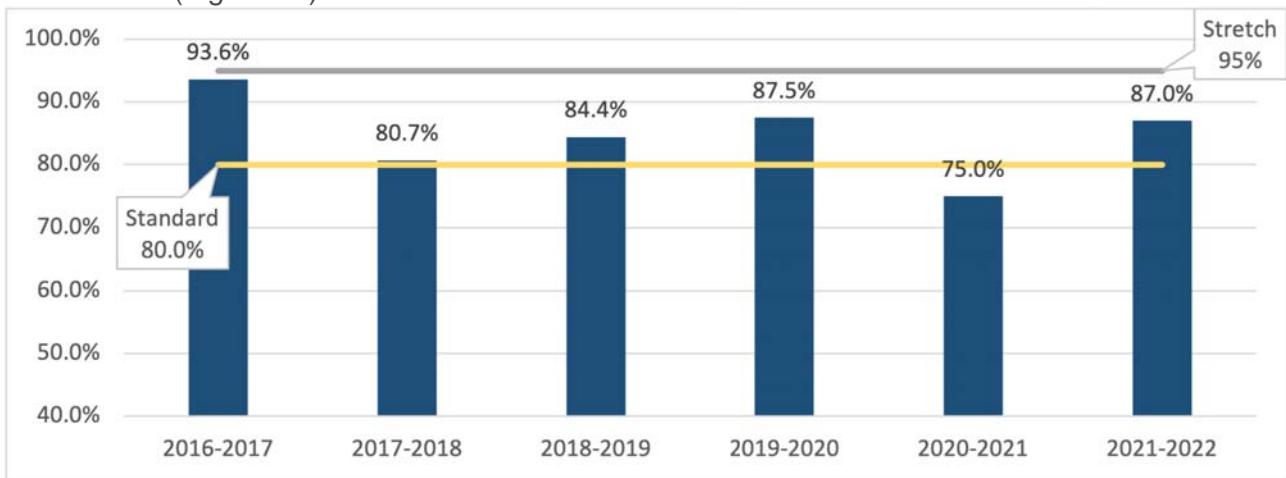

Figure 20. Percent of Students who Passed Written Cosmetology Licensing Examination
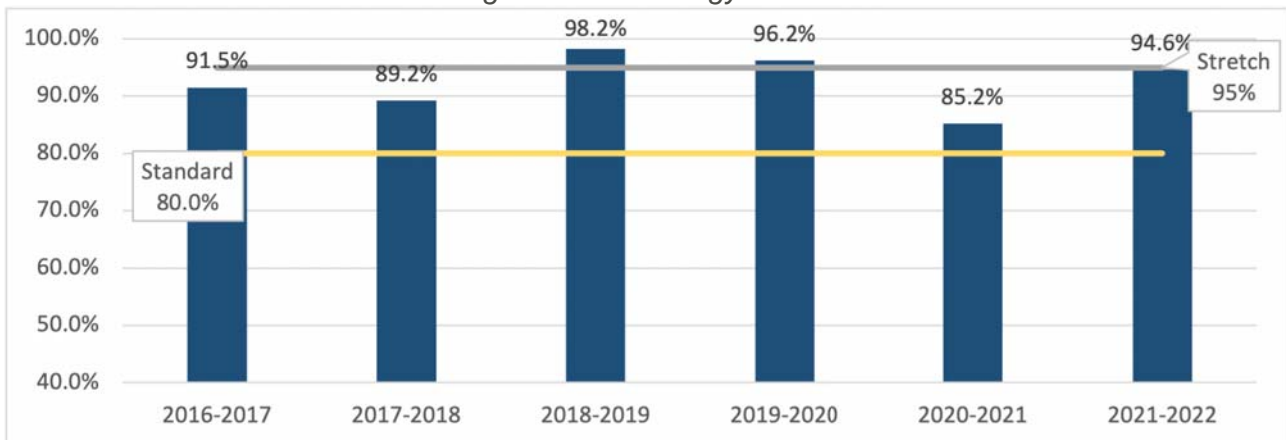*Source: California Board of Barbering and Cosmetology*

Figure 21. Percent of Students who Passed Practical Cosmetology Licensing Examination
Source: California Board of Barbering and Cosmetology

Job Placement Rates for CTE Programs

The 2021-2022 institution-set standard for job placement rates for career education programs is 73.3%, and the stretch goal is 83.3%. The employment rates information is pulled from the

Perkins Core Indicators reports provided by the Chancellor's Office. Only programs (TOP 4) with at least 10 graduates in the last three years are included in the table below. Programs with less than 10 graduates in a given year are marked with a Not Applicable (N/A) designation.

Career education faculty regularly review program-level job placement rates as part of their annual Perkins funding requests and through the comprehensive program review processes.

Program	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)	2021-2022 Job Placement Rate (%)
Accounting	83.9%	78.6%	84.1%
Administration of Justice	80.7%	77.1%	72.0%
Applied Photography	N/A	80.0%	N/A
Architecture and Architectural Technology	N/A	N/A	N/A
Automotive Technology	90.2%	84.6%	85.4%
Business Administration	86.9%	81.5%	86.7%
Business Management	N/A	81.3%	81.3%
Child Development / Early Care and Education	82.6%	61.1%	80.0%
Civil and Construction Management Technology	N/A	71.4%	N/A
Commercial Music	80.0%	78.3%	90.5%
Computer Information Systems	66.9%	76.0%	72.9%
Construction Crafts Technology	78.1%	87.5%	83.3%
Cosmetology and Barbering	68.6%	65.1%	78.0%
Digital Media	72.2%	N/A	80.0%
Drafting Technology	N/A	N/A	68.8%
Fashion	68.4%	64.7%	72.7%
Graphic Art Design	91.7%	70.0%	N/A
Health Professions	N/A	87.5%	87.5%
Horticulture	N/A	100.0%	N/A
Interior Design and Merchandising	N/A	60.0%	63.6%
Journalism	N/A	N/A	N/A
Manufacturing and Industrial Technology	83.8%	91.3%	87.0%
Paralegal	89.6%	82.3%	80.3%
Printing and Lithography	N/A	N/A	N/A
Physical Education	N/A	N/A	80.0%
Radio and Television	74.3%	75.8%	77.8%
Real Estate	66.7%	59.3%	76.5%
Technical Theatre	n/a	92.3%	80.0%

Source: CCCCO Perkins Core Indicators Report

TABLE 1 Coming Soon!

Evidence Attachments

Figure 1.png

C. Organization of the Self-Evaluation Process

Narrative

The self-evaluation process at Fullerton College was a team effort from the start. The Faculty Senate and the President's Advisory Committee collaborated to select the faculty co-chair of the Accreditation Steering Committee. Additional faculty members of the steering committee were selected by the Faculty Senate while administrative members were selected by the College president. Classified professional and student members were selected by their designated shared governance organizations.

Once the committee met, standard workgroups were formed and met regularly to gather information and evidence. Over the course of several years, they made a number of recommendations and suggestions for improvement and innovation. The workgroups also worked with the standards co-chairs to draft sections of the self-evaluation report and give feedback on the draft as it developed.

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

Institutional Self-evaluation Timeline

2021	ACTIVITY
• August • September • October 13 • October 15 • November 5	• FC Call for Accreditation Steering Committee (ASC) Co-chair and Writing Team • FC ASC Faculty Co-chair and Writing Team selected • FC ASC Writing Team holds planning meeting for 2024 ISER Cycle • FC Submitted Mid-Term Report • FC ACCJC ISER Training

2022	ACTIVITY
• January • February 4 • February 25-26 • March • March-May • May 17	• FC ASC manager co-chairs appointed • FC ASC begins meeting • FC ASC Writing Team attended Accreditation Institute (Virtual) • Standard Workgroups form and begin meeting to review standards and collect evidence • FC ASC Co-Chair presents ISER plan and timeline to shared governance groups • FC ASC members meet with CC ASC members to discuss function map
• June 2 • July 28 • August 16	• FC ASC members meet with CC ASC members to discuss function map • Request for Function Map information sent to FC administrators, managers, and faculty coordinators • FC ASC Writing Team retreat
• September 8 • September 12 • September 22 • September-December • November	• FC Meet with CC and NOCCCD Accreditation teams • FC Deadline to submit Function Map information to ASC • FC ACCJC Advanced ISER Training • FC ASC Writing Team and Standards Workgroups continue evidence collection and drafting of ISER • FC Selection of QFE project(s)

2023	ACTIVITY
• March • April • September • October-November • December	• FC Complete first draft of ISER • FC first draft Roadshow • FC preparation of second draft of ISER • FC final draft approval Roadshow • ISER sent to ACCJC peer-review team

Fullerton College Accreditation Steering Committee (ASC)
Co-chairs:

- José Ramón Núñez, ALO, Vice President of Instruction

- Danielle Fouquette, Professor of English

Steering Committee Members:

- Albert Abutin, Dean of Enrollment Services

- Joshua Ashenmiller, Professor of Histor

- Carlos Ayon, Dean of Business, Computer Information Systems, and Economic Workforce Development Daniel Berumen, Director of Institutional Research and Planning

- Gilbert Contreras, Vice President of Student Services

- Doug Eisner, Professor of English

- David Grossman, Dean of Physical Education

- Henry Hua, Acting Vice President of Administrative Services

- Bridget Kominek, Professor of English

- Melisa McLellan, executive assistant, Office of Vice President of Administrative Services

- Roger Perez, Professor of English

- Ken Starkman, Dean of Technology and Engineering

- Kim Vandervort, Professor of English

- Adrienne Williams, administrative assistant, Business and CIS

- Dani Wilson, Dean of Library/Learning Resources, Instructional Support Programs and Services

Standards Work groups:

Evidence Attachments

[Screen Shot 2023-10-06 at 5.29.42 PM.png](#)
[Screen Shot 2023-10-06 at 5.29.52 PM.png](#)
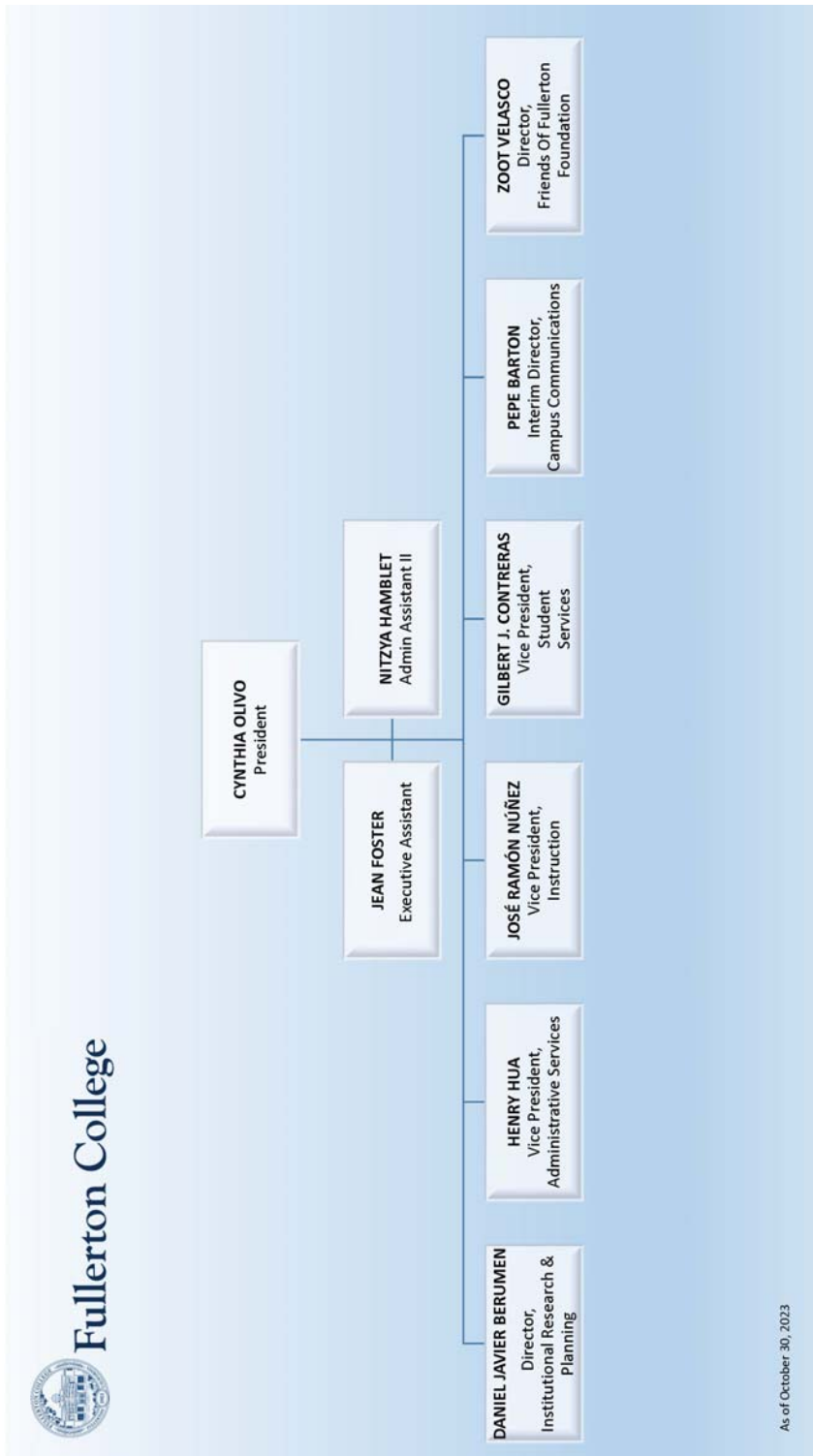[Screen Shot 2023-10-06 at 5.29.52 PM.png](#)
[Screen Shot 2023-10-06 at 5.32.31 PM.png](#)
[Screen Shot 2023-10-06 at 5.33.26 PM.png](#)
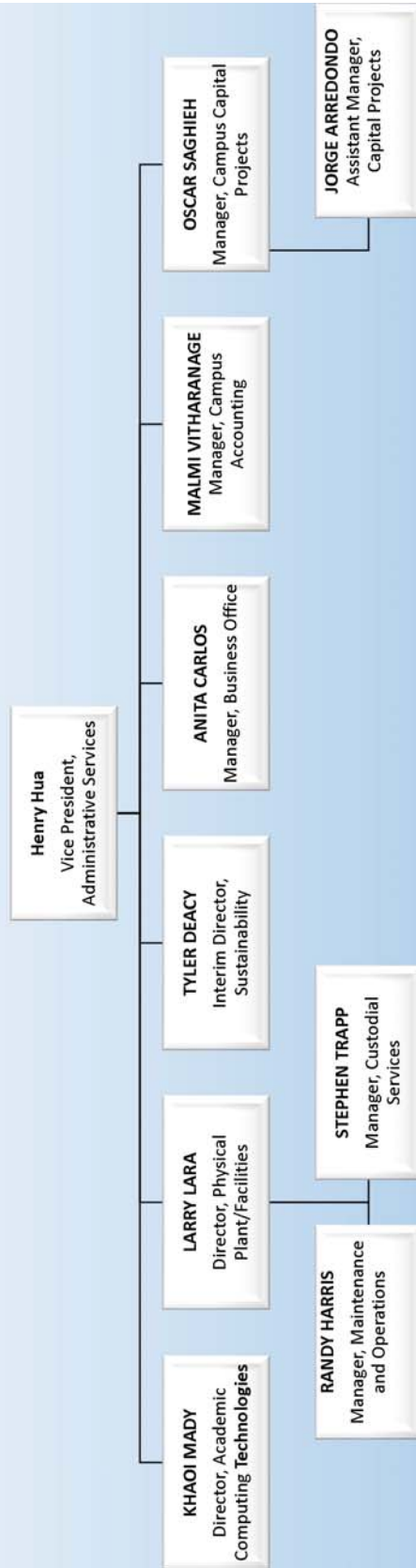[Screen Shot 2023-10-06 at 5.34.29 PM.png](#)

D. Organizational Information

Narrative

Fullerton College

CYNTHIA OLIVO
President

JEAN FOSTER
Executive Assistant

NITZYA HAMBLET
Admin Assistant II

DANIEL JAVIER BERUMEN
Director,
Institutional Research &
Planning

HENRY HUA
Vice President,
Administrative Services

JOSÉ RAMÓN NÚÑEZ
Vice President,
Instruction

GILBERT J. CONTRERAS
Vice President,
Student
Services

PEPE BARTON
Interim Director,
Campus Communications

ZOOT VELASCO
Director,
Friends Of Fullerton
Foundation

As of October 30, 2023

Fullerton College

Henry Hua
Vice President, Administrative Services

KHAOI MADY
Director, Academic Computing Technologies

LARRY LARA
Director, Physical Plant/Facilities

TYLER DEACY
Interim Director, Sustainability

ANITA CARLOS
Manager, Business Office

MALMI VITHARANAGE
Manager, Campus Accounting

OSCAR SAGHIEH
Manager, Campus Capital Projects

STEPHEN TRAPP
Manager, Custodial Services

RANDY HARRIS
Manager, Maintenance and Operations

JORGE ARREDONDO
Assistant Manager, Capital Projects

As of October 30, 2023

Fullerton College

GILBERT J. CONTRERAS
Vice President, Student Services

ALBERT ABUTIN
Dean, Enrollment Services

- **RENA MARTINEZ STLUKA**
  Registrar
- **GREG RYAN**
  Director, Financial Aid
- **ALEX BROWN** Manager, International Student Program

ELSA PEREZ
Interim Dean, Counseling and Student Development

- **CECILIA ARRIAZA** Director, Transfer Center
- **CONNIE MORENO YAMASHIRO**
  Director, Student Dev & Engagement
- **Deniz Fierro**
  Director, Educational Partnerships & Programs, Promise

ELAINE LIPIZ GONZALEZ
Dean, Student Support Services & Title IX

- **NAOMI ABESAMIS**
  Director, Student Life & Leadership
- **NICK AMRAN**
  Counselor, Veterans Resource Center
- **EDDIE ROTH**
  Director, Disability Services

- **DANA TIMMERMANS**
  Director, Behavioral Health Services
- **Teresa Ullrich**
  Director, Student Health and Wellness
- **VACANT**
  Director, EOPS/CARE, CalWORKS, FYSI

STEVE SELBY
Director, Campus Safety

As of October 30, 2023

Fullerton College

JOSÉ RAMÓN NÚÑEZ
Vice President, Instruction

DARNELL KEMP
Faculty Coordinator, Distance Education

ERICKA ADAKAI
Director, Educational Partnerships, Program, and Schedule

FACULTY SENATE ADMINISTRATION

CURRICULUM ADMINISTRATION

KENNETH STARKMAN
Dean, Technology and Engineering

JORGE GAMBOA
Dean, Social Sciences

MARIETTA GILLIARD
Director, Child Development & Educational Studies Lab School

DAVID GROSSMAN
Dean, Physical Education

SCOTT GILES
Athletics Director

BRIDGET SALZAMEDA
Dean, Natural Sciences

SAM FOSTER
Dean, Mathematics and Computer Science

DANI WILSON
Dean, Library/Learning Resources and Instructional Support Services

JENNIFER MERCHANT
Director, Guided Pathways

KRISTINE NIKKHOO
Director, Academic Support Programs

JESSICA JOHNSON
Manager, Tutoring Program

HONORS PROGRAM

STUDY ABROAD

KIM ORLIJAN
Dean, Humanities

GRANT LINSELL
Dean, Fine Arts

THEATRE FACILITIES

ART GALLERY

CARLOS AYON
Dean, Business and CIS

KELLY JONES-HORWOOD
Interim Director, Career Technical Education

As of October 30, 2023

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Evidence Attachments

FC Org Chart 2023-10-30_Page_1.png
P-FC Org Chart 2023-10-30_Page_1.png
P-FC Org Chart 2023-10-30_Page_2.png
Portrait FC Org Chart 2023-10-30_Page_2_Page_2.png
Portrait FC Org Chart 2023-10-30_Page_2_Page_3.png
Portrait FC Org Chart 2023-10-30_Page_2_Page_4.png

E. Certification of Continued Compliance with Eligibility Requirements

Narrative

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

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

- California Community Colleges Chancellor's Office List of Colleges

- NOCCCD Board Policy 1000

- ACCJC List of Accredited Colleges

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Fullerton College is operational with a 5-year average of 29,354 students. Enrollment for the most the most recent year is 26,459. In 2022, 62% of students indicated they were seeking a degree.
Evidence:

- Fullerton College Office of Institutional Effectiveness report

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers Associates of Arts and Associates and Science degrees. Nearly all courses(98.8%) offered lead to AA/AS or AD-T degrees, and the majority of students (62% in 2022) at the College indicate upon applying that they intend to seek a degree or transfer to a four-year college
Evidence:

- Fullerton College Catalog

- Fullerton College Office of Institutional Effectiveness report

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Fullerton College President is appointed by the NOCCCD Board of Trustees and reports to the Chancellor. The Chancellor is appointed by and reports to the Board of Trustees. Since the College's previous Institutional Self-evaluation, the following appointments were made:

- Dr. Byron D. Clift Breland was appointed Chancellor of NOCCCD in November 2021 and began serving in January 2022.

- Dr. Cynthia Olivo was appointed President of Fullerton College in November 2022 and began serving in January 2023.

Evidence:

- [NOCCCD Press release Breland appointment](#)

- [NOCCCD Press release Olivo appointment](#)

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Fullerton College is audited annually by an independent audit firm retained by the district in compliance with financial reporting requirements of the U.S. Department of Education and the California Community College Chancellor's Office.

Evidence Attachments

[Breland Press Release.pdf](#)
[press-release_dr-olivo-named-president-of-fullerton-college_94359.pdf](#)

F. Certification of Continued Institutional Compliance with Commission Policies

Narrative

F: Certification of Continued Institutional Compliance with Commission Policies

Fullerton College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

Fullerton College solicited third-party comment by posting a copy of the self-evaluation report on the College website in April 2023 and again in October 2023. An anonymous feedback survey was included with the report, and feedback was collected and shared with the ASC.

The College cooperates with the evaluation team in any necessary follow-up related to the third-party comment. The College has not received any notification of third-party comments, and it will work with the visiting team and with the Commission should any third-party comments of concern come to light. The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third-party comment. Fullerton College has provided the correct link so that third-party comment can meet the Commission requirements.

Evidence

- [Office of Institutional Effectiveness web page screenshot](#)

- [FC ISER draft survey results](#)

- FC Accreditation page

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Fullerton College has institution-set standards based on the College's mission, values, and goals. These standards were established through the shared governance process. The College's Institutional Integrity Committee is responsible for monitoring performance against the standards and for initiating the process of responding to any performance indicators that do not meet minimum standards.

In Spring 2023, the College revised the metrics for which it set standards to better align with its mission, core values, goals, and objectives.

Current Metrics	New Metrics For 2023-2025
	Successful Enrollment After Completing Application
Course Success Rates	Course Success Rates
Course Retention Rates	Course Retention Rates
Completion of Math + English in First Year	Completion of Math + English in First Year
Persistence from Fall to Spring in First Year	Persistence from Fall to Spring in First Year
Increase Job Earnings	CTE Completers Employed in Job Closely Related to Field of Study
	Attained a Living Wage After Exiting System (No Transfer)
Certificates Awarded	Earned a Certificate
Degrees Awarded	Earned an Associate Degree
Transfers	Transfers
Transfer Velocity*	Average Number of Units Completed by Associate Degree Earners
Board of Barbering and Cosmetology Licensing Examination	Board of Barbering and Cosmetology Licensing Examination**

More discussion of Institution-set Standards can be found in I.A.??
Evidence:

- [FC Institutional Set-standards 2022 report](#)

- [IIC Goals, Objectives, and Institution-set Standards Proposal](#)

- [PAC minutes](#)

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Credit hours: Fullerton College ensures that the awarding of degrees and credit hours is consistent with the practices of its transfer partners as well as state and federal requirements. Board Policy 4020 and AP 4020 spell out the credit-hour requirement of three hours of student work per unit per week, including in-class and out-of-class work, for a total of 54 hours per credit unit, and this information is also explained in the Fullerton College Catalog, where students are advised they should expect to spend two hours of study and homework outside of class for each hour in class.

Program length: As required by the CCC Chancellor's Office Program and Course Approval Handbook, associate's degrees at Fullerton College require a minimum of 60 semester units, which is further explained in the College Catalog. (Standard II.A.5, II.A.9)

Tuition: As part of the California Community College system, Fullerton College does not charge

tuition; however, the College does collect enrollment fees that are standard for all courses. Non-resident fees are charged, but this fee applies to all courses. Fees are explained to students in the College schedule. (Standard I.A.5)

Evidence:

- NOCCCD BP 4020 and AP 4020: Program and Curriculum Development

- California Community Colleges Program and Course Approval Handbook

- Fullerton College 2023-24 Catalog p. 36

- Fullerton College Fall 2023 Schedule p. 8

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

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

Policies contain information about the criteria the institution uses to accept credits for transfer. As explained in the College Catalog, when students submit transcripts to the College, all courses are evaluated for transferability by evaluators in Admissions and Records, and the institution where the courses were taken is evaluated for accreditation status. Both the course description and COR are reviewed in order to ensure that the learning outcomes are comparable.

Evidence:
Fullerton College 2023-24 Catalog p.12

Distance Education and Correspondence Education
1. *The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.*
The FC Distance Education Handbook defines the various distance-learning options available for courses at the College:
Fullerton College offers courses in three modes: in-person, online, and hybrid. For the purpose of this handbook, the two modes that use online technology are defined below.
Online
The class is conducted ENTIRELY and does not require in-person, on-campus class meetings.
OR
The class is conducted primarily online and may require some in-person, on-campus meetings or testing.

Hybrid
The above course requires students to meet on campus and has pre-arranged online coursework
OR
The course requires students to meet on campus every week at the day and time listed in addition to completing online coursework

Fullerton College does not offer courses via correspondence education.

Evidence:
Distance Education Faculty Handbook p. 3

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

The Curriculum Committee course approval process, along with the technical review stage, ensures a consistent application of policies and procedures regarding the approval of a course to be offered at a distance.

In Fall 2020, the College implemented a Distance Education addendum as part of the course approval process that is used to approve courses for online and hybrid modalities. Courses that are proposed for distance education, whether fully online or hybrid, must provide detailed information about how the course will maintain regular and substantive contact between students and instructor as well as student-to student interaction. The DE Addendum is attached to new and revised course proposals, and are approved at the same time, but in a separate vote, as the proposal.

In the fall of 2023, the DE Addendum will be updated once more, as a response to new regulations concerning regular and substantive contact, and further clarification on (and delineation of) modes of delivery such as synchronous vs. asynchronous and hyflex delivery.

Once the designation is approved at the Curriculum Committee level, it is reviewed again by the Vice President of Instruction and the President of the College before being forwarded to the District Curriculum Coordinating Committee, the Board of Trustees, and, ultimately, the California Community Colleges for approval.

To further assure that distance education courses are conducted with regular and substantive interaction with the instructor, initiated by the instructor, and that online activities are included as part of a student's grade, the College requires all faculty teaching online courses to be trained in best practices. As explained in the DE Handbook, "In order to teach distance education courses, faculty must receive sufficient training to meet Title 5 requirements, particularly in the areas of regular effective contact and accessibility."

Evidence

- [FC Curriculum Course Approval Process](#)

- [FC Technical Review assignments](#)

- [FC Curriculum Committee Handbook p. 30 DE Guidelines](#)

- [DE Addendum](#)

- [DE Faculty Handbook p. 4](#)

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

Distance Education courses are offered using the Canvas LMS. Access to the system is provided

in one of two ways: 1) via secure login using the myGateway portal or 2) via secure login to the Canvas system from the College website. Both of these methods require students to authenticate with their personal credentials, which are passed to Canvas from the Ellucian Banner student information system upon enrollment in a Distance Education course. Both methods of login require multi-factor authentication. Students receive either a text or email to verify their sign in. Students receive directions for logging in after registering for courses.

Evidence:

- [myGateway log in](#)

- NOCCCD Sign-in FAQs

- [Canvas information for students](#)

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

Fullerton College has the technology infrastructure to maintain and sustain its distance education offerings. The Distance Education office is currently staffed by a faculty distance education director and an instructional designer. There are currently plans to add an administrative assistance to the office. Distance Education also has a new location in the 500 building that includes a computer lab and large working space for faculty and students.

In addition, Fullerton College has 24/7 support: Fullerton College subscribes to the highest level of Canvas support. Technical support is available to Canvas users by phone, email, and chat. The chat and email functions can be accessed in the LMS and the help phone number is displayed in Canvas and other support material.

Canvas provides comprehensive guides and resources to help users troubleshoot any issues they may encounter while using the platform. Through an integration in Fullerton College's Canvas, students can press the help button, which shows as a ? in Canvas, and the help guides and videos relevant to the page they are working on in Canvas are displayed. In addition, they can search the guides without leaving the LMS if needed.

Canvas provides real-time updates on the status of its system and any scheduled maintenance or downtime through its System Status page. In addition, the Canvas administrator at Fullerton College receives updates on the status and ensures that Canvas users are notified of issues through either Canvas or Pronto, which is a chat application that works outside of Canvas. Canvas has a robust backup and recovery system in place to ensure that user data is safe in the event of technical difficulties.

In addition to the comprehensive technical support that Canvas has to ensure the proper functioning of the system and assistance for its users, the campus also provides technical support through our Academic Computing Help Desk. Users can work with members of the help desk by phone, email, or in person. Although the help desk centers on hardware issues, they can help with basic Canvas issues and will direct students to the DE Office or Canvas support as needed.

Future needs are addressed through the Program Review process, which allows programs to make requests for upgrades and additions to the infrastructure based on anticipated needs. These requests are reviewed by the Planning and Budget Steering Committee (PBSC), which makes recommendations to the President's Advisory Council for final consideration by the College President. The Central Authentication System is hosted by NOCCCD servers. Canvas is hosted on Amazon Web Services Cloud Drive.

Evidence:

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

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

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

Evidence:

- Fullerton College 2023-24 Catalog "Student Complaints" p. 61

- Fullerton College 2023-24 Catalog "Nondiscrimination Statement" and "Prohibition on Harrassment" pp. 57-58

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

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

Fullerton College relies primarily on the electronic College Catalog, which is accessible from the College's website home page, to provide information about academic programs and relevant College policies. The Catalog is a dynamic document, with regular updates to address changes in courses and programs and to respond to new policies and requirements. The Foreword to the Catalog reads "Fullerton College publishes a new catalog every year. The information published in the catalog is effective for the academic year beginning with the fall semester and concluding with the summer intersession."

A Statement of Assurance is also provide: "Every effort is made to ensure that the course information, applicable policies, and other materials presented in the Fullerton College Catalog are accurate and current. In the event a correction or update is warranted, this e-catalog will absorb that change, and a catalog addendum can be viewed on the main page under "Updates to the Catalog."

The Catalog also provides information about College programs, locations, and policies.

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

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

Evidence

- Fullerton College 2023-24 Catalog "Foreword" and "Statement of Assurance" p. 9

- Fullerton College 2023-24 Catalog "Table of Contents" pp.1-8

- Fullerton College 2023-34 Catalog

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

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

Counselors and other College faculty and staff involved in recruitment events are knowledgeable and qualified to provide accurate and appropriate information to potential students. Specific recruitment efforts are guided by the College's mission and goals and are conducted by faculty and staff involved in programs designed to increase access and success.
The term "accredited" is used only in compliance with ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation on Accredited Status. The College's accreditation status appears on the College's website and in the College Catalog, and all references to accreditation are applied comprehensively to the College as whole and not specific programs or course.
See response to Standards I.C.1, I.C.2, I.C.5, I.C.13. (Eligibility Requirement 21)
Evidence:

- FC Integrated Planning Manual p. 31

- Fullerton College 2023-24 Catalog p.

- Fullerton College Accreditation page

Title IV Compliance
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.

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

NOCCCD Board Policy 5130 states that "All financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency, and will incorporate federal, state and other applicable regulatory requirements."

The College's Financial Aid Department administers all financial aid and student loans packaged through the Federal Direct Loan Program. The published Fullerton College 3-year student loan default rates are within federal guidelines:
    2020 0.0%
    2019 9.3%
2018 22.4%
2017 15.9%
In 2014, the College formed the Default Management Committee (DMC) to help lower student loans default rates at Fullerton College. The committee meets several times a year to ensure that students have the resources to make better informed financial decisions and achieve their individual financial goals. As part of Fullerton College's Default Prevention Initiative, students who

have taken out a Direct Stafford Loan and may be at risk of defaulting are identified each term (fall and spring) and notified via email to complete one or more requirements. The requirement may entail completing the Fullerton College Online Orientation and/or meeting with a Financial Aid Counselor who use the ECMC Learning platform to further educate students about default prevention. For more details about Default Prevention efforts at the College, see section III.D.15.

Evidence

- [NOCCCD BP 5130](#)

- [FC Cohort Default Rate report](#)

- [FC Financial Aid Policies and Procedures Manual pp. 81-83](#)

- [Financial Aid Newsletter Spring 2021 p. 5-6](#)

Evidence Attachments

Table of Contents FC Catalog 2023-24-2.pdf
Academic Computing Technologies _ Fullerton College Academic Computing Technologies.pdf
Academic Computing Technologies _ Fullerton College Academic Computing Technologies.pdf
AP 4020.pdf
Approved-PAC-Minutes-2023-04-26.pdf
BP 1000 establishment of Fullerton College.pdf
BP 4020.pdf
BP 5130 Financial Aid.pdf
Canvas FAQ Log In.png
Curriculum Review Process.pdf
Curriculum Review Process.pdf
DE page for students.png
FA_Spring_2021_Newsletter.pdf
FC Catalog Graduation Requirements.pdf
FC Cnet-Review-Tasks-REVISED-2-21-19.docx
FC Curriculum Committee Handbook.pdf
FC Fees from Fall Schedule.pdf
FCCDRHistorical CDR.pdf
FC-DE-Addendum-Online-and-Hybrid-Proposals-FILLABLE-rev.-02.22.2021 (2).pdf
FC-Distance-Education-Handbook-2021.pdf
Financial Aid Procedures 2023-2024_PP 2023-06-05[21].pdf
Foreword and Statement of Assurance from FC Catalog 2023-24.pdf
IIC_GoalsObectives_SetStandards_Proposal_03142023.pdf
ISER Link on IE Website.png
ISER_First Draft_Feedback[21].pdf
ISS Report 2022.pdf
MyGateway Login screen.png
NOCCCD - Portal Access.pdf
Nondiscrimination Statement and Prohibition on Harassment.pdf
program-course-approval-handbook-8th-edition.pdf
Screen Shot 2023-10-06 at 6.08.32 PM.png
Student Complaints from FC Catalog 2023-24.pdf
Student Registration CANVAS Info--Fall23 (2).docx
Transfer Policy.pdf

G. Institutional Analysis

Narrative

Evidence Attachments

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

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

Narrative

Evidence Attachments

I.A. Mission

Narrative

Evidence Attachments

I.A.1

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

Narrative
Evidence of Meeting the Standard

The mission and vision, approved by the North Orange County Community College District (NOCCCD) Board of Trustees on June 13, 2017 are as follows (I.A.1.1):

Mission
> Fullerton College advances student learning by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer. We foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members.

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

The College's core values, approved by the NOCCCD Board of Trustees on February 14, 2023, are as follows (I.A.1.2):

Core Values
Access

- Diversity – We embrace diversity in our community and work to build on the strengths and opportunities it brings. We recognize that diversity is intersectional with multiple dimensions.

- Equity – We commit to equity for all we serve by eliminating injustices and barriers to students' educational and career goals.

- Inclusivity – We design our planning and decision-making processes to include all stakeholders

- Antiracism - We recognize that institutional barriers based on perceived racial categories were erected over centuries and we commit to identifying and dismantling them.

Community

- Belonging – We promote belonging and connection that fosters the well-being of those on our campus and surrounding areas.

- Responsibility – We accept our responsibility for the betterment of the world by identifying opportunities for leading our community to respond to local issues.

- Respect – We support an environment of mutual respect.

- Compassion - We attend to our students as whole people, identifying their changing needs personally, academically, and professionally. We adapt the institution in response to our shared understanding of who our students are and what they need.

Learning

- Growth – We create an environment where personal and professional growth is expected, supported, and rewarded for all members of our community.

- Intellectual Curiosity - We encourage each other to ask questions that drive further inquiry, research, and experimentation.

- Excellence – We hold ourselves accountable to high standards.

Fullerton College's mission and vision aligns with the NOCCCD mission, vision, and values (I.A.1.3).

Analysis and Evaluation

The College meets the standard. The commitment to student learning and student achievement informs all parts of the mission statement, vision, and core values. The College recognizes that students come to Fullerton College from a variety of backgrounds and with myriad intersecting identities, with the diversity of our college mirroring that of our larger community.

The mission also articulates our understanding that students come to Fullerton College for many reasons, but one thing they have in common is a desire to be successful learners. The mission statement centers this dedication to learning, asserting its commitment to create a student-ready campus with flexible pathways toward a variety of educational goals. It acknowledges students as whole people, seeking to create an environment where learning can happen. It also positions learning as the heart of the community, seeking to support students to become responsible and engaged leaders in their communities on and off campus.

Evidence

I.A.1.1 NOCCCD Board of Trustees Meeting Minutes 13 June 2017 page 78
I.A.1.2 NOCCCD Board of Trustees Meeting Minutes 14 February 2023 pages 107-108
I.A.1.3 NOCCCD Mission, Vision, and Values from website

Evidence Attachments

FC-Integrated-Planning-Manual_2021.pdf
IIC Meeting Minutes 2.28.23.pdf
NOCCCD Mission, Vision, Values.pdf
NOCCCD Board Minutes 2.14.2023.pdf
NOCCCD Board Minutes 6.13.2017.pdf

I.A.2

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

Narrative

Evidence of Meeting the Standard

Fullerton College regularly collects and assesses data to determine whether we are effective in accomplishing our mission. This happens both campus-wide and within each academic program and office on campus.

Annually, the Office of Institutional Effectiveness (OIE) publishes the Institutional Effectiveness Report. The report provides up-to-date information on student and employee demographics, analyzes a variety of measures of institutional effectiveness, details institutional planning efforts, and includes an environmental scan. For example, the 2020-2021 Institutional Effectiveness Report details the ways in which we are planning for a decline in the K-12 population in the coming decade as well as the immediate enrollment effects of the pandemic and local economy; it shows how we are investing time and money by expanding and updating facilities, improving online education offerings, implementing Guided Pathways initiatives, and maintaining a focus on diversity, equity, inclusion, and anti-racism in our work (I.A.2.1).

The Institutional Effectiveness Report also allows us to monitor retention and success rates for courses as we work to recover from the pandemic; it disaggregates student course completion and success data by gender and race. It also allows us to look at specific milestones, such as completion of transfer-level English and math courses, so we can see the impact of decisions we're making while also allowing us to see where further efforts are needed.

Fullerton College collects and assesses data related to institution-set standards. In November 2020, the Institutional Integrity Committee (IIC) published Fullerton College's Institution-Set Standards Review of 2020-2021 (I.A.2.2). In Spring 2022, the IIC worked to develop stretch goals in addition to institution-set standards. These were created and approved by the IIC on March 8, 2022, after which they went through the College's shared governance process and were adopted (I.A.2.3; I.A.2.4; I.A.2.5; I.A.2.6). In Spring 2023, Faculty Senate approved a proposal for revised Goals, Objectives, and Institution-Set Standards from the IIC (I.A.2.7; I.A.2.8). These revised standards will be used moving forward.

Campus-wide data analysis efforts are not limited to quantitative data. In summer 2021, the Fullerton College Survey Inquiry Group convened to ensure that data about the College and the student experience were central to ongoing conversations about equity and student success. Over forty participants--including full-time faculty, adjunct faculty, classified professionals, managers, students, and members of the Office of Institutional Effectiveness--worked together for six weeks to do a meta-analysis of seven different surveys conducted at the College over the prior three years (I.A.2.9). Some of these were national surveys conducted in partnership with organizations like the Hope Center for College, Community, and Justice at Temple University, the Center for Community College Student Engagement, and the USC Race and Equity Center while others were in-house surveys designed by the FC community. This work was profoundly impactful on our campus, sharing themes noticed across the wide variety of surveys as well as reflections on and recommendations for the future.

The campus' work continues with ongoing efforts to gather data from students on their experiences and needs; in Fall 2022 and Spring 2023, the Student Belonging and Student Voice

Project, a part of FC's Guided Pathways initiatives, continued the work begun by the Survey Inquiry Group (I.A.2.10). This project is intended to gather student voices and extend the campus' understanding of student experiences and needs to assess how effectively we are accomplishing our mission. Data gathered will be shared widely and guide planning efforts across campus.

In addition, programs and individual faculty as well as student support offices, managers, and staff have access to Tableau software embedded on MyGateway, Fullerton College's student, staff, and faculty portal. Tableau allows for interactive data visualization. While the data each individual member of the campus community has access to varies, all faculty, staff, and managers can see data such as Key Performance Indicators, which can be disaggregated by division, program, course, method of instruction, race/ethnicity, and gender (I.A.2.11). This access allows for a culture of inquiry based on recent, disaggregated data. Faculty have been trained on using Tableau by the Office of Institutional Effectiveness in Flex workshops that guided participants though individualized inquiry processes for considering their own disaggregated classroom data (I.A.2.12; I.A.2.13).

Campus offices such as the Promise Program also use Tableau to determine how effectively FC is meeting our mission. FC's Promise Program tracks cohorts of first-time promise students to observe patterns and identify areas for improvement. The Promise Tableau dashboards include information on financial aid, educational plan, enrollment, and student demographics. A static dashboard allows for comparisons of Promise cohorts year-to-year, and the dashboards are also used to create weekly reports that Promise staff uses to reach out to students to support completion of milestones and offer targeted support as needed (I.A.2.14).

Campus Committees also use Tableau in planning. The Student Equity and Achievement Committee (SEAC) develops and recommends policies, programs, and strategies that promote equity in student success, retention, degree and certificate completion, and transfer as outlined in the FC Student Equity Plan. Developing the 2022-2025 SEA Program plan, SEAC used Tableau and worked extensively with the Office of Institutional Effectiveness to identify disproportionately impacted groups to focus on for the next three-year cycle of SEA Program state funding (I.A.2.15; I.A.2.16).

In addition to the use of data by SEAC, data collection and analysis with a specific focus on anti-racism have been attended to by the Antiracism Taskforce, created by Faculty Senate and composed of faculty and staff from the Office of Institutional Effectiveness, which participates in ongoing work similar to that of the Survey Inquiry Group. The Antiracism Taskforce worked through the 2021-2022 school year pulled together reports and data from several projects on campus, with the goal of synthesizing the analysis and recommendations for future action by the college (I.A.2.17; I.A.2.18).

While data is used to assess the extent to which we meet our mission, data is also used extensively in directing institutional priorities. Program Review is the linchpin of planning at Fullerton College. As part of Program Review, all instructional student services programs and administrative/operational offices are expected to explain how programs and offices contribute to the College's mission, vision, core values, and goals. In Program Review Self-Studies, faculty and staff are asked to use disaggregated compilation and success data as well as SLO assessments and PSLO assessments to gauge student achievement and equity as well as students' movement through programs and pathways (I.A.2.19; I.A.2.20; I.A.2.21). Likewise, annual updates include data analysis paired with resource requests (I.A.2.22; I.A.2.23)

In Program Review Self-Studies, all new strategic action plans as well as funding requests are expected to be supported by the data analysis and fulfilling a part of the college mission, vision, goals, or objectives. Program Review Self-Studies are reviewed by the Program Review & Planning Committee, which creates a list of approved requests for funding that is approved by

Faculty Senate. The list is then assessed by the Planning & Budget Steering Committee, and a final list with approved expenditures provided to the college president at the President's Advisory Council (I.A.2.24). As part of program review and planning processes, instructional programs and offices are provided an appendix of data as well as guidance on accessing Tableau by the Office of Institutional Effectiveness to support this work (I.A.2.25; I.A.2.26). Student services and other non-instructional programs use internal data and an existing research request process to get data from the Office of Institutional Effectiveness (I.A.2.27).

Fullerton College continues to prioritize development of clear outcomes and meaningful assessment at the institutional, program, and course level. Beginning in Spring 2020, Fullerton College has worked to redesign Institutional and Program SLOs, a multifaceted process described in the Student Learning Outcome and Assessment Committee's annual summary report to Faculty Senate for the 2020-2021 school year (I.A.2.28). This work was a collaboration between our Pathways Committee Workgroup 4: Ensure Students are Learning, the Institutional Integrity Committee, and the SLOA Committee as well as an ISLO Redesign Team created by Faculty Senate. In December 2020, Faculty Senate approved the revised Institution Student Learning Outcomes (I.A.2.29; I.A.2.30). Along with revised ISLOs, Pathways Workgroup 4 developed ISLO and PSLO Revision Design Principles for programs to engage in PSLO revision to align PSLOs with ISLOs and to make them more effective. PSLO Revision Design Principles were approved by Faculty Senate in September 2021 and programs continue to revise PSLOs, with the campus SLOA committee providing feedback (I.A.2.31; I.A.2.32; I.A.2.32).

Analysis and Evaluation

The College meets the standard. Fullerton College is deeply committed to using data to determine both how effectively we are accomplishing our mission and seeing whether the mission directs institutional priorities in meeting the educational needs of students. In our assessment of data, we look at a wide variety of quantitative and qualitative sources, providing a thorough and multifaceted picture that includes the College's successes and areas for improvement. The work of collecting and analyzing data is shared across the campus, with meaningful engagement from the Office of Institutional Effectiveness, committees like the Institutional Integrity Committee and the President's Advisory Council, and shared governance bodies like Associated Student Senate, Classified Senate, and Faculty Senate.

Evidence

I.A.2.1 Fullerton College 2020-2021 Institutional Effectiveness Report pages 20-31
I.A.2.2 Fullerton College Institution-Set Standards Review of 2020-2021 Academic Year
I.A.2.3 IIC 8 March 2022 Meeting Minutes
I.A.2.4 Faculty Senate 17 March 2022 Minutes approving institution-set standards stretch goals page 7
I.A.2.5 President's Advisory Council minutes from 13 April 2022 approving institution-set standards stretch goals page 1
I.A.2.6 IIC Proposal institution-set standards stretch goals
I.A.2.7 IIC Proposal Goals, Objectives, and Institution-Set Standards for Faculty Senate 14 March 2023
I.A.2.8 Faculty Senate 6 April 2023 Meeting Minutes
I.A.2.9 Report of Findings and Recommendations of the Fullerton College Survey Inquiry Group
I.A.2.10 Student Focus Group Proposal
I.A.2.11 Tableau KPI screenshot
I.A.2.12 Fall 2018 Flex Program page 2
I.A.2.13 Spring 2019 Flex Program page 6
I.A.2.14 Promise Tableau Dashboard
I.A.2.15 Student Equity and Achievement Committee Meeting Minutes 15 May 2022

I.A.2.16 Student Equity and Achievement Committee Data Summary
I.A.2.17 Antiracism Taskforce Recommendations to Faculty Senate
I.A.2.18 20 May 2021 Faculty Senate Meeting Minutes
I.A.2.19 Program Review Self-Study Template for Instructional Programs
I.A.2.20 Program Review Self-Study Template for Student Services Programs
I.A.2.21 Program Review Self-Study Template for Administrative/Operational Offices
I.A.2.22 Program Review Annual Update Template for Student Services and Administrative/Operational Offices
I.A.2.23 Program Review Annual Update Template for Instructional Programs
I.A.2.24 Program Review and resource allocation process in Integrated Planning Manual pages 13-14
I.A.2.26 Handbook for Instructional Programs pages 1-2
I.A.2.27 Screenshot of OIE Research Request Form
I.A.2.28 SLOAC Annual Summary Report to Faculty Senate March 2021
I.A.2.29 Faculty Senate 3 December 2020 Meeting Minutes
I.A.2.31 Faculty Senate Minutes Minutes from 16 September 2021
I.A.2.32 PSLO Redesign Principles
I.A.2.33 SLOAC Annual Summary Report to Faculty Senate May 2023

Improvement Plan

The College is engaging in ongoing work to improve the usability of eLumen, the software we use to collect course and program SLO assessment.

Evidence Attachments

Annual SLOAC Summary Report for year 2020-21.pdf
Annual SLOAC Summary Report for year 2022-23.pdf
Approved-PAC-Minutes-2022-04-13.pdf
FACSEN_03172022_minutes.pdf
FACSEN_040623_minutes.pdf
FACSEN_052021_minutes.pdf
FACSEN_091621_minutes.pdf
FACSEN_120320_minutes.pdf
Faculty Senate Antiracism Taskforce Recommendations.pdf
Fall 2018 Fall 2018 Program.pdf
FC Institution Set Standards 2020-2021.pdf
FC Institutional Effectiveness Report 2021.pdf
FC-Integrated-Planning-Manual_2021.pdf
FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE.pdf
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE.pdf
GP Student Focus Group_Updated_03.01.22.pdf
IIC Stretch goal proposal_PAC Version.docx
IIC_GoalsObectives_SetStandards_Proposal_03142023.pdf
IIC-Minutes-3.8.22_Approved.pdf
Instructional Annual Program Review Update Form 2023.pdf
ISLO-Redesign.pdf
KPI Overview Screenshot Tableau.png
OIE Research Request Form.png
Promise Tableau Dashboard.png
PRPC_2021_fall_instructional_self-study_template.pdf
PRPC_2021_instructional_handbook.pdf
PSLO-Redesign-Principles.pdf
SEAC Minutes 5.16.22 Final.pdf

SEAP Data Summary.pdf
Spring 2019 Flex Day Program.pdf
Student Services and Admin Ops Annual Program Review Update Form 2023.pdf
Survey-Inquiry-Group-Initial-Report-Final-Draft.pdf

I.A.3

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

Narrative

Evidence of Meeting the Standard

Fullerton College's mission statement directs the decision-making, planning, and resource allocation processes by its centrality to the integrated planning process. Fullerton College's Integrated Planning Manual, originally published in 2014 and most recently revised and endorsed by the President's Advisory Council in 2021, describes the component of the college planning process as well as the systems used to link the components to one another in a cycle including the development of goals and objectives, resource allocation, plan implementation, and evaluation (I.A.3.1). The College mission, along with accreditation standards, the District mission, and external environment--such as state and legislative forces--create the overarching environment in which the College operates. The Integrated Planning Manual states college goals and related objectives aligned with the mission and put into action with strategic action plans.

The Integrated Planning Manual also details the program review and planning process (I.A.3.2). Program review operates on a four-year cycle, with separate self-study templates for Instructional Programs and Student Support and Administrative and Operational Services programs. The Program Review and Planning Committee, a subcommittee of Faculty Senate, makes improvements to the reporting templates and makes recommendations to improve the process of reporting and planning (I.A.3.3). When programs and offices are engaging in program review, the Program Review and Planning Committee supports the work, working collaboratively with the Office of Institutional Effectiveness to provide data and training to faculty, staff, and managers engaging in the process (I.A.3.4). The timeline and process for program review is detailed in the Integrated Planning Manual, with instructional programs and student support/administrative operational programs completing their work in separate years:

- September/October: Programs and departments complete the program review self-studies

- November: Self-study draft reports are given to immediate management supervisors

- December: Immediate management supervisors submit program review final reports to both the Program Review and Planning Committee and the appropriate Vice President

- February/March: Reading and review of self-study reports is done by Program Review and Planning Committee members and formal summary report and request for resources are completed

- April: Summary report, short and long-term goals, and request for resources is presented to Faculty Senate for approval then President's Advisory Council for endorsement

- May: Planning and Budget Steering Committee receives approved summary report and requests for funding

- August/September: Planning and Budget Steering Committee reviews requests for funding and issues recommendations to the President's Advisory Council for approval

As part of Program Review self-studies, all programs and offices explain how they contribute to the college's mission, vision, core values, and goals. All new strategic action plans are described, and programs and offices describe how each plan fulfills part of the college mission, vision, goals, or objectives as well as measurable ways that the plan will be assessed (I.A.3.5; I.A.3.6; I.A.3.7).

In addition to the Program Review self-studies produced every four years, programs and offices gives annual updates. Instructional annual updates include a brief data analysis portion, where programs and offices analyze data related to institution-set standards and SLOA data mapped to PSLOs and ISLOs to consider the ways in which the program is supporting the college's mission (I.A.3.8). Likewise, Student Support Services and Administrative/Operational annual updates have programs and offices engage with data analysis (I.A.3.9). In addition to data analysis, the annual update forms provide an opportunity for programs to reevaluate their resource requests, considering the ISS and ISLO data analysis as well as any other changes that have occurred in the course of the year.

The Program Review and Planning Committee compiles annual reports, synthesizing themes found in the self-studies and annual updates. This annual report connects the themes in the self-studies and resource requests with the college's mission (I.A.3.10; I.A.3.11; I.A.12; I.A.13).These reports are endorsed by Faculty Senate and shared with PAC and PBSC following the process described in the Integrated Planning Manual. PBSC then makes recommendations to the president after analyzing the requests and the budget (I.A.3.14; I.A.3.15).

The Curriculum Committee also uses the college's mission to guide planning and decision-making related to instruction in processes documented in the Fullerton College Curriculum Committee Handbook (I.A.3.16). The handbook details he process of proposing new courses and programs, or during regular six-year review, proposed and revised Course Outlines of Record detail how the course or program will serve the college's mission.

In the 2022-2023 school year, the FC community engaged in a process to revise the college's mission, vision, and values (I.A.3.17). Immediately following this work, informed by the revisions, the college engaged in a process to draft a strategic plan spanning the years 2023-2025 (I.A.3.18). Aligning these processes allowed for the college to ensure the new mission, vision, and values drives planning into the future.

Analysis and Evaluation

The College meets this standard. The program review process, guided by the Program Review and Planning Committee, and in collaboration with Faculty Senate and President's Advisory Council and the Planning and Budget Steering Committee, ensures that all programs and services, regardless of method of delivery, are aligned with the college's mission. The centrality of the program review process to the college's general planning process ensures that the mission is central to the choices Fullerton College makes about future plans and directions.

Evidence

I.A.3.1 FC Integrated Planning Manual pages 11-14
I.A.3.2 FC Integrated planning manual page 12
I.A.3.3 Screenshot of Program Review and Planning Committee website with committee description
I.A.3.4 OIE Program Review and Planning Training Presentation
I.A.3.5 2021-2022 Program Review Self-Study Template for Instructional Programs
I.A.3.6 2022-2023 Program Review Self-Study Template for Student Services Programs
I.A.3.7 2022-2023 Program Review Self-Study Template for Administrative/Operational Offices

I.A.3.8 [Program Review Annual Update Template for Instructional Programs](#)
I.A.3.9 [Program Review Annual Update Template for Student Services and Administrative/Operational Offices](#)
I.A.3.10 [PRPC report Spring 2022](#)
I.A.3.11 [PRPC report Spring 2023](#)
I.A.3.12 [PRPC Instructional Annual Update resource request spreadsheet Spring 2023](#)
I.A.3.13 [PRPC Student Services and Administrative/Operational resource request spreadsheet Spring 2023](#)
I.A.3.14 [PBSC recommendations to PAC Spring 2021](#)
I.A.3.15 [PBSC recommendations to PAC Spring 2022](#)
I.A.3.16 [Fullerton College Curriculum Committee Handbook](#)
I.A.3.17 [List of 2022 Planning Activities from Office of Institutional Effectiveness](#)
I.A.3.18 [Fullerton College Collegewide Strategic Plan 2023-2025](#)

Improvement Plan

The timeline described above has been difficult to follow in recent program review cycles, with the final steps coming later in the academic year, making it difficult for programs to use resources they are allocated as they find out later that the funds are, indeed, available.

As part of its normal cycle, the Program Review and Planning Committee will reassess the cycle, looking at whether or not the timeline needs adjusting, or if improvements can be made to the process to make it easier to follow the timeline. This will include revision of program review self-study templates for instructional programs, student service programs, and administrative/operational areas.

The Program Review and Planning Committee, Planning Budget and Steering Committee, and Institutional Integrity Committee are working to more closely align the planning and budgeting processes on our campus in general. As a part of this work, the timeline will also be considered so that meaningful, transparent, and collaborative decisions can be made in a timely manner.

Evidence Attachments

[2022_23_PRPC_Resource_Requests IAU FINAL.pdf](#)
[2022_23_PRPC_Student Service and AdminOp_Resource_Requests_FINAL.pdf](#)
[2023-2025-Fullerton-College-Strategic-Plan-Brief.pdf](#)
[FC Curriculum Committee Handbook Fall 2022.pdf](#)
[FC-Integrated-Planning-Manual_2021.pdf](#)
[FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE.pdf](#)
[FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE.pdf](#)
[Final PRPC_2021_fall_instructional_self-study_template.pdf](#)
[Instructional Annual Program Review Update Form 2023.pdf](#)
[OIE Program Review and Planning Training Presentation.pdf](#)
[PBSC Recomm to PAC 5-11-22 to Fund 21-22 Instruc & APRU PR Resource Requests .pdf](#)
[PBSC Recomm to PAC 5-6-21 to Fund Fall 2020 APRU PR Resource Requests $405559.66.pdf](#)
[Planning Activities 2022 Office of Institutional Effectiveness.pdf](#)
[Program Review and Planning Committee Website with Committee Description.png](#)
[PRPC Report Spring 2023.docx](#)
[PRPC_2022_annual_report_to_Senate.pdf](#)
[Student Services and Admin Ops Annual Program Review Update Form 2023.pdf](#)

I.A.4

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

Narrative

Evidence of Meeting the Standard

The Fullerton College mission is periodically reviewed and updated as necessary by the campus community. As described in the FC Integrated Planning Manual, the mission, vision, and core values are reviewed in February of each year (I.A.4.1). The process begins with the President's Advisory Council (PAC). If it is recommended by PAC members that the mission statement be modified, the Institutional Integrity Committee (IIC), which is a subcommittee of PAC and Faculty Senate, develops a collaborative and transparent process to do the work. The IIC also shares responsibility for reviewing the College's mission, vision, core values, and goals (I.A.4.2). The College's mission, vision, and core values were revised in 2017. The core values were revised again in February 2023.

The current process to revise the mission and core values was initiated at a PAC meeting in Spring 2021 when the decision was made to revise the mission and core values to incorporate anti-racism (I.A.4.3). The work of revising the mission was delayed allowing for the Faculty Senate Antiracism Task Forces working in Spring 2021 to complete their work, which could inform the mission and vision update. IIC picked up on the work in Fall 2022, waiting to start the college-wide engagement to maximize the involvement of the campus community, which was returning to more on-site work following the pandemic shutdown (I.A.4.4).

In Fall 2022, the Fullerton College community came together to engage in this work. The IIC kicked off the work with a presentation of the process at convocation followed by a breakout session evaluating and ranking the College's core values. Division deans were given materials to present during division meetings and a survey was sent to all employees, with 185 people responding, 113 of whom are faculty (I.A.4.5, I.A.4.6, I.A.4.7).

In Fall 2022, the IIC held campus-wide forums and engaged in discussion at meeting and subcommittee meetings to review the results of the survey and discuss how to incorporate a commitment to anti-racism into the mission and values (I.A.4.8, I.A.4.9). The proposed mission and values were shared at Faculty Senate, Classified Senate, and the President's Advisory Council (PAC) and approved by all three bodies (I.A.4.10, I.A.4.11, I.A.4.12, I.A.4.13, I.A.4.14, I.A.4.15).

The revised mission and values were discussed at the February 14, 2023 Board of Trustees meeting. The values were approved by the Board of Trustees (I.A.4.16).The proposed mission was discussed at the November 14, 2023 Board of Trustees meeting (I.A.4.17).

Fullerton College's mission, vision, and values are widely published. The mission statement is published on the Fullerton College website in the About page, the College Catalog on the General Information page and Schedule of Classes alongside the President's greeting (I.A.4.18, I.A.4.19, I.A.4.20). It is included in publications including the annual Institutional Effectiveness Report, New Student Resources Guide, and Fullerton College Magazine (I.A.4.21, I.A.4.22, I.A.4.23).

Analysis and Evaluation

The College meets the standard. The College has a thorough, transparent, and collegial process through which the mission, vision, and values are reviewed and updated. The process effectively

engages members of the college community from all constituent groups, so that the college's mission is meaningful and relevant. The mission is widely publicized, so members of the college community are aware of it and can take it into consideration in the work they do.

Evidence

I.A.4.1 Integrated Planning Manual pages 9-10
I.A.4.2 IIC website with committee description
I.A.4.3 PAC Minutes 10 February 2021 pages 1 and 3
I.A.4.4 IIC Minutes 26 October 2021 page 4
I.A.4.5 IIC Minutes 23 August 2022 page 2
I.A.4.6 Mission Refresh Activity agenda Fall 2022 Convocation
I.A.4.7 College mission refresh core values survey email to all staff 22 August 2022
I.A.4.8 Mission Refresh Forum 1 presentation
I.A.4.9 Mission Refresh Forum 2 presentation
I.A.4.10 Proposed mission and values Faculty Senate
I.A.4.11 Proposed mission and values Classified Senate
I.A.4.12 Proposed mission and values PAC
I.A.4.13 Faculty Senate Minutes 3 November 2022 page 6
I.A.4.14 Classified Senate Minutes 8 November 2022 page 1
I.A.4.15 PAC Minutes 30 November 2022 page 2
I.A.4.16 NOCCCD Board of Trustees Minutes 14 February 2023 pages 107-108
I.A.4.17 NOCCCD Board of Trustees Minutes 14 November 2023 pages XX-XX
I.A.4.18 Fullerton College website About page
I.A.4.19 Catalog General Information Mission and Vision Statement
I.A.4.20 Fall 2023 Schedule of Classes page 2
I.A.4.21 2022 Annual Institutional Effectiveness report page 4
I.A.4.22 New Student Resources Guide
I.A.4.23 Fullerton College Magazine Spring 2022 page 29

Evidence Attachments

11.8.2022 CS MINUTES.pdf
2022-FC-Institutional-Effectiveness-Report.pdf
Approved-PAC-Minutes-2022-11-30.pdf
bot-approved-minutes-2023-02-14_55817.pdf
Catalog General Information Page Mission and Vision Statements.PNG
College Mission Refresh_ Core Values Survey.pdf
FACSEN_11032022_minutes.pdf
FC-Integrated-Planning-Manual_2021.pdf
FC-Magazine-Spring-22.pdf
FC-New-Student-Resource-Guide-Fall 2023.pdf
FullertonCollegeScheduleFall2023.pdf
IIC Minutes 8.23.22.pdf
IIC-Minutes-10.26.2021_Approved.pdf
Mission + Values + Outcomes Fullerton College Website.pdf
Mission-Refresh-Activity-for-Convocation.pdf
Mission-Refresh-Forum-1.pdf
Mission-Refresh-Forum-2.pdf
PAC-Minutes-2021-02-10.pdf
Proposed-Mission-and-Core-Values-for-Classified-Senate-24-Oct-2022-1.pdf
Proposed-Mission-and-Core-Values-for-Faculty-Senate-13-Oct-2022.pdf
Proposed-Mission-and-Core-Values-for-PAC-11.30.pdf
Screenshot IIC website with committee description.png

I.B. Assuring Academic Quality and Institutional Effectiveness

Narrative

Evidence Attachments

I.B.1. Academic Quality

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

Narrative
Evidence of Meeting the Standard

Fullerton College engages in a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning outcomes primarily through our shared governance processes. Our mission, vision, and core values drive our goals, objectives and strategic action plans. Resource allocation aligns with those plans, and plans are implemented. Activities are then evaluated for their effectiveness and the evaluation results are used for quality improvement (I.B.1.1)

Fullerton's campus-wide planning process involves shared governance committees that plan, identify themes, set goals, and give input on resource requests. All members of the campus community are represented in this process through committees and organizations such as Faculty Senate, Associated Students, and Classified Senate. These bodies participate on the President's Advisory Council (PAC), which serves as the central participatory governance council of the college (I.B.1.2). The purpose of PAC is to receive and review college policy recommendations for any and all college groups, to obtain constituent opinions, to advise the College President regarding policy recommendations, to provide a venue for college-wide initiative, and to provide a means of communication with the college community. PAC is the forum in which all proposed broad-based college procedural changes are discussed collegially before they are acted on or implemented by the College President. (I.B.1.3)

Several campus-level committees that report to Faculty Senate engage in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement:

The Curriculum Committee is assigned the primary responsibility for making recommendations in the areas of curriculum and academic standards, as prescribed by state law. This committee looks at all new and revised courses and programs in order to ensure their quality and effectiveness (I.B.1.4). As outlined in the Fullerton College Curriculum Committee Handbook, all courses, degrees, and certificates are reviewed through a regular six-year review cycle for accuracy and effectiveness, which includes reviewing the SLOs for appropriateness in the context of the Course outline of Record and for alignment with program, degree, or certificate outcomes. Proposed new courses go through the curriculum approval process as well, ensuring student learning outcomes, learning objectives, and course content and scope are high academic quality appropriate to the mission of the college (I.B.1.5).

The Student Learning Outcome Assessment (SLOA) committee--a subcommittee of the Curriculum Committee--facilitates student learning outcomes assessment across the institution and promotes self-reflective dialog (I.B.1.6). The SLOA committee is also working closely with programs, the Curriculum Committee, and the Pathways Steering Committee Workgroup 4 "Ensuring Learning" to shepherd campus Program Student Learning Outcome revision. The creation of the PSLO rubric and the guide for creating or revising PSLOs, both revised in Spring 2022, are products of this collaborative work (I.B.1.7, I.B.1.8).

The Program Review and Planning Committee (PRPC) promotes and supports the systematic

self-assessment of instructional programs, student services, and administrative/operational areas throughout the college (I.B.1.9). PRPC members read and analyze program review self-studies and annual updates, identifying themes and synthesizing a list of resource requests. Program review self-studies expect instructional and non-instructional programs to look at Student Learning Outcome data and equity, ensuring dialog in these areas is integrated into the self-reflection and planning that all areas of campus engage in regularly (I.B.1.10, I.B.1.11, I.B.1.12). Programs effectively use these templates to engage in meaningful dialog within instructional programs and student services. This dialog guides planning and budgeting, with the Program Review and Planning Committee communicating themes and resource requests to Faculty Senate, PAC, and the Planning and Budget Steering Committee (I.B.1.13).

The Distance Education Advisory Committee defines a common vision for distance education at Fullerton College. It establishes goals and charts the coordinated implementation of distance learning across the campus (I.B.1.14).

Other campus committees reporting to PAC engage in sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

The Planning and Budget Steering Committee (PBSC) makes recommendations to PAC regarding planning and matters related to Fullerton College's fiscal resources allocations, including making recommendations regarding one-time and ongoing budget requests, including requests for emergency funding and funding for strategic action plans, reviewing and considering funding recommendations for the Program Review process, and generating and sharing information on budget structure, budget development, and budget issues (I.B.1.15).

The Diversity Advisory Committee works with the campus community to develop, recommend, and assess appropriate policies, programs and strategies to achieve a diverse, inclusive campus. The committee is responsible for making recommendations to PAC on diversity issues that affect the experiences of all members of the College Community (I.B.1.16)

The Sustainability Committee assessing existing practices and programs, identifies opportunities for growth, and makes recommendations on best practices with a focus on environmental equity (I.B.1.17, I.B.1.18)

Still more campus committees are dual reporting committees, with responsibilities to report to both Faculty Senate and PAC about issues related to student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement:

The Pathways Steering Committee is charged with facilitating and providing oversight of Guided Pathways projects on campus including the First Year Experience Program and programs in the Guided Pathways office (I.B.1.19).

The Student Equity and Achievement Committee provides leadership, advocacy, and institutional guidance and vision for coordinating campus-wide efforts related to equity on campus. It gives input on Student Equity and Achievement Program funding and efforts and completes the SEA 2.0 plan to the state (I.B.1.20, I.B.1.21, I.B.1.22).

The Institutional Integrity Committee works to regularly evaluate and make recommendations on the college's processes, practices, procedures, and publications in order to ensure the integrity and effectiveness of our planning and decision-making process. The IIC also works in collaboration with PAC to review the college's mission, vision, and core values and to make sure college work aligns with them (I.B.1.23).

The various other shared governance groups on campus inform the work of the campus Professional Learning Committee (PLC), which is a dual reporting committee to Faculty Senate and PAC (I.B.1.24). The PLC plans, develops, coordinates, reviews, and evaluates the college's professional development activities, supporting the professional learning needs of Fullerton College educators. Flex programs and professional learning opportunities illustrate how professional learning is devoted to sustained, substantive, and collegial dialog about student equity and academic quality with a goal on continuous improvement of instruction and the services provided by the campus (I.B.1.25, I.B.1.26, I.B.1.27).

In Spring 2023, the Campus Collaborations Team was created as a dual reporting committee as a place for all campus-level committee chairs and leads on campus projects and programs to share information about their work to identify intersections and work collaboratively toward common outcomes in support of the campus strategic plan. This team meets monthly during the semester to engage in this collaborative work, aiming to synthesize efforts on campus (I.B.1.28, I.B.1.29).

Responsive work is done within shared governance, with workgroups created as needed to focus on areas of the institution to ensure continuous improvement in student learning and achievement in our regular planning cycle as well as depth of understanding and responsiveness. Faculty Senate convened antiracism taskforces and endorsed their recommendations in Spring 2022 (I.B.1.30, I.B.1.31). The Survey Inquiry Group convened in Summer 2021 (I.B.1.32). The Enrollment and Re-engagement workgroup met in Spring 2022 (I.B.1.33). The workgroups, operating within shared governance, allowed for focused, in-depth, and timely dialog about student equity and academic quality. In both cases, the taskforce model allowed a broad group of faculty, classified professionals, managers, and students to engage in time-sensitive work and provide the campus community important information, analysis, and guidance.

SLO assessment processes are another venue through which the college engages in sustained and substantive dialog about student outcomes and their link to study equity. The FC Student Learning Outcomes Assessment and Preferred Practice Handbook directs programs to, at a minimum, assess each SLO once prior to writing the quadrennial Program Review Self-Study, though they encourage assessment of SLOs more often to check the effect of changes and improvements in a course. Each department is directed to develop an assessment schedule that is updated by the division SLOA committee representatives (I.B.1.34). When CSLOs are assessed, data is entered into Elumen, our campus' SLO software, along with closing-the-loop reflections and action plans (I.B.1.35). Data from Elumen is then used with program review self-studies and annual updates for a recursive process of self-reflection and quality improvement.

Analysis and Evaluation

The College meets the standard. Fullerton College ensures that continuous improvement of student learning and achievement is at the center of our work through our shared governance and planning processes. Representative campus-level committees report to Faculty Senate, PAC, or both and engage in ongoing dialog in a recursive process. Building this work into our shared governance structure ensures that the voices of all campus constituencies are part of the work we do as a college.

Evidence

I.B.1.1 Integrated Planning Model from the Integrated Planning Manual page 10
I.B.1.2 PAC description from website
I.B.1.3 Fullerton College Campus-wide Planning Process from the Integrated Planning Manual pages 11 and 27
I.B.1.4 Curriculum Committee mission statement from website

I.B.1.5 [Fullerton College Curriculum Committee Handbook page 12-14](#)
I.B.1.6 [Student Learning Outcomes Assessment Committee description from website](#)
I.B.1.7 [PSLO guide to creating or revising PSLOs](#)
I.B.1.8 [PSLO process chart](#)
I.B.1.9 [Program Review and Planning Committee description from website](#)
I.B.1.10 [Instructional program review template](#)
I.B.1.11 [Student Services program review template](#)
I.B.1.12 [Administrative/Operational program review template](#)
I.B.1.13 [PRPC Report to Faculty Senate and PAC May 2023](#)
I.B.1.14 [Distance Education Advisory Committee description and strategic goals from website](#)
I.B.1.15 [Planning and Budget Steering Committee description from website](#)
I.B.1.16 [Diversity Advisory Committee mission, purpose, and strategic goals from website](#)
I.B.1.17 [Sustainability Committee purpose from website](#)
I.B.1.18 [Environmentally Disadvantaged Report Fall 2020-Spring 2022](#)
I.B.1.19 [Pathways Steering Committee mission and purpose from website](#)
I.B.1.20 [Faculty Senate website with Student Equity and Achievement Committee mission](#)
I.B.1.21 [FC's SEA 2022-2025 Equity Plan](#)
I.B.1.22 [SEAC 2022-2023 Annual Report](#)
I.B.1.23 [Institutional Integrity Committee description from website](#)
I.B.1.24 [PLC website with mission and purpose from website](#)
I.B.1.25 [Spring 2019 Flex Day Program](#)
I.B.1.26 [Spring 2023 Flex Day Program](#)
I.B.1.27 [Equitable Grading Event flier](#)
I.B.1.28 [Campus Collaborations Team mission and functions document presented to Faculty Senate page 6](#)
I.B.1.29 [Faculty Senate Minutes 17 November 2022 page 6](#)
I.B.1.30 [Antiracism taskforces repor](#)t
I.B.1.31 [Faculty Senate Minutes 20 May 2022 page 10](#)
I.B.1.32 [Survey Inquiry Group report](#)
I.B.1.33 [Enrollment and Re-engagement Workgroup presentation to PAC 11 May 2022](#)
I.B.1.34 [FC Student Learning Outcome Assessment and Preferred Practice Handbook](#)
I.B.1.35 [SLO Close-the-Loop Reflection guidelines](#)

Evidence Attachments

[2017-06-04_FC_SLOA-Preferred-Practices-CC-Approved (1).pdf](#)
[Campus Collaborations Team Mission and Functions Final.pdf](#)
[Enrollment and Re-engagement PAC 5-11-22.pdf](#)
[Environmentally Disadvantaged PAC Presentation.pdf](#)
[Equitable Grading Event Flier.pdf](#)
[FACSEN_052021_minutes.pdf](#)
[FACSEN_111722_approvedminutes.pdf](#)
[Faculty Senate Antiracism Taskforce Recommendations.pdf](#)
[FC Curriculum Committee Handbook Fall 2022.pdf](#)
[FC-Integrated-Planning-Manual_2021.pdf](#)
[FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE.pdf](#)
[FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE.pdf](#)
[Final PRPC_2021_fall_instructional_self-study_template.pdf](#)
[Fullerton College Student Equity Achievement 2022-2025 Equity Plan.pdf](#)
[Fullerton Flex Day Program Spring 2023.docx.pdf](#)
[Fullerton Flex Day Program Spring 2023.docx.pdf](#)
[PRPC Report Spring 2023.pdf](#)
[PSLO Process Chart-4-16-22.pdf](#)
[Screenshot of Curriculum Committee webpage with mission statement.png](#)

Screenshot of DEAC description and strategic goals.png
Screenshot of Diversity Committee Mission and Purpose.PNG
Screenshot of IIC webpage with description.png
Screenshot of PAC webpage with descritpion.png
Screenshot of Pathways Steering Committee webpage with mission and purpose.png
Screenshot of PBSC website with description.png
Screenshot of PLC website with mission and purposes.png
Screenshot of PRPC webpage with description.png
Screenshot of SEAC webpage with mission.png
Screenshot of SLOAC webpage with description.png
Screenshot of Sustainabilty Committee Purpose.png
SEAC Annual Report_2022-2023 (1).pdf
SLO Close the loop reflection guidelines.pdf
Spring 2019 Flex Day Program.pdf
Survey-Inquiry-Group-Initial-Report-Final-Draft.pdf
Template or Worksheet Guide to Creating or Revising PSLOs Final Rev 4.11.2022.pdf

I.B.2

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

Narrative

Evidence of Meeting the Standard

The college has defined student learning outcomes for all courses. All course outlines of record are documented in CurricUNET, with student learning outcomes defined for each course as required by the state (I.B.2.1). When new courses are proposed and courses undergo six-year review, the Student Learning Outcome Assessment Committee (SLOAC)--a subcommittee of the Curriculum committee--evaluates the proposed SLOs and gives input on their quality. CSLOs are assessed by program faculty every three years at minimum, following the guidance of the SLOAC (I.B.2.2). Data is entered into eLumen, software that houses assessments and allows for results to be monitored, regularly reported on, and disaggregated (I.B.2.3).

Additionally, the college has defined student learning outcomes for all instructional programs. All programs of study are documented in CurricUNET, with program learning outcomes defined for each program. The stated goals and objectives for programs are consistent with the mission of the community colleges as established in education code § 66010.4 as well as Fullerton College's mission (I.B.2.4, I.B.2.5, I.B.2.6). PSLOs are also documented and shared in the College Catalog with each degree and certificate program (I.B.2.7).

Fullerton College is going through a process of instructional Program Student Learning Outcome (PSLO) redesign led by our campus Student Learning Outcomes Assessment (SLOA) Committee and Pathways Steering Committee. This collaborative work has produced a PSLO Rubric, a tool used by programs to clarify their outcomes and for the SLOA committee to assess the quality of revised PSLOs. It includes PSLO Revision Design Principles, and examples from a variety of programs across campus (I.B.2.8, I.B.2.9). As of September, 2023, 155 of 266 programs have completed the PSLO redesign process (I.B.2.10).

The college assesses all instructional PSLOs as part of program review every four years. In Fall 2021, instructional program self-studies included a section where programs described where they were in their PSLO revisions as well as plans for their PSLOs in light of new Instructional Student Learning Outcomes (ISLOs). Instructional programs also described how PSLOs are or will be assessed in their department. This work laid a foundation for future PSLO assessment (I.B.2.11).

Instructional programs are also expected to engage in ISLO assessment in their program review annual updates. In Fall 2022, this assessment was put on hiatus. A problem was discovered in eLumen where CSLOs, PSLOs, and ISLOs were not accurately mapped to each other. It was not possible to remedy the data issues before the instructional annual updates were due to the Program Review and Planning Committee, so the Institutional Integrity Committee (IIC) and PRPC voted to temporarily suspend the ISLOA portion of the instructional annual update for the 2022-2023 school year (I.B.2.12, I.B.2.13, I.B.2.14). Instructional annual updates for the 2023-2024 school year reinstated the ISLOA portion once the issues with eLumen were resolved (I.B.2.15).

Fullerton College assesses outcomes for student and learning support services through program review on a four year cycle; at least one outcome is able to be disaggregated at the student level for race, gender, or other demographic factors (I.B.2.16). This process allows for student and learning support services to reflect on how assessment of outcomes have led to improvements in services as well as student learning and achievement and explain remaining challenges to the

larger campus community. Programs also complete an equity analysis of this outcome where they describe what the data shows and how the program plans to close attainment gaps. Student and learning support services also complete an annual update, where they engage with data assessing outcomes for their areas (I.B.2.17).

Analysis and Evaluation

The College meets this standard. With guidance and coordination from the Curriculum Committee and Student Learning Outcome Assessment Committee, all instructional programs define and regularly assess student learning outcomes for courses. Results of assessment are shared and analyzed in program review self-studies and annual updates. Student service programs define student learning outcomes with the support of the Office of Institutional Effectiveness and assess them in regular program review self-studies and annual updates.

Evidence

I.B.2.1 SLOA Preferred Practice Handbook pages 2-3
I.B.2.2 Fullerton College Curriculum Committee Handbook page 31
I.B.2.3 SLO Performance Report 3 May 2023
I.B.2.4 PSLO Process Chart
I.B.2.5 English AAT Program of Study
I.B.2.6 Mathematics AST Program of Study
I.B.2.7 Fullerton College Catalog pages 204-543
I.B.2.8 PSLO Revision Form
I.B.2.9 Guide to Creating or Revising PSLOs
I.B.2.10 PSLO Timeline 1 September 2023 Update
I.B.2.11 Instructional Program Review Self-Study template Fall 2021
I.B.2.12 Instructional Program Review Annual Update form Spring 2023
I.B.2.13 PRPC Meeting Notes 26 January 2023 page 3
I.B.2.14 Email to campus regarding changes to Instructional Program Review Annual Update
I.B.2.15 Instructional Program Review Annual Update form Fall 2023
I.B.2.16 Student Services program review self-study template Fall 2022
I.B.2.17 Student Services annual update template Fall 2023

Evidence Attachments

Email to Campus Regarding Program Review Annual Updates Deadline.pdf
English AAT Program of Study.pdf
FC Curriculum Committee Handbook Fall 2022.pdf
FC SLOA Preferred Practices Handbook.pdf
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE.pdf
Final PRPC_2021_fall_instructional_self-study_template.pdf
Fullerton College - SLO Performance - 05_03_2023.pdf
Fullerton College Catalog 2022-2023.pdf
Guide to Creating or Revising PSLOs.pdf
Instructional Annual Program Review Update Form Fall 2023.pdf
Instructional Annual Program Review Update Form Spring 2023.pdf
Mathematics AST Program of Study.pdf
NOCCCD AP 3225 Institutional Effectiveness.pdf
NOCCCD BP 3225 Institutional Effectiveness.pdf
PRPC_1_26_23_Notes.pdf
PSLO Process Chart.pdf
PSLO Revision Form.pdf

PSLO Timeline-9-1-23-updated.pdf
Student Services and Admin Ops Annual Program Review Update Form Fall 2023.pdf

I.B.3

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

Narrative

Evidence of Meeting the Standard

Fullerton College has institution-set standards for student achievement that are appropriate to the College's mission. First set in 2017, the standards have most recently been revised by the Institutional Integrity Committee and approved through the College's shared governance process in Spring 2023 (I.B.3.1). Institution-set standards, including stretch goals, are assessed annually. The most recent assessment is found in the Fullerton College Institution-Set Standards Review of the 2021-2022 Academic Year, which is shared widely including being posted on the Office of Institutional Effectiveness' website (I.B.3.2, I.B.3.3).

In Spring 2022, the IIC also established stretch goals aligned with the college's institution-set standards (I.B.3.4). These aspirational goals were determined to be 102% of the last five years performance for each metric. The committee's recommendation was approved through the shared governance process, being approved by Faculty Senate and PAC in spring 2022 (I.B.3.5, I.B.3.6).

The College takes action when ISS fall below an acceptable threshold. The FC ISS Review of 2020-2021 Academic Year on institution-set found that the college performed above the warning and standard levels in the aggregate across nine of the 10 institution-set standards (I.B.3.7). The one metric that fell below the standard was Cosmetology licensure exam rates. When this was identified, the IIC notified the program coordinator; actions such as increasing the number of tutoring hours and adoption of interactive textobooks and training materials were taken, resulting in an increase in the pass rate the following year (I.B.3.8). Importantly, when data was disaggregated, the IIC identified several subgroups whose outcomes were below the standard for multiple metrics. The college's awareness of equity gaps continues to guide its work, which includes making equity and educational justice a more clear focus of our mission and vision.

In Spring 2023, the IIC revised the campus goals and objectives and proposed a process for establishing institution-set standards that will take place before the next round of program review is set to begin in Fall 2025 (I.B.3.9).

Analysis and Evaluation

The College meets the standard. Institution-set standards were established in 2017 and have been assessed annually since then. Results of assessments are shared broadly in reports shared with constituent groups through shared governance bodies and publications on the website.

Evidence

I.B.3.1 IIC Annual Report 2022-2023
I.B.3.2 FC Institution-Set Standards Review of the 2020-2021 Academic Year
I.B.3.3 ISS reports on OIE website
I.B.3.4 IIC stretch goal proposal Spring 2022
I.B.3.5 Faculty Senate 17 March 2022 Minutes page 7
I.B.3.6 PAC 13 April 2022 Minutes page 1
I.B.3.7 FC Institution Set Standards Review of the 2020-2021 Academic Year page 3

I.B.3.8 FC Institution Set Standards Review of the 2021-2022 Academic Year page 3
I.B.3.9 IIC Annual Report 2022-2023

Evidence Attachments

Approved-PAC-Minutes-2022-04-13.pdf
FACSEN_03172022_minutes.pdf
IIC Annual Report_2022-2023.pdf
IIC Stretch goal proposal Spring 2022.pdf
Institution-Set-Standards_2021-2022.pdf
Institution-Set-Standards_2022_Final.pdf
Screenshot of ISS Reports on OIE Website.png

I.B.4

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

Narrative

Evidence of Meeting the Standard

Fullerton College uses assessment data to support student learning and achievement. Course SLOs are assessed on a recommended three-year cycle, with assessment results analyzed by individual departments as part of program review, particularly in relation to the fulfillment of the College's mission and individual departments' strategic action plans (I.B.4.1). Program review asks instructional programs to asses progress on prior action plans and look at recent SLO assessment data, disaggregate it, reflect on it to see areas for improvement, and propose additional action plans to improve student learning (I.B.4.2).

The college organizes its processes to support student learning and achievement. The Integrated Planning Manual describes the college's planning processes. It is updated annually and undergoes a full document review every three years (I.B.4.3). Program review is situated at the center of these institutional processes, prioritizing student learning and student achievement.

Instructional programs receive an Appendix A from the Office of Institutional Effectiveness, a comprehensive analysis of data on their program that is used in the self-study process (I.B.4.4). Based in large part on their assessment of the Appendix A data as well as SLOA data from eLumen, programs create strategic action plans focused on improving student learning and make resource requests in program review that are considered by the Program Review and Planning Committee (I.B.4.5), For example, the English department used the data in the Appendix A and the SLOA data from eLumen to develop its equity plan and its four strategic action plans in the most recent self-study cycle (I.B.4.6).

Student services programs use a wide variety of types of assessment data to support student learning and student achievement in their program review self-studies (I.B.4.7). The Office of Institutional Effectiveness (OIE) works with programs to provide data on outcomes specified by the programs themselves, as the appropriate data to collect varies from program to program (I.B.4.8, I.B.4.9). Student services programs also collect data internally to include in their program review self-studies (I.B.4.10, I.B.4.11).

When self-studies are submitted, PRPC members read self-studies and identify themes found across various programs. The PRPC committee synthesizes these themes in a report, and presents the themes as well as resource requests that support action plans to Faculty Senate for ratification. The resource requests are then forwarded to the President's Advisory Council (PAC), and the Planning and Budget Steering Committee (PBSC), a subcommittee of PAC, for endorsement and to inform the college's planning and resource allocation processes (I.B.4.12, I.B.4.13, I.B.4.14, I.B.4.15). Thus, organizational processes are grounded in the assessment of data, allowing for decisions to be made that support student learning and achievement.

In addition to quadrennial self-studies, all programs complete an annual update which includes a brief data analysis and the opportunity to submit additional resource requests (I.B.4.16, I.B.4.17). This allows for the college to be responsive to changes more quickly as data indicates new needs, a critical piece of flexibility as programs work to respond to changing needs during the pandemic and in the current period of readjustment and recovery. Program review annual updates can allow for programs to express new needs and connect their needs to new sources of state funding, such as those identified for enrollment and re-engagement.

Program review is also considered by the Faculty Allocation Committee, a subcommittee of Faculty Senate that makes recommendations for full-time faculty hiring priorities. On the Rationale for Full-Time Faculty Member Hiring Form, completed by every department that is requesting a full-time faculty position in a hiring cycle, departments must state whether their request is supported by the Program Review and Planning Committee, acknowledging that they have connected hiring needs to data analyzed in the program review self-study process (I.B.4.18).

Additionally, Professional Learning and Guided Pathways resources are provided to divisions based on program review self-studies. Each division has an Instructional Success Team (IST) composed of a data coach, equity coach, professional learning coach, and student support coach (I.B.4.19). This team reads division program reviews and identifies key courses where work can be done to improve student learning and achievement, with an emphasis on data analysis. This allows for ISTs to work at the grassroots level with their divisions to engage in data analysis that is disaggregated by race and other factors to target interventions to disproportionately impacted populations of students (I.B.4.20).

The college also uses student achievement data to support the work of our Student Equity and Achievement Committee (SEAC). In drafting the SEA 2.0 plan, SEAC worked closely with the Office of Institutional Effectiveness (OIE) to extensively analyze disaggregated student achievement data to determine gaps in how we are serving the diverse populations of the campus and make plans for meaningful interventions aimed directly at those groups (I.B.4.21, I.B.4.22, I.B.4.23).

Analysis and Evaluation

The College meets this standard. The College uses program review as the central body from which all planning derives. In completing program review self-studies and annual updates, departments and programs do in-depth data analysis, using their findings to develop strategic action plans, which generate resource requests including hiring needs. Program review data as well as data from Tableau is used extensively by campus committees to support student learning and achievement.

Evidence

I.B.4.1 Fullerton College Student Learning Outcomes and Assessment Preferred Practice Handbook pages 4
I.B.4.2 Instructional Program Review Self-Study Template pages 2-3
I.B.4.3 Integrated Planning Manual pages 12-13, 18-19
I.B.4.4 Sample Appendix A for instructional program review self-study--English
I.B.4.5 Sample eLumen report for instructional program review self-study--English
I.B.4.6 English Program Review Self-Study Fall 2021 pages 16-17 and 38-48
I.B.4.7 Student Services Program Review Self-Study Template pages 4-5
I.B.4.8 Sample data report from OIE to a student services program from Fall 2022 self-study--Promise
I.B.4.9 Sample data report from OIE to a student services program from Fall 2022 self-study--Transfer Center
I.B.4.10 Sample internal document for program review self-study from Fall 2022 self-study--Academic Support Center Tableau Report
I.B.4.11 Sample internal document for program review self-study from Fall 2022 self-study--Academic Support Center Access and Pass Rates
I.B.4.12 Spring 2023 Program Review Report to Faculty Senate and PAC
I.B.4.13 Spring 2023 Program Review Self-Study Resource Requests from PRPC to PAC and

PBSC
I.B.4.14 Spring 2023 Program Review Annual Update Resource Requests from PRPC to PAC and PBSC
I.B.4.15 Fall 2022 PBSC recommendations to PAC
I.B.4.16 Instructional Program Review Annual Update form Fall 2023
I.B.4.17 Student Services and Administrative/Operational Annual Update form Fall 2023
I.B.4.18 Sample Rationale for Full-Time Faculty Member Hiring Form from Faculty Allocation Committee--Chemistry
I.B.4.19 Instructional Success Team recruitment and timeline information
I.B.4.20 Instructional Success Team Report 2023
I.B.4.21 SEAC Annual Report 2023
I.B.4.22 Summary of SEA Data by Student Group
I.B.4.23 SEA Program Data 2022-2025 Cycle

Evidence Attachments

2022_23_PRPC_Resource_Requests IAU.xlsx
2022_23_PRPC_Resource_Requests.xlsx
Academic Support Center Program Review Data 2022 Self.pdf
ASC PR data 2022.jpg
English Dept. - SLO Performance - 09_24_2021 19_56_32.pdf
English Program Review Appendix A Data.pdf
English_2021_fall_self_study.pdf
FC_SLOA-Preferred-Practices-CC-Approved.pdf
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx
Instructional Annual Program Review Update Form 2023.docx
Instructional Success Team Report_Spring2023.pdf
Instructional Success Teams Proposal - Recruitment.pdf
Integrated-Planning-Manual_2023.pdf
PBSC_05-04-2022_ 2021_22 PR Resource Requests Ver 2 .pdf
Program Review Data Summary for Transfer.pdf
Promise Data Summary.pdf
PRPC Report Spring 2023.pdf
PRPC_2021_fall_instructional_template_6.2.docx
Rationale for FT Faculty Fall 2022 - NAT SCI - CHEM.pdf
SEAC Annual Report_2022-2023.pdf
SEAP Data Summary.pdf
Student Group Summaries_Updated.pdf
Student Services and Admin Ops Annual Program Review Update Form 2023.docx

Institutional Effectiveness

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

Narrative

Evidence of Meeting the Standard

Fullerton College engages in program review overseen by the Program Review and Planning Committee (I.B.5.1). All instructional programs, academic support services, and administrative services complete program review on a four-year cycle. In year one of the cycle, instructional programs complete self-studies (I.B.5.2). In year two of the cycle, student services programs and administrative services complete self-studies (I.B.5.3, I.B.5.4, I.B.5.5). In years three and four, the PRPC reflects on the process of the previous cycles of self-studies and makes improvements to the process which may include revision of templates, rubrics, reader report templates, and educational materials (I.B.5.6). Instructional programs, student services areas, and administrative services offices also do annual updates in the years they are not completing self-studies (I.B.5.7, I.B.5.8).

Through program review self-studies, the college assesses goals and objectives, student learning outcomes, and student achievement. Instructional and student services programs define outcomes and describe a process of continuous improvement. They also analyze data that is disaggregated by race, gender, and other key demographic factors related to the College's equity efforts in the Appendix A provided by the Office of Institutional Effectiveness.

All instructional programs undergoing review receive a comprehensive analysis of student performance data related to the program office from the OIE (I.B.5.9). The analysis includes evaluations of trends, comparison of student performance within the program and across the institution, and comparison of student performance among courses within the program, as well as an equity analysis of demographic groups defined by gender, age, race/ethnicity, and disability status. As part of program review, faculty and staff reflect on student achievement and equity data and identify areas for improvement.

When self-studies are reviewed by PRPC members, a key element readers look for is coherence between the data being analyzed and the strategic action plans and resource requests. While the PRPC does not make funding decisions or evaluate programs or departments, it offers feedback on the self-studies as a way to support and officially document the College's efforts at continuous quality improvement (I.B.5.10, I.B.5.11, I.B.5.12). The PRPC also creates a comprehensive list of all resource requests and endorses those that are justified by the data analysis in the self-studies (I.B.5.13, I.B.5.14).

Fullerton College also assesses accomplishment of its mission through the student learning outcome assessment process. In the 2021-2022 cycle, instructional programs discussed their progress on revising PSLOs in light of PSLO redesign principles developed by the SLOA Committee (I.B.5.15). Annual updates also ask programs to engage in ISLO assessment, though issues with data have made this challenging (see IB3). The Institutional Integrity Committee (IIC) engages in ISLO assessment and reports findings to the campus (I.B.5.16, I.B.5.17, I.B.5.18).

Fullerton College assesses the accomplishment of its mission through an analysis of student achievement data. In addition to the data provided by the OIE for program review (Appendix A referenced above), the office produces annual Institutional Effectiveness Reports (I.B.5.19, I.B.5.20, I.B.5.21).

Analysis and Evaluation

The College meets this standard. We regularly and meaningfully assess the accomplishment of our mission through program review and other processes aimed at evaluation of goals and objectives, student learning outcomes, and student achievement. Data--both quantitative and qualitative--are disaggregated for analysis by program type and mode of delivery as well as demographic groups to identify and remedy disproportionate impact.

Evidence

I.B.5.1 Program Review and Planning Committee Mission and Membership from website
I.B.5.2 Program Review and Planning Committee Handbook Instructional Programs 2021
I.B.5.3 Instructional Program Review Self-Study Template Fall 2021
I.B.5.4 Student Services Program Review Self-Study Template Fall 2022
I.B.5.5 Administrative/Operational Program Review Self-Study Template
I.B.5.6 PRPC Meeting Notes 11 May 2023
I.B.5.7 Instructional Annual Program Review Update form Fall 2023
I.B.5.8 Student Services Program Review Annual Update form Fall 2023
I.B.5.9 Sample Appendix A--English
I.B.5.10 Rubric for instructional self-studies Fall 2021
I.B.5.11 Rubric for Student Services and Administrative/Operational self-studies Fall 2022
I.B.5.12 Rubric for annual updates Fall 2023
I.B.5.13 Program Review Resource Requests Student Services and Administrative/Operational self-studies Fall 2022
I.B.5.14 Program Review Resource Requests Instructional Annual Updates Fall 2022
I.B.5.15 PLOS redesign principles
I.B.5.16 IIC ISLO Assessment--Communication 2020
I.B.5.17 IIC ISLO Assessment--Global Awareness 2022
I.B.5.18 IIC Activities Calendar
I.B.5.19 Institutional Effectiveness Report 2019-2020
I.B.5.20 Institutional Effectiveness Report 2020-2021
I.B.5.21 Institutional Effectiveness Report 2021-2022

Evidence Attachments

2021-FC-Institutional-Effectiveness-Report_Final.pdf
2022_23_PRPC_Resource_Requests IAU.xlsx
2022_23_PRPC_Resource_Requests.xlsx
2022-FC-Institutional-Effectiveness-Report-FINAL.pdf
APRU 23_24 Resource Req Rubric.docx
Communication ISLO_Spring2020.pdf
English Program Review Appendix A Data.pdf
Fall 2022 Non Instructional Student Services Self Study Rubric.pdf
FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE-Sept 28 rev (002).doc
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx
Fullerton-College-Institutional-Effectiveness-Report-2019-2020.pdf
Global Awareness ISLO_2022.pdf
IIC Activities Calendar_Updated Spring 2022.pdf
Instructional Annual Program Review Update Form 2023.docx
Program Review and Planning Committee __ Committees.pdf
PRPC_2021_fall_instructional_template_6.2.docx
PRPC_2021_fall_self_studies_Rubric.xlsx
PRPC_2021_instructional_handbook.pdf
PRPC_5_11_23_Meeting Notes.pdf

PSLO-Redesign-Principles.pdf
Student Services and Admin Ops Annual Program Review Update Form 2023.docx

I.B.6

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

Narrative

Evidence of Meeting the Standard

Fullerton College disaggregates and analyzes learning outcomes and achievement for populations of students through the program review process, the Institutional Effectiveness Report, and the Student Equity Plan. Student achievement data is disaggregated by age, gender, race and ethnicity, disability status, student educational goal, socioeconomic status, and method of instruction.

The program review self-study templates for instructional programs, student services programs, and administrative/operational offices as well as the annual update forms ask programs and offices to engage in analysis of disgggregated outcomes and achievement data (I.B.6.1, I.B.6.2, I.B.6.3, I.B.6.4, I.B.6.5). The data analysis is expanded upon in programs' equity plans and is evaluated by the Program Review and Planning Committee based on how well the data and analysis is aligned to each program's strategic action plans, long term plans, and resource requests (I.B.6.6, I.B.6.7, I.B.6.8). A representative sample of instructional self-studies and student services self-studies illustrate the different ways that programs effectively engage in this work (I.B.6.9, I.B.6.10, I.B.6.11, I.B.6.12, I.B.6.13, I.B.6.14). The English department self-studies from 2017 and 2021 illustrate the implementation of projects related to AB 705 and subsequent analysis of disaggregated data to assess if gaps are closing (I.B.6.15, I.B.6.16).

The Office of Institutional Effectiveness (OIE) provides an Appendix A report--tailored with data specific to that program--to use for analysis (I.B.6.17, I.B.6.18, I.B.6.19). Data in each Appendix A is disaggregated. Student Services areas are supported by the OIE and through the use of Tableau to access disaggregated data relevant to their areas (I.B.6.20, I.B.6.21). Instructional programs also evaluate SLOs that have been disaggregated. The tools on eLumen, the software the College uses to collect SLOA data, allow for disaggregation by a variety of demographic factors, which programs take into consideration in their data analysis in the program review self-studies (I.B.6.22).

The Institutional Effectiveness Report also disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The 2021 Institutional Effectiveness Report takes several approaches to this, looking at aggregate course completion and success rates, then disaggregating that data by gender, race, and ethnicity. Completion of transfer level math and English within students' first year is also disaggregated by race and ethnicity (I.B.6.23). All prior Institutional Effectiveness Reports follow a similar pattern, disaggregating achievement data looking at different populations of students.

The Student Equity Plan extensively disaggregates data and uses analysis of that data to create comprehensive plans to mitigate gaps. The 2022-2025 Equity Plan, created by the Student Equity and Achievement Committee (SEAC)--a campus level committee that reports to Faculty Senate and the President's Advisory Council--works closely with the Office of Institutional Effectiveness to gather data and analyze it before developing a comprehensive plan (I.B.6.24). SEAC identified two groups--Black/African American and Hispanic/Latino/a/x--as experiencing opportunity gaps in several metrics. The plan then offers target outcomes and planning and action for each group for each metric where gaps exist.

Analysis and Evaluation

The College meets the standard. Student learning outcome and achievement data is disaggregated in several key venues. When gaps are identified, the College implements strategies to mitigate those gaps. This work happens in a variety of venues connected to instruction and student services, and is led by campus-level committees. Data collection, analysis and disaggregation is integrated with planning and resource allocation processes.

Evidence

I.B.6.1 Instructional Program Review Self-Study template 2021
I.B.6.2 Student Services Program Review Self-Study template 2022
I.B.6.3 Administrative/Operational Program Review Self-Study template 2022
I.B.6.4 Instructional Program Review Annual Update form 2023
I.B.6.5 Student Services and Administrative/Operational Program Review Annual Update form 2023
I.B.6.6 Instructional Program Review Self-Study rubric 2021
I.B.6.7 Student Services Program Review Self-Study rubric 2022
I.B.6.8 Instructional, Student Services, and Administrative/Operational Program Review Annual Update rubric 2023
I.B.6.9 Sample instructional program review self-study--Biology
I.B.6.10 Sample instructional program review self-study--Fashion
I.B.6.11 Sample instructional program review self-study--Geography
I.B.6.12 Sample student services program review self-study--Academic Support Center
I.B.6.13 Sample student services program review self-study--Grads to Be
I.B.6.14 Sample student services program review self-study--Puente
I.B.6.15 English 2017 program review self-study
I.B.6.16 English 2021 program review self-study
I.B.6.17 Appendix A sample--Biology
I.B.6.18 Appendix A sample--Fashion
I.B.6.19 Appendix A sample--Geography
I.B.6.20 OIE data request form
I.B.6.21 Email from OIE with data support meetings for Student Services and Administrative/Operations program review self-studies Fall 2022
I.B.6.22 Sample disaggregated SLOA eLumen report--English
I.B.6.23 2022 Institutional Effectiveness Report
I.B.6.24 Fullerton College Student Equity & Achievement 2022-2025 Equity Plan

Evidence Attachments

2022-FC-Institutional-Effectiveness-Report-FINAL.pdf
APRU 23_24 Resource Req Rubric.docx
ASC FINAL 22-23 Program Review.pdf
Biology_2021_fall_self-study.pdf
Biology_appendix_A.pdf
English Dept. - SLO Performance - 09_24_2021 19_56_32.pdf
English_2021_fall_self_study.pdf
English_Program-Review-2017-3.pdf
Fall 2022 Non Instructional Student Services Self Study Rubric.pdf
Fashion_2021_fall_self_study.pdf
Fashion_appendix_A.pdf
FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE-Sept 28 rev (002).doc
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx
Fullerton College Student Equity Achievement 2022-2025 Equity Plan.pdf

G2B_22-23_-Prog-Rev.pdf
Geography__appendix_A.pdf
Geography_2021ProgramReview.pdf
Instructional Annual Program Review Update Form 2023.docx
OIE Evidence Appointments Program Review Fall 2022.png
PRPC_2021_fall_instructional_template_6.2.docx
PRPC_2021_fall_self_studies_Rubric.xlsx
Puente Program_22-23_Prog Rev.pdf
Qualtrics Survey___Qualtrics Experience Management.pdf
Student Services and Admin Ops Annual Program Review Update Form 2023.docx

I.B.7

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

Narrative

Evidence of Meeting the Standard

Fullerton College regularly evaluates its policies and practices for instructional programs through program review. Instructional programs perform a comprehensive self-study every four years. The program review process and aspects of instructional improvement are described in earlier sections (I.B.1-6). Program review allows instructional programs to evaluate policies and practices that are not curricular in nature, and, therefore, may not be addressed by the six-year review of curriculum (I.B.7.1). In addition to quadrennial program review self-studies, instructional programs engage in an annual update with data analysis and an opportunity to request resources in response to new needs (I.B.7.2).

The College systemically assesses its student learning and support services through program review as well. Every area performs a comprehensive Program Review every four years and an annual update (I.B.7.3, I.B.7.4, I.B.7.5). The process is detailed in earlier sections (I.B.1-6).

Program review self-studies allow programs to assess their policies and practices. Through a comprehensive data analysis, a review of strength, weaknesses, opportunities, and threats, and a detailed accounting of resources, programs are able to assure their effectiveness and request resources needed to maintain or improve services.

The Program Review and Planning Committee builds evaluation of its own policies and practices into its cycle, with Year 3 and Year 4 of each cycle dedicated to revision of self-study templates, timelines, rubrics, and reader reports (I.B.7.6).

To evaluate policies and practices related to our governance process, the Institutional Integrity Committee undertakes regular evaluations of committee practices and communicates their findings to the committees themselves (I.B.7.7, I.B.7.8). All committees--including the IIC--are expected to make an annual report of their work to Senate, PAC, or--in the case of dual reporting committees--both, following the processes outlined in the Integrated Planning Manual (I.B.7.9, I.B.7.10). Faculty Senate itself is engaging in a process to revise its bylaws and constitution during Spring 2023 and Fall 2023 semesters (I.B.7.11, I.B.7.12, I.B.7.13)

Analysis and Evaluation

The College meets this standard. Program review ensures that individual departments, programs, and offices regularly review their practices and procedures and create avenues for resource requests and plans for improvement. The District and College procedures for resource management and governance are regularly reviewed. The Institutional Integrity Committee effectively evaluates policies and practices related to governance.

Evidence

I.B.7.1 Instructional program review self-study template Fall 2021
I.B.7.2 Instructional annual program review update form Fall 2023
I.B.7.3 Student Services program review self-study template Fall 2022

I.B.7.4 Administrative/Operational program review self-study template Fall 2022
I.B.7.5 Student Services & Administrative/Operational annual update form Fall 2023
I.B.7.6 Program Review and Planning cycle in Integrated Planning Manual pages 13-16
I.B.7.7 Fullerton Institutional Effectiveness Project Summary 2019
I.B.7.8 Institutional Integrity Committee Program Review and Planning Committee Review Report 2022
I.B.7.9 Institutional Integrity Committee Annual Report 2021-2022
I.B.7.10 Integrated Planning Manual addendum on committees page 32
I.B.7.11 Faculty Senate minutes 16 March 2023 page 4
I.B.7.12 Bylaws revision presentation from 16 March 2023 Faculty Senate meeting
I.B.7.13 Constitution revision presentation from 7 September 2023

Evidence Attachments

FACSEN_031623_minutes.pdf
FC-Integrated-Planning-Manual_2021_09272021.pdf
FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE-Sept 28 rev (002).pdf
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx
Fullerton IE Project Summary_112019pdf.pdf
IIC Annual Report_2021-2022.pdf
IIC Program Review and Planning Committee Review Report 2022.pdf
Instructional Annual Program Review Update Form Fall 2023.pdf
PRPC_2021_fall_instructional_template_6.2.pdf
Senate Bylaws Workgroup 3_16 Senate Presentation.pdf
Senate Constitution Revision Workgroup.pdf
Student Services and Admin Ops Annual Program Review Update Form Fall 2023.pdf

I.B.8

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

Narrative

Evidence of Meeting the Standard

Assessment and evaluation activities happen in many places across campus, and as a result, results are shared in a wide variety of ways.

The Office of Institutional Effectiveness (OIE) is a hub of evaluation activities, and the office regularly publishes a wide variety of reports on its website (I.B.8.1). These reports represent the work of many members of the campus community investigating questions related to the work we do to serve students, including research into distance education (I.B.8.2, I.B.8.3), basic needs (I.B.8.4, I.B.8.5, I.B.8.6), transfer (I.B.8.7). In 2021, the OIE coordinated the Survey Inquiry Group, whose important work of synthesizing a wide range of data to provide the college with comprehensive information and patterns is published on the OIE website (I.B.8.8). Many of these reports are also communicated to the campus community through shared governance, with presentations at Faculty Senate and the President's Advisory Council (PAC) to ensure the college has a shared understanding of our strengths and weaknesses (I.B.8.9, I.B.8.10). The OIE website also shares important annual reports including annual institutional effectiveness reports and annual analysis of institution-set standards (I.B.8.11, I.B.8.12).

Course and program SLO assessment results are discussed in instructional program review self-studies; outcomes are assessed by student services programs in their self-studies as well. These self-studies are published on the Program Review and Planning Committee (PRPC) website (I.B.8.13). Themes from the self-studies are presented in a report to Faculty Senate and PAC (I.B.8.14, I.B.8.15, I.B.8.16). Annual updates from both instructional and student service programs are also shared through shared governance bodies and on the PRPC website. Reports and detailed information about all resource requests are shared with the Planning and Budget Steering Committee (PBSC) through PAC as detailed in the Integrated Planning Manual (I.B.8.17).

Institutional SLOs are assessed by the Institutional Integrity Committee and reports are shared with the campus community (I.B.8.18, I.B.8.19). The Student Learning Outcome Assessment Committee also publishes results of ISLO assessment and ISLO development and assessment work in various formats on their website, including disaggregated data analysis (I.B.8.20, I.B.8.21, I.B.8.22, I.B.8.23).

Analysis and Evaluation

The College meets this standard. All assessment and evaluation activities are communicated broadly throughout the campus community in a variety of formats--online, written reports, and presentations--allowing for the institution to have a shared understanding of its strengths and weaknesses. As a result, the campus has a shared understanding of its strengths and weaknesses and can, through processes like program review, set appropriate priorities.

Evidence

I.B.8.1 Office of Institutional Effectiveness Reports website
I.B.8.2 Distance Education 2010-2020 research report

I.B.8.3 [Gensler Report 2022](#)
I.B.8.4 [#RealCollege Report 2018](#)
I.B.8.5 [#RealCollege Report 2020](#)
I.B.8.6 [Environmentally Disadvantaged report 2022](#)
I.B.8.7 [Transfer cohort report 2019-2020](#)
I.B.8.8 [Survey Inquiry Group report 2021](#)
I.B.8.9 [21 October 2021 Faculty Senate Minutes page 5](#)
I.B.8.10 [26 October 2022 PAC Minutes pages 2-3](#)
I.B.8.11 [Office of Institutional Effectiveness Institutional Effectiveness Reports website](#)
I.B.8.12 [Office of Institutional Effectiveness Institution Set Standards Reports website](#)
I.B.8.13 [Program Review and Planning Committee website](#)
I.B.8.14 [Program Review and Planning Committee Spring 2023 report](#)
I.B.8.15 [4 May 2023 Faculty Senate Minutes page 10](#)
I.B.8.16 [10 May 2023 PAC Minutes page 4](#)
I.B.8.17 [Integrated Planning Manual](#)
I.B.8.18 [Institutional Integrity Committee ISLO report--Global awareness](#)
I.B.8.19 [Institutional Integrity Committee ISLO report--Communication](#)
I.B.8.20 [Student Learning Outcomes and Assessment Committee ISLO report 2020-2021](#)
I.B.8.21 [Student Learning Outcomes and Assessment Committee ISLO report 2022-2023](#)
I.B.8.22 [ISLOA disaggregated by category](#)
I.B.8.23 [ISLOA disaggregated by ethnicity](#)

Evidence Attachments

[2019-2020-Transfer-Cohort-Report.pdf](#)
[2021-Spring-Program-SLO-report.pdf](#)
[20220606_Gensler-EEI_NOCCCD_Fullerton-Report.pdf](#)
[Annual SLOAC Summary Report for year 2020-21.pdf](#)
[Annual SLOAC Summary Report for year 2022-23.pdf](#)
[Approved PAC Minutes 2023-05-10.pdf](#)
[Approved-PAC-Minutes-2022-10-26.pdf](#)
[Communication ISLO_Spring2020.pdf](#)
[Distance-Education-2010-2020.pdf](#)
[Environmentally Disadvantaged Report.pdf](#)
[FACSEN_05042023_minutes.pdf](#)
[FACSEN_102121_minutes.pdf](#)
[FC-Dissaggregation-by-category-All-TermsV3.pdf](#)
[FC-ethnicity-core-islo2-All-TermsV2.pdf](#)
[Global Awareness ISLO_2022.pdf](#)
[Institutional Effectiveness Reports Collection.PNG](#)
[Integrated-Planning-Manual_2023.pdf](#)
[Program Review and Planning Committee _ Committees.pdf](#)
[PRPC Report Spring 2023.pdf](#)
[RC-2018_Fullerton-College-Report-1.pdf](#)
[RC-2020_Fullerton-College-Report-2.pdf](#)
[Research Reports Collection.PNG](#)
[Screenshot of ISS Reports on OIE Website.png](#)
[Survey-Inquiry-Group-Initial-Report-Final-Draft.pdf](#)

I.B.9

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

Narrative

Evidence of Meeting the Standard

Fullerton College employs continuous, broad based, systemic evaluation and planning, with resource allocation and planning combined in a comprehensive process. Program review is the central process by which this happens, as illustrated in the Integrated Planning Manual (I.B.9.1). Plans at the program level are linked directly to the College's mission and values through program review. Data related to student equity and outcomes assessment is centered in program review self-studies and a robust evaluation of self-studies is undertaken by members of the Program Review and Planning Committee (PRPC).

Following the Instructional Program Review Self-Study Template, Student Services Program Review Self-Study Template, and Administrative/Operational Program Review Self-Study template, programs reflect on their work in ways that are relevant and acknowledge the dynamic, multifaceted work we do (I.B.9.2, I.B.9.3, I.B.9.4). Programs do this in several ways in their self-studies:

- Summarizing how their program supports the college's mission, vision, core values, and college goals

- Describe the program and offer analysis of data and trends, particularly for students served by the program but also faculty and staff human resources available to serve students

- Analyze strengths, weaknesses, opportunities, and challenges

- Assess outcomes and analyze how assessment has led to improvements as well as ongoing challenges

- Disaggregate data from assessment and analyze it specifically with attention to equity issues, student achievement, and pathways

- Evaluate progress toward previous strategic action plans

- Develop new or articulate ongoing strategic action plans, an equity plan, and long-term goals, connecting each to the college's mission, vision, core values, and goals and include requests for resources needed to achieve the goals

The institution integrates program review into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality by situating it at the center of the planning and budgeting process. Every four years on alternating schedules, instructional, student services, and administrative/operational programs

and offices complete self-study using templates created by the PRPC (I.B.9.5, I.B.9.6).

Completed program review self-studies are submitted to the PRPC by the end of the fall semester during the year of self-study. In spring of that year, members of the PRPC read and evaluate the self-studies, following a rubric designed by the committee (I.B.9.7, I.B.9.8, I.B.9.9). As part of this evaluation, requests for funding are considered, and they are either endorsed by PRPC or not. Endorsement indicates that the resource request was justified by the data analysis in the self-study. PRPC also completes a formal summary report and Request for Resources that are presented to Faculty Senate for approval in late spring (I.B.9.10, I.B.9.11, I.B.9.12, I.B.9.13, I.B.9.14).

When approved by Faculty Senate, the summary report and Request for Resources are presented to PAC and routed to the Planning and Budget Steering Committee (PBSC) for review. PBSC reviews Requests for Funding, contextualizing them within the College's Strategic Plan, and issues recommendations to PAC for approval (I.B.9.15). In early fall of the next school year, program review funding is available for programs to use to support the short-term and long-term strategic plans they articulated in their self-studies. This process is the same for both instructional and non-instructional program reviews.

The College's planning addresses long-range needs for educational programs and services and for human, physical, technological, and financial resources in the quadrennial self-studies, as programs are asked to consider strategic plans and long-term goals. In addition to quadrennial self-studies, instructional programs complete an annual update form, which asks for reflection on recent data related to ISLOs and Institution Set Standards (I.B.9.16). In the annual update, instructional programs are able to request additional funding to address short-term needs that arise in between the major self-studies. Major changes, like those caused by the pandemic, can be addressed in these annual updates as well as minor adjustments to requests made in the self-study.

Student Services and Administrative/Operational areas also complete annual updates to ensure that educational programs and services are considered in this process of continuous, broad based, systemic evaluation and planning (I.B.9.17). Program Review and Planning Committee reads the annual updates and endorses resource requests justified by the data analysis in the update (I.B.9.18, I.B.9.19).The PRPC presents annual update themes and resource requests to Faculty Senate for endorsement along with any self-study resource requests following the process described above, and the finalized report is presented to PAC and PBSC in late spring following the timeline in the Integrated Planning Manual (I.B.9.20, I.B.9.21). Once PBSC makes its recommendations to PAC and the president and funds are allocated, the College tracks this information as well (I.B.9.22).

Instructional program review self-studies are also considered in hiring through the Faculty Allocation Committee (FAC). Departments requesting full-time faculty positions for hiring fill out an application that is considered by the FAC must attest that their request is supported by program review (I.B.9.23).

Program review is also taken into consideration when the college has access to limited-scope, one-time funds become available. In Fall 2022, PBSC was tasked by PAC to develop a process for allocating Enrollment and Reengagement funds for the campus. Drawing on the work of several campus groups including the Enrollment and Re-engagement workgroup, the Strategic Enrollment Management workgroup, and campus committees like Program Review and Planning and in consultation with shared governance bodies, PBSC proposed an Enrollment and Re-engagement plan that, in part, allocates funds based on resource requests from program review self-studies and annual updates (I.B.9.24).

Fullerton College has developed a strategic plan to ensure that institutional planning addresses short- and long-range needs for education programs and services and the human, physical, technological, and financial resources (I.B.9.25). This work is led by the Office of Institutional Effectiveness and is connected to all other campus evaluation and planning processes, as can be seen in the Planning Activities posted on the OIE website (I.B.9.26). Planning activities are integrated into the work of the IIC, which reports to both Faculty Senate and PAC, and can be seen in the calendar of activities (I.B.9.27). The strategic plan braids together various sources of funding including the College's Student Equity Plan to ensure resource allocation is a comprehensive process.

Analysis and Evaluation

The College meets this standard. Generally, program review is central to our continuous, broad based, and systemic evaluation and planning, with program self-studies being the engine that drives College planning. SLO assessment, achievement, and equity data feed into the self-studies completed every four years by instructional and non-instructional programs across campus. This recursive process drives budget allocations, planning, and other processes on campus, all centered on the college's mission, vision, and values.

Making the comprehensive program review process the core of the college's planning processes ensures that planning is a broad-based, grassroots effort. Our program review process ensures that virtually every staff member on campus participates in program review at some level for the areas in which they serve or have some responsibility. Individual programs take ownership of analyzing their data and making plans to improve student success using that data. Likewise, the campus community at large engages in conversation about how the program or programs they serve tie to the college's mission, vision, core values and goals.

Evidence

I.B.9.1 Integrated Planning Manual page 19
I.B.9.2 Instructional Program Review Self-Study Template 2021
I.B.9.3 Student Services Program Review Self-Study Template 2022
I.B.9.4 Administrative/Operational Program Review Self-Study Template 2022
I.B.9.5 Program Review and Planning cycle 2021-2025
I.B.9.6 Program Review and Planning cycle 2025-2029
I.B.9.7 Instructional program review self-study rubric 2021
I.B.9.8 Student Services program review self-study rubric 2022
I.B.9.9 Administrative/Operational program review self-study rubric 2022
I.B.9.10 PRPC report on Instructional program review self-studies themes 2021
I.B.9.11 PRPC list of Instructional program review self-study and annual update resource requests 2021
I.B.9.12 PRPC report on Student Services and Administrative/Operational program review self-study themes 2022
I.B.9.13 PRPC list of Student Services and Administrative/Operational self-study resource requests 2022
I.B.9.14 PRPC list of Instructional annual update resource requests 2022
I.B.9.15 PBSC recommendations to PAC for Instructional program review cycle 2021
I.B.9.16 Instruction Annual Program Review Update form 2023
I.B.9.17 Student Services and Administrative/Operational Annual Program Review update form 2023
I.B.9.18 Instruction Annual Program Review Update Rubric 2022
I.B.9.19 Annual Program Review Rubric 2023
I.B.9.20 4 May 2023 Faculty Senate Minutes page 10
I.B.9.21 10 May 2023 PAC Minutes page 4

I.B.9.22 [2015-2022 History of Program Review Awards](#)
I.B.9.23 [Sample Faculty Allocation Committee form--Chemistry](#)
I.B.9.24 [Enrollment and Re-engagement Plan Fall 2022](#)
I.B.9.25 [Fullerton College Strategic Plan 2022-2025](#)
I.B.9.26 [OIE Planning Activities](#)
I.B.9.27 [Institutional Integrity Committee Calendar of Activities](#)

Improvement Plan for IB

To assure that the College's policies and practices are effective in supporting academic quality and accomplishing the mission, the College should better align the planning and resource allocation processes, establish clear and consistent principles for decision-making processes, and improve transparency of decision-making criteria and processes. A plan to address this is discussed in the Quality Focus Essay.

Evidence Attachments

[2021_22_program_review_resource_requests.xlsx](#)
[2022_23_PRPC_Resource_Requests IAU.xlsx](#)
[2022_23_PRPC_Resource_Requests.xlsx](#)
[2023-2025-Fullerton-College-Strategic-Plan-Brief.pdf](#)
[Approved PAC Minutes 2023-05-10.pdf](#)
[APRU 23_24 Resource Req Rubric.docx](#)
[Copy of 2015 - 2022 History of Prog Rev Awards MM.xlsx](#)
[FACSEN_05042023_minutes.pdf](#)
[Fall 2022 Non Instructional Admin Op Self Study Rubric.pdf](#)
[Fall 2022 Non Instructional Student Services Self Study Rubric.pdf](#)
[FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE-Sept 28 rev (002).pdf](#)
[FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx](#)
[Final PRPC_2021_fall_instructional_self-study_template.pdf](#)
[IIC Activities Calendar_Updated Spring 2022.pdf](#)
[Instructional Annual Program Review Update Form Fall 2023.pdf](#)
[Instructional Annual Update Rubric.pdf](#)
[Integrated-Planning-Manual_2023.pdf](#)
[PBSC ER Plan 2.0.11.17.2022.pdf](#)
[PBSC Recomm to PAC 5-11-22 to Fund 21-22 Instruc & APRU PR Resource Requests .pdf](#)
[Planning Activities 2022 Office of Institutional Effectiveness.pdf](#)
[Program Review and Planning Committee Four Year Cycle 2021-2025.pdf](#)
[Program Review and Planning Committee Four Year Cycle 2025-2029.pdf](#)
[PRPC Report Spring 2023.pdf](#)
[PRPC_2021_fall_self_studies_Rubric.xlsx](#)
[PRPC_2022_annual_report_to_Senate.pdf](#)
[Rationale for FT Faculty Fall 2022 - NAT SCI - CHEM.pdf](#)
[Student Services and Admin Ops Annual Program Review Update Form 2023.docx](#)

I.C Institutional Integrity

Narrative

Evidence Attachments

I.C.1

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

Narrative

Evidence of Meeting the Standard

Fullerton College uses a variety of processes and methods to assure clarity, accuracy, and integrity of the information provided to students, prospective students, personnel, and all community members related to our mission statement, learning outcomes, educational programs, and student services.

The College ensures clarity, accuracy, and integrity of the information related to its mission statement by publishing it in many areas of the campus and on its website, including the first section of the College Catalog, each semester's schedule, and on the President's Office website (I.C.1.1, I.C.1.2, I.C.1.3). As described in I.A.4, the President's Advisory Council (PAC) and the Institutional Integrity Committee (IIC) are responsible for managing changes to the mission statement and communicating those changes to the campus community and to the public. Updates to the mission are communicated widely by the Office of Campus Communications (I.C.1.4).

Shared governance is central to the work of the College, and campus-level committees that report to Faculty Senate and/or PAC share meeting agendas and accurate meeting notes or minutes on their committee web page, following the guidance for committees in the Integrated Planning Manual (I.C.1.5). The Office of Campus Communications maintains public-facing website, which allows for clear, accurate, and complete information about the work happening on the campus related to the College's mission, vision, values, and strategic plan to be accessed all members of the campus community--faculty, staff, and students--as well as members of the public, potential students, and alumni (I.C.1.6). The Office of Campus Communications and the Office of Institutional Effectiveness collaborate to maintain the FC Committees webpage, where all campus-level committees post agendas, meeting notes or minutes, and materials (I.C.1.7).

In addition, all programs—instructional, student support services, and administrative/operational—must complete a publication review as part of the program review process. This section asks programs to review all online and print publications, make plans for updating or correcting out-of-date or inaccurate information, and report on their use of social media and its alignment with district social media policies (I.C.1.8, I.C.1.9, I.C.1.10).

The College ensures clarity, accuracy, and integrity of the information related to learning outcomes by listing all Student Learning Outcomes in the Catalog, Course Outlines of Record (CORs), and course syllabi. The Curriculum Committee is responsible for approving all course and program SLOs through the curriculum approval process, detailed in the Curriculum Committee Handbook (I.C.1.11). The SLOA Committee manages the SLO process. Division representatives to the committee and division deans are responsible for maintaining the accuracy of this information on websites and in syllabi (I.C.1.12). The SLOA Committee maintains a website that shares the college's current Institutional SLOs (I.C.1.13). All active course Program SLOs, and Course SLOs are maintained in a list by the SLOA Committee as well (I.C.1.14, I.C.1.15).

The College ensures clarity, accuracy, and integrity of the information related to educational programs by listing and describing degrees and certificates in the Catalog, Schedule of Classes, program maps through Hornet Pathways, and in the CurricuNET system (I.C.1.16, I.C.1.17, I.C.1.18, I.C.1.19, I.C.1.20). Any member of the public can access the course outlines of all approved courses through CurricuNET. Interested parties link to curricunet.com/fullerton/, then click on "Fullerton College Course." A search field opens up where access to course outlines is available. A similar process can be used for programs and certificates.The Catalog and Schedule go through an approval process outlined in I.C.2. Division staff maintain departmental websites. CurricuNET information is automatically updated as curriculum is approved through the approval process.

The Office of Institutional Effectiveness provides information about the relative success of distance education students in its annual Institutional Effectiveness Report published each fall (I.C.1.21); the Department of Distance Education also maintains a website that gives students information on how to register for Distance Education classes, what to expect in these classes, strategies for success in distance education classes, and other valuable information (I.C.1.22, I.C.1.23).

The College ensures clarity, accuracy, and integrity of the information related to student support services by listing and describing Student Support Services in the Catalog (I.C.1.24), on the Office of Student Services website (I.C.1.25), and on the websites of specific Student Support Services like the Academic Support Center (I.C.1.26), the Cadena Cultural Center (I.C.1.27), and the Veterans Resource Center (I.C.1.28).

The College provides accurate information to students and the public about its accreditation status with all of its accreditors on the College main page, the accreditation website, and in the Catalog (I.C.1.29, I.C.1.30, I.C.1.31).

Analysis and Evaluation

The College meets this standard. The College communicates accurate information extensively with the public, including prospective students, through its web site and the online catalog that is reviewed yearly. Departments and programs regularly review websites for accuracy as part of program review, and support is provided by the Office of Campus Communications for programs and committees to maintain accurate and up-to-date information on the College website.

Evidence

I.C.1.1 Mission in College Catalog
I.C.1.2 Mission in Fall 2023 Schedule of Classes page 2
I.C.1.3 Mission on President's Office website
I.C.1.4 Fullerton College New Center article announcing adoption of the Mission, Vision, and Values
I.C.1.5 Integrated planning manual guidance for committees
I.C.1.6 Office of Campus Communications website
I.C.1.7 Fullerton College Committees website
I.C.1.8 Section 8 of Instructional Program Review Self-Study template
I.C.1.9 Section 8 of Student Services Program Review Self-Study template
I.C.1.10 Section 8 of Administrative/Operational Program Review Self-Study template
I.C.1.11 Curriculum Committee Handbook page 31
I.C.1.12 SLOA Committee mission
I.C.1.13 SLOA Committee ISLO documentation
I.C.1.14 SLOA Committee CSLO documentation
I.C.1.15 SLOA Committee PSLO documentation

I.C.1.16 [Fullerton College Catalog list of degrees and certificates](#)
I.C.1.17 [Fall 2023 Schedule of Classes](#)
I.C.1.18 [Hornet Pathways website](#)
I.C.1.19 [CurricuNET program search page](#)
I.C.1.20 [CurricuNET Course Outline of Record search page](#)
I.C.1.21 [2021-2022 Annual Institutional Effectiveness Report](#)
I.C.1.22 [Distance Education website main page](#)
I.C.1.23 [Distance Education website Students page](#)
I.C.1.24 [Student Services list in the Catalog](#)
I.C.1.25 [Student Services website](#)
I.C.1.26 [Academic Support Center website](#)
I.C.1.27 [Cadena Cultural Center website](#)
I.C.1.28 [Veterans Resource Center website](#)
I.C.1.29 [Accreditation information on College main page](#)
I.C.1.30 [Accreditation website](#)
I.C.1.31 [Accreditation statement in Catalog](#)

Evidence Attachments

[2021-Spring-Course-SLO-report.pdf](#)
[2021-Spring-Program-SLO-report.pdf](#)
[2022-FC-Institutional-Effectiveness-Report-FINAL.pdf](#)
[Academic Support Center _ Fullerton College.pdf](#)
[Accreditation _ Fullerton College.pdf](#)
[Accreditation Status FC Homepage.PNG](#)
[Cadena Cultural Center main page screenshot.PNG](#)
[Committees _ Fullerton College.pdf](#)
[CurricuNET course outline search page.png](#)
[CurricuNET program search page.png](#)
[Degrees and Certificates _ Fullerton College.pdf](#)
[Distance Education _ Fullerton College Distance Education.pdf](#)
[FC-CC-Handbook-Revision-CC-Approved-Fall-2022-92922-PDF.pdf](#)
[FC-Integrated-Planning-Manual_2021_09272021.pdf](#)
[FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE-Sept 28 rev (002).pdf](#)
[FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx](#)
[Fullerton College Catalog Accredition Statement.pdf](#)
[Fullerton College Revises Mission Statement, Vision, Core Values - Fullerton College News Center.pdf](#)
[FullertonCollegeScheduleFall2023web.pdf](#)
[General Information _ Fullerton College.pdf](#)
[Hornet Pathways _ Fullerton College.pdf](#)
[ISLO-Redesign-Final-1-1.pdf](#)
[Mission on President Office Mainpage.png](#)
[Office of Campus Communications webpage.png](#)
[PRPC_2021_fall_instructional_template_6.2.pdf](#)
[Student Learning Outcomes Assessment Committee _ Committees.pdf](#)
[Student Support Services _ Fullerton College.pdf](#)
[Student Support Services Division Office_ Fullerton College.pdf](#)
[Students _ Distance Education.pdf](#)
[Veterans Resource Center _ Serving those who served us.pdf](#)

I.C.2

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

Narrative

Evidence of Meeting the Standard

Fullerton College provides an electronic catalog with relevant information for all constituencies with precise, accurate, and current information (I.C.2.1). The catalog is available at https://www.fullcoll.edu/schedule/, one click from the college home page (I.C.2.2).

The Educational Services and Technology Coordinator at the North Orange County Community College District office is responsible for maintaining the Catalog and consulting with the Vice President of Instruction and various campus offices and programs to maintain accurate information (I.C.2.3). They follow a timeline approved by the District Curriculum Consultation Committee (I.C.2.4, I.C.2.5, I.C.2.6).

Analysis and Evaluation

The College meets the standard by providing an online catalog for students and prospective students. The information included is precise, accurate, and current. The catalog includes all facts, requirements, policies and procedures listed in the "Catalog Requirements."

Evidence

I.C.2.1 Fullerton College 2022-2023 Catalog
I.C.2.2 FC home page
I.C.2.3 District Function Map pages 11-12
I.C.2.4 College catalog revision timeline and procedures--general
I.C.2.5 Catalog catalog revision timeline 2023-2024
I.C.2.6 NOCCCD District Curriculum Committee Meeting Minutes 10 March 2023

Evidence Attachments

2023-2024 Catalog Timeline v3a.pdf
Catalog Timeline Guide v2.pdf
dccc-minutes-31023_49637.pdf
DFM Final Draft.pdf
FC Catalog_2022-2023.pdf
FC Main Page screenshot.PNG

I.C.3

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

Narrative

Evidence of Meeting the Standard

The Office of Institutional Effectiveness (OIE) is a campus hub for collection, analysis, and publication of data related to student learning and achievement. The OIE prepares and shares various reports to the public as well as the College community, all of which are available on its website. These reports include annual publications such as Institutional Effectiveness Reports and Institution-Set Standards reports (I.C.3.1, I.C.3.2). The OIE also prepares and publishes one-time reports addressing a wide variety of issues of interest to the College community, including students, and the general public (I.C.3.3). The OIE collaborates with other groups on campus and presents many of these reports, which are also published on its web page, to the campus community through shared governance bodies, such as Faculty Senate and the President's Advisory Council (I.C.3.4, I.C.3.5, I.C.3.6, I.C.3.7). The OIE also supports professional learning on Tableau for faculty at FLEX day workshops, empowering faculty to access useful data to understand matters of academic quality (I.C.3.8, I.C.3.9).

The Student Learning Outcome Assessment Committee also produces and publishes annual reports on its website, summarizing campus SLOA progress (I.C.3.10, I.C.3.11). These reports are also presented to Faculty Senate to communicate matters of academic quality to faculty representatives to share widely across the campus.

Additionally, the Program Review and Planning Committee reports to Faculty Senate and PAC and publishes reports on its web page that synthesize themes and data shared in quadrennial instructional and student services self-studies and annual updates (I.C.3.12, I.C.3.13, I.C.14). Each self-study and annual update from all instructional and student services programs and each administrative/operational office is also accessible on the PRPC website. In addition to being published on the website, the reports are presented to Faculty Senate for endorsement and then shared with PAC and the Planning and Budget Steering Committee, ensuring that all constituents access the results for the various needs on campus (I.C.3.15).

Analysis and Evaluation

The College meets the standard. The College communicates matters of academic quality to all interested parties through reports generated by the Office of Institutional Effectiveness, the Student Learning Outcome Assessment Committee, and the Program Review and Planning Committee. The reports are available on the College website, and they are presented to shared governance bodies for approval or information. The data and analysis in the reports is thoughtfully considered by the campus community and easily accessible to the public.

Evidence

I.C.3.1 Institutional Effectiveness Reports on Office of Institutional Effectiveness website
I.C.3.2 Institution Set Standards Reports on Office of Institutional Effectiveness website
I.C.3.3 Research Reports on Office of Institutional Effectiveness website
I.C.3.4 21 October 2021 Faculty Senate meeting minutes page page 5
I.C.3.5 26 October 2022 PAC meeting minutes with Environmentally Disadvantaged Report 2022
I.C.3.6 Survey Inquiry Group Initial Report 2021

I.C.3.7 [Environmentally Disadvantaged Report 2022](#)
I.C.3.8 [Fall 2018 Flex program](#)
I.C.3.9 [Spring 2019 Flex program](#)
I.C.3.10 [SLOAC 2020-2021 Summary Report](#)
I.C.3.11 [SLOAC 2022-2023 Summary Report](#)
I.C.3.12 [Program Review and Planning Committee website](#)
I.C.3.13 [PRPC report Spring 2023](#)
I.C.3.14 [4 May 2023 Faculty Senate meeting minutes page 10](#)
I.C.3.15 [10 May 2023 PAC minutes page 4](#)

Evidence Attachments

[Annual SLOAC Summary Report for year 2020-21.pdf](#)
[Annual SLOAC Summary Report for year 2022-23.pdf](#)
[Approved PAC Minutes 2023-05-10.pdf](#)
[Approved-PAC-Minutes-2022-10-26.pdf](#)
[Environmentally Disadvantaged Report.pdf](#)
[FACSEN_05042023_minutes.pdf](#)
[FACSEN_102121_minutes.pdf](#)
[Fall 2018 Fall 2018 Program.pdf](#)
[Institution Set Standards Reports Collection.PNG](#)
[Institutional Effectiveness Reports Collection.PNG](#)
[Program Review and Planning Committee   Committees.pdf](#)
[PRPC Report Spring 2023.pdf](#)
[Research Reports Collection.PNG](#)
[Spring 2019 Flex Day Program.pdf](#)
[Survey-Inquiry-Group-Initial-Report-Final-Draft.pdf](#)

I.C.4

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

Narrative

Evidence of Meeting the Standard

Fullerton College defines its degrees and certificates in terms of their purpose, content, course requirements, and expected learning outcomes through a Catalog published online (I.C.4.1). In addition, the College shares this information with students through an Academics website (I.C.4.2). On this site, students and members of the community access Hornets Pathways, a tool created as part of the Guided Pathways initiative where students can explore learning and career outcomes associated with the 122 associate degrees and over 100 certificate programs we offer (I.C.4.3, I.C.4.4). The Academics website also guides students to the Career and Technical Education (CTE) Division website, which links students to detailed content, course requirements, and expected learning outcomes for all CTE programs at Fullerton College (I.C.4.5).

All academic departments and divisions provide material directly to students on their websites related to certificates an degrees (I.C.4.6, I.C.4.7, I.C.4.8). These websites are maintained by division deans, classified professionals, and faculty. All instructional programs and division offices conduct a thorough publication review as part of program review self-studies to ensure the accuracy of any information published online (I.C.4.9).

Catalog information is verified annually by the procedure described in IC2. In addition, as part of the six-year review process, the Curriculum Committee verifies program requirements including course requirements and SLOs for all courses, including distance education courses. The College includes course level student learning outcomes in all course outlines of record, available on Curricunet, regardless of mode of delivery (I.C.4.10).

Analysis and Evaluation

The College meets this standard. We describe our certificate and degrees in terms of their purpose, content, course requirements, and expected learning outcomes. The accuracy of this information is ensured by the six year review process let by the Curriculum Committee and the publication review embedded in program review for instructional programs and Administrative/Operational areas such as division offices.

Evidence

I.C.4.1 Catalog degrees and certificates
I.C.4.2 Academics webpage
I.C.4.3 Hornets Pathways webpage
I.C.4.4 Sample Hornets Pathway page--English
I.C.4.5 Career and Technical Education Divison homepage
I.C.4.6 Sample program information page--Busines
I.C.4.7 Sample program information page--Ethnic Studies
I.C.4.8 Sample program information page--Natural Sciences
I.C.4.9 Instructional program review self-study template section 8
I.C.4.10 FC Curriculum Committee Handbook page 12

Evidence Attachments

Academics _ Fullerton College.pdf
Accounting _ Fullerton College.pdf
BUSINESS _ Career Education.pdf
Career Education _ Fullerton College.pdf
Degrees _ Social Sciences_Ethnic Studies.pdf
Degrees and Certificates _ Fullerton College.pdf
English_Fullerton College.pdf
FC Curriculum Committee Handbook Fall 2022.pdf
Final PRPC_2021_fall_instructional_self-study_template.pdf
Hornet Pathways _ Fullerton College.pdf
Natural Sciences _ Fullerton College.pdf

I.C.5

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

Narrative

Evidence of Meeting the Standard

Fullerton College regularly reviews institutional policies and procedures to assure integrity in all representations of our mission, programs,and services primarily through the program review process. The Institutional Integrity Committee leads this work campus-wide (I.C.5.1). They guide the mission revision process and conduct assessments on the work on campus-level committees (I.C.5.2. I.C.5.3, I.C.5.4, I.C.5.5)

Every four years, instructional and student services programs and administrative/operational offices engage in a program review self-study. As part of that work, policies, procedures, and publications are reviewed (I.C.5.6, I.C.5.7, I.C.5.8). Details of program review procedures can be found in the earlier sections, particularly IB1, IB2, IB4, IB5, IB6, IB7, and IB9.

Department faculty and the Curriculum Committee review curriculum on a six-year cycle. Department faculty review all the curriculum that their department teaches for accuracy, currency, and adherence to educational policies and current discipline practice (I.C.5.9). They also review course and program SLOs and Course Outlines of Record. These reviews go through the regular Curriculum Review process on CurricUNET, and the approved course outlines are then available to anyone on CurricUNET. More information on the Curriculum process can be found in IB2.

As Fullerton College implements Guided Pathways initiatives, the Guided Pathway Committee and Student Learning Outcome Assessment Committee have created design principles and guidance for program mapping to assure programs are represented accurately on the Hornet Pathways website as well as on department and division websites (I.C.5.10, I.C.5.11).

Analysis and Evaluation

The College meets this standard. Policies, procedures, and publications are reviewed for accuracy in a variety of ways by several groups. The Program Review and Planning Committee, the Curriculum Committee, The Institutional Integrity Committee, division deans and classified staff, program managers and classified staff, and faculty engage in several processes that allow for continuous evaluation of policies, procedures, and publications for accuracy.

Evidence

I.C.5.1 Institutional Integrity Committee description
I.C.5.2 Mission Revision Forum 1 Presentation September 2022
I.C.5.3 Mission Revision Forum 2 Presentation October 2022
I.C.5.4 Proposed Mission and Core Values 2022
I.C.5.5 Assessment of campus-level committee--Program Review and Planning Committee
I.C.5.6 Instructional program review self-study template 2021
I.C.5.7 Student Services program review self-study template 2022
I.C.5.8 Administrative/Operational program review self-study template 2022
I.C.5.9 FC Curriculum Committee Handbook page 12
I.C.5.10 Program Mapping Design Principles narrative
I.C.5.11 Program Mapping Design Principles chart

Evidence Attachments

FC Curriculum Committee Handbook Fall 2022.pdf
FINAL 22-23 -Prog-Rev-ADMIN OPS-TEMPLATE-Sept 28 rev (002).doc
FINAL 22-23 -Prog-Rev-STU-SERVICES-TEMPLATE- Sept 27 rev.docx
Final PRPC_2021_fall_instructional_self-study_template.pdf
IIC Program Review and Planning Committee Review Report 2022.pdf
Institutional Integrity Committee _ Committees.pdf
Mission-Refresh-Forum-1.pdf
Mission-Refresh-Forum-2.pdf
Program Mapping Design Principles _ Updated Spring 2023.xlsx
Proposed-Mission-and-Core-Values.pdf
Revised Design Principles 07.2023.docx

I.C.6

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

Narrative

Evidence of Meeting the Standard

The Catalog informs students of student fees, the College's refund policy, residency requirements for tuition purposes, and financial aid (I.C.6.1, I.C.6.2, I.C.6.3, I.C.6.4). The Schedule of Classes for every semester and summer session also shares this information as well as information on the cost of student identification card fees (I.C.6.5, I.C.6.6).

The College's Future Students website defines and details enrollment fees. It both gives a general guideline of annual fees both full-time and part-time students can expect to pay as well as links to a cost calculator where students can get concrete information on the fees they can expect to pay (I.C.6.7). First-time freshman who qualify for the North Orange Promise Program can also learn about the total cost of education and requirements on the North Orange Promise About page (I.C.6.8).

Fullerton College also ensures that every student population receives accurate information about the total cost of education relevant to their situation. The Grads to Be program provides undocumented students who are eligible for AB 540 information on the California Dream Act on their website and provides students with one-on-one appointments with counselors and staff on a wide variety of topics including costs (I.C.6.9). The Veterans Resource Center provides information about benefits that affect the cost of college attendance (I.C.6.10)

The Fullerton College Bookstore explicitly informs students of required textbooks and other materials for each course and include the price publicly for both prospective and current students to view (I.C.6.11) The schedule identifies courses with zero textbook/zero material cost. The PDF schedule includes the ZTC icon next to all courses, and the online schedule includes a column for this information (I.C.6.12). Prospective and current students can filter for ZTC courses in their search in the live online schedule of classes (I.C.6.13). The campus also informs students of programs such as the Fall 2023 textbook voucher pilot through the bookstore website and campus media (I.C.6.14).

Analysis and Evaluation

The College meets this standard. The College informs students of the total cost of education, tuition and other fees, and textbooks and other required instructional materials in a variety of ways. Care is given to ensure that special populations of students such as undocumented students and veteran students receive accurate information. The Catalog, Schedule of Classes, program websites, and the College Bookstore all provide information to students about costs. In addition, when they register for classes, students are told how the courses' fees and what other required or optional fees will be levied. When fees are shared, the College provides relevant information about financial support and allows students and prospective students to select courses based on cost, such as the ZTC designation and filter in the Schedule of Classes.

Evidence

I.C.6.1 Catalog student fee information
I.C.6.2 Catalog refund policy

I.C.6.3 Catalog residency requirements
I.C.6.4 Catalog financial aid information
I.C.6.5 Fall 2023 Schedule of Classes page 8
I.C.6.6 Summer 2023 Schedule of Classes page 8
I.C.6.7 Future Students Cost to Attend page on Fullerton College website
I.C.6.8 North Orange Promise About page
I.C.6.9 Grads to Be homepage
I.C.6.10 Veterans Resource Center benefits page
I.C.6.11 Bookstore website textbook search page
I.C.6.12 Fall 2023 Schedule free textbook icon description page 1
I.C.6.13 Fall 2023 live online schedule ZTC search options
I.C.6.14 FC News Center article on textbook voucher program

Evidence Attachments

About & FAQ　North Orange Promise.pdf
Fall 2023 Live Online Schedule ZTC Search Options.PNG
FC Bookstore Textbook Search.PNG
Financial Aid　Fullerton College.pdf
Fullerton College Introduces $100 Textbook Voucher - Fullerton College News Center.pdf
FullertonCollegeScheduleFall2023web.pdf
FullertonCollegeScheduleSummer2023web_rev3-29-23.pdf
Future Students　Fullerton College.pdf
GradstoBeHomepage.PNG
Refunds　Fullerton College.pdf
Residency for Tuition Purposes　Fullerton College.pdf
Student Fees　Fullerton College.pdf
Veterans Resource Center Webpage with Benefits Information.PNG

I.C.7

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

Narrative
Evidence of Meeting the Standard

The College uses and publishes governing board policies on academic freedom and responsibility in order to assure institutional and academic integrity. North Orange County Community College District (NOCCCD) Board Policy 4030 Academic Freedom delineates the rights and responsibilities of members of the College community to contribute to and protect academic freedom. The policy states that the College recognizes that educational institutions are "built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and on which a free and democratic society depends" (I.C.7.1).

NOCCCD's Administrative Procedures 4030 Academic Freedom also details the the rights and obligations of the district and faculty related to academic freedom (I.C.7.2).

The District guarantees students' freedom of expression in the District's Board Policy and Administrative Procedures 3900 Speech: Time, Place, and Manner (I.C.7.3, I.C.7.4). The policy assures that "Students shall be free to exercise their rights of free expression, subject to the requirements of this policy," which prohibits defamatory, threatening, and hate speech.

Analysis and Evaluation

The College meets this standard. NOCCCD Board Policy and Administrative procedures are clear regarding the institution's commitment to the free pursuit and dissemination of knowledge. Board policy specifically states the institution's support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence

I.C.7.1 NOCCCD Board Policy 4030 Academic Freedom
I.C.7.2 NOCCCD Administrative Procedures 4030 Academic Freedom
I.C.7.3 NOCCCD Board Policy 3900 Speech: Time, Place, and Manner
I.C.7.4 NOCCCD Administrative Procedures 3900 Speech: Time, Place, and Manner

Evidence Attachments

3900apfinalrevisedbot-2020-08-25_75075.pdf
3900bpfinalrevisedbot-2020-08-25_75069.pdf
4030apfinalrevisedbot-2021-11-09_63109.pdf
4030bpfinalrevisedbot-2021-11-23_43193.pdf

I.C.8

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

Narrative

Evidence of Meeting the Standard

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

NOCCCD Board Policy 5500 Standards of Student Conduct provides notice of the type of conduct that is expected of each student (I.C.8.1). NOCCCD Administrative Procedure 5500 explains the various procedures and consequences of all aspects of student misconduct (I.C.8.2). These policies apply to all students regardless of location and mode of delivery. The Student code of conduct and Academic Honesty policy are published in multiple places for students to access including the schedule of classes and College Catalog (I.C.8.3, I.C.8.4).

NOCCCD Board Policy 3003 Code of Ethics for Faculty details the responsibilities of faculty (I.C.8.5). NOCCCD Board Policy and Administrative Policy 3050 Institutional Code of Ethics covers the ethical conduct for all employees of the District (I.C.8.6). The Administrative Policy associated with this Board Policy further details the expectations that all employees are held to, with a foundation in public accountability and transparency (I.C.8.7).

NOCCCD Board Policy and Administrative Policy 3410 define unlawful discrimination and detail processes for reporting and resolution of complaints. It also describes expectations for a wide variety of situations related to honesty, responsibility, and integrity as well as academic freedom (I.C.8.8, I.C.8.9).

Analysis and Evaluation

The College meets this standard. The District policies regarding academic honesty for faculty, students, and staff are upheld by the College and available for all constituents to view.

Evidence

I.C.8.1 NOCCCD Board Policy 5500 Standards of Student Conduct and Discipline
I.C.8.2 NOCCCD Administrative Policy 5500 Standards of Student Conduct and Discipline
I.C.8.3 Fall 2023 Schedule page 224
I.C.8.4 2022-2023 Catalog Academic Honesty policy
I.C.8.5 NOCCC Board Policy 3003 Code of Ethics for Faculty
I.C.8.6 NOCCCD Board Policy 3050 Institutional Code of Ethics
I.C.8.7 NOCCCD Administrative Policy 3050 Institutional Code of Ethics
I.C.8.8 NOCCCD Board Policy 3410 Unlawful Discrimination
I.C.8.9 NOCCCD Administrative Policy 3410 Unlawful Discrimination

Evidence Attachments

3050apfinalreviseddcc-2019-09-23_89176.pdf
3050bpfinalrevisedbot-2019-10-22_43653.pdf

3410apfinalapproveddcc-2021-04-26_54197.pdf
3410bpfinalrevisedbot-2019-03-26_33839.pdf
5050apfinalreviseddcc-2016-05-23_44282.pdf
5500bpfinalrevisedbot-2017-11-28_60037.pdf
Academic Honesty _ Fullerton College.pdf
FullertonCollegeScheduleFall2023web.pdf
NOCCD BP 3003.pdf

I.C.9

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

Narrative

Evidence of Meeting the Standard

The College's faculty members are expected to distinguish between personal conviction and professionally accepted views in a discipline as stated in Board Policy 4030 and Administrative Procedure 4030 Academic Freedom (I.C.9.1, I.C.9.2). Expectations for faculty are further described in Board Policy and Administrative Policy 3003 (I.C.9.3). The District policies refer to the American Association of University Professors (AAUP) Statement on Professional Ethics.

Faculty present data and information fairly and objectively by following official Course Outlines of Record which are approved by the Curriculum Committee and District Curriculum Coordinating Committee (DCCC) following a process outlined in Board Policy and Administrative Procedure 4020 (I.C.9.4, I.C.9.5). AP 4020 includes a provision that instructors "will be provided with a copy of the approved course outline of record for all courses to which they are assigned. By accepting employment within the District, faculty agree to teach in accordance with the course outline."

Faculty submit syllabi to their division offices, where they are reviewed for accuracy (I.C.9.6, I.C.9.7).

Analysis and Evaluation

The College meets the standard. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively in accordance with official Course Outlines of Record.

Evidence

I.C.9.1 NOCCCD Board Policy 4030 Academic Freedom
I.C.9.2 NOCCCD Administrative Procedure 4030 Academic Freedom
I.C.9.3 NOCCCD Board Policy 3003 Code of Ethics for Faculty
I.C.9.4 NOCCCD Board Policy 4020 Program and Curriculum Development
I.C.9.5 NOCCCD Administrative Procedure 4020 Program and Curriculum Development page 1
I.C.9.6 Humanities Division syllabus collection example
I.C.9.7 Humanities Division Fall 2023 syllabi tracking spreadsheet

Evidence Attachments

4020apfinalreviseddccc-2023-03-27_19503.pdf
4020bpfinalrevisedbot-2023-04-25_10867.pdf
4030apfinalrevisedbot-2021-11-09_63109.pdf
4030bpfinalrevisedbot-2021-11-23_43193.pdf
Collective Bargaining Agreement Between NOCCCD and United Faculty Appendix F.1.pdf
Copy of Syllabi Tracking - Spring 2023.xlsx
Formstack - Fall 2023 Syllabus Submission.pdf
NOCCCD and Adjunct Faculty United Local 6106 AFT_AFL_CIO Appendix B.pdf
NOCCD BP 3003.pdf

I.C.10

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

Narrative

Evidence of Meeting the Standard

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

Evidence Attachments

I.C.11

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

Narrative

Evidence of Meeting the Standard

Fullerton College does not offer curricula in foreign locations.

Evidence Attachments

I.C.12

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

Narrative

Evidence of Meeting the Standard

Fullerton College agrees to comply with eligibility requirements, commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes as stated in the College Catalog, College accreditation website, and District Board policy.

The College responds, when directed to act by the Commission, to meet requirements within a time periods set by the Commission, such as in the Follow-Up Visit Evaluation Report from March 2019 in response to changes the College and District to address the January 2018 Action Letter. All elements of the last accreditation visit, including mid-term reports and responses and the College's accreditation status, can be found on the website (I.C.12.1, I.C.12.2, I.C.12.3, I.C.12.4).

Fullerton College is honest and has integrity in its relationships with the Accreditation Commission in all its dealings. We comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, and team visits. As evidence of compliance, we cite previous self-studies as well as timely submission of midterm reports and annual reports.

The College discloses information required by the Commission to carry out its accrediting responsibilities (I.C.12.5). We communicate matters of educational quality and institutional effectiveness to the public via our website, including our mission (described in standard IA4), student learning and student achievement data (described in standard IC3), and assessment and evaluation of activities (described in standard IB8).

Analysis and Evaluation

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

Evidence

I.C.12.1 Fullerton College Catalog Accreditation statement
I.C.12.2 FC Accreditation website
I.C.12.3 NOCCCD Board Policy 3200 Accreditation
I.C.12.4 NOCCCD Administrative Policy 3200 Accreditation
I.C.12.5 FC homepage with accreditation status

Evidence Attachments

3200apfinalreviseddcc-2019-09-23_37401.pdf
3200bpfinalrevisedbot-2019-10-22_43686.pdf
Accreditation Status FC Homepage.PNG
Fullerton College Catalog Accredition Statement.pdf
Screenshot of FC Accreditation Website.PNG

I.C.13

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

Narrative

Evidence of Meeting the Standard

The College advocates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes as stated in Board Policy and Administrative Policy 3200, which addresses policies regarding relationships with Accreditation agencies including the ACCJC (I.C.13.1, I.C.13.2). In addition, the correspondence between the College and ACCJC demonstrates honesty and integrity. All correspondence including the self-evaluation report, visiting team findings, ACCJC responses, the College responses, and the subsequent visits, findings, and accreditation reaffirmation deriving from the 2017 accreditation process are available on the College's accreditation website (I.C.13.3).

Fullerton College also works in good faith to comply with regulations and statutes from our system and state government. For example, in response to AB 705, signed into law in 2017, AB 1805 signed into law in 2019, and AB 1705, signed into law in 2022, we have made major changes to our onboarding processes. What was once the Assessment Center has become our Assessment and Onboarding Center, which serves thousands of students coming to the college (I.C.13.4). The Assessment and Onboarding Center also houses a Student Services Call Center (I.C.13.5). Curricular changes in English, English as a Second Language, and Mathematics have also occurred so that both the services infrastructure and the curriculum offered by the college align to both the letter and spirit of the law, such as the creation of English 101 and Math 121 (I.C.13.6, I.C.13.7).

Fullerton College has been recognized as a state leader in equitable placement into college-level English and Mathematics as a result of these efforts. In 2022, The Campaign for College Opportunity awarded Fullerton College awards for excelling in campus-wide transfer-level English enrollment with equity distinctions for Latinx and Black transfer-level English enrollment (I.C.13.8).

Analysis and Evaluation

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

Evidence

I.C.13.1 NOCCCD Board Policy 3200 Accreditation
I.C.13.2 NOCCCD Administrative Policy 3200 Accreditation
I.C.13.3 FC Accreditation website
I.C.13.4 Assessment and Onboarding Center 2022 Program Review Self-Study section 2 pages 5-11
I.C.13.5 Assessment and Onboarding Center flier
I.C.13.6 English 101 Course Outline of Record
I.C.13.7 Math 121 Course Outline of Record
I.C.13.8 The Campaign for College Opportunity 2022 Excellence in Placement Award listing

Evidence Attachments

2022PlacementExcellence_AwardSheets_FINAL.pdf
3200apfinalreviseddcc-2019-09-23_37401.pdf
3200bpfinalrevisedbot-2019-10-22_43686.pdf
Assessment Onboarding_Student Services Call Center_22-23_Program Review.pdf
FC Assessment and Onboarding Center Flier.jfif
FULLERTON COLLEGE COURSE OUTLINE English 101.pdf
FULLERTON COLLEGE COURSE OUTLINE Math 121.pdf
Screenshot of FC Accreditation Website.PNG

I.C.14

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

Narrative

Evidence of Meeting the Standard

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

The Friends of Fullerton College Foundation, a California non-profit corporation, receives and administers gifts and grants on behalf of the College through a partnership that began in 2021 (I.C.14.1, I.C.14.2, I.C.14.3). The Friends of Fullerton College Foundation replaces a partnership with the Fullerton College Foundation that began in 1959 and ended in 2020 (I.C.14.4).

Board Policy 3820 and Administrative Procedures 3820 Gifts and Donations outline expectations for ethical responses to gifts or donations (I.C.14.5, I.C.14.6).

Student achievement and student learning are central to the mission and values of Fullerton College, and the College expects all employees to adhere to its statement of ethics (I.C.14.7). The College's mission statement affirms that the institution "advances student learning and achievement by developing flexible pathways for students from our diverse communities who seek educational and career growth, certificates, associate degrees, and transfer."

Our third core value is "Learning," described as:

- Growth--We create an environment where personal and professional growth is expected, supported, and rewarded for all members of our community.

- Intellectual Curiosity--We encourage each other to ask questions that drive further inquiry, research, and experimentation.

- Excellence--We hold ourselves accountable to high standards.

Analysis and Evaluation

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

Evidence

I.C.14.1 Friends of Fullerton College 2021-2023 Annual Report
I.C.14.2 Friends of Fullerton College Program Review Self-Study Fall 2022
I.C.14.3 Friends of Fullerton College "Our Philosophy" page
I.C.14.4 NOCCCD Board of Trustee Meeting Minutes 14 April 2020 page 33
I.C.14.5 NOCCCD BP 3820 Gifts and Donations
I.C.14.6 NOCCCD AP 3820 Gifts and Donations
I.C.14.7 Fullerton College Mission Statement, Values, and Statement of Ethics

Evidence Attachments

22-23 -Prog-Rev-FFCF - signed.pdf
3820apfinalreviseddcc-2020-09-28_71878.pdf
3820bpfinalrevisedcs-2017-08-09_44739.pdf
approved-bot-minutes-2020-04-14_27335.pdf
FFCF.AnnualReport.FInal.pdf
Mission + Values + Outcomes Fullerton College Website.pdf
Our Philosophy Friends of Fullerton College Foundation Webpage.pdf

Standard II: Student Learning Programs and Support Services

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

Narrative

Evidence Attachments

II.A Instructional Programs

Narrative

Evidence Attachments

II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Narrative

Evidence of Meeting the Standard

Through several processes—curriculum development, six-year review of all courses, four-year review of all programs, assessment of student learning outcomes, and the integrated planning model—all instructional programs are systematically reviewed for appropriate rigor and for alignment to the College's mission (II.A.1.1; II.A.1.2; II.A.1.3; II.A.1.4). As part of the curriculum development and review process, programs must "provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning;" meet the appropriate level for community colleges; and "address a valid transfer, occupational, basic skills, civic education, or lifelong learning purpose." In addition, CTE courses must include a recommendation from the appropriate CTE Regional Consortium and provide data indicating a labor market need for the program or courses submitted for curriculum approval (II.A.1.5). To meet state and Perkins grant funding requirements, CTE course approvals also require input from advisory committees formed from local industry professionals (II.A.1.6). When applicable, course descriptions, instructional objectives, and student learning outcomes (SLOs) are aligned with state Course Identifying Numbering Descriptors (C-ID). Individual courses undergo six-year review to ensure curriculum is current and appropriate for community college students, and all instructional programs engage in program review every four years so the institution's faculty, staff and administration may assess the progress made toward ensuring student achievement.

The College uses SLOs to ensure programs of study and individual courses are appropriate to higher education and culminate in student achievement of degrees, certificates, employment, or transfer. The curriculum committee approves program and course SLOs during the curriculum approval process (II.A.1.7). SLOs are present in all Course Outlines of Record in Curricunet and on all syllabi and are used to define course content and measure students' mastery of key concepts. PSLOs are prominently featured on the introductory web pages for each program on the college website and available for review in the college catalog, which is available in print as well as PDF form on the Fullerton College website. SLOs map to Program Student Learning Outcomes (PSLOs), which represent the outcomes students must meet upon mastery of a particular program. At Fullerton College, the SLOA committee supports faculty in creating new or redesigning existing PSLOs that accurately reflect the desired student outcomes students must achieve upon completion of a degree or certificate program. In addition, PSLOs should reflect student achievement of one or more of the Institutional Learning Outcomes, ensuring alignment with the College's mission and strategic goals (II.A.1.8).

The above processes are in effect for all instructional programs, regardless of location or means of delivery, including Distance Education (DE). The College has an additional process in place to approve courses for Distance Education. According to Title 5, Section 55206, "all online and hybrid Distance Education courses must be approved by the curriculum via a separate approval process" (II.A.1.9). Faculty intending to submit a new course proposal for online and/or hybrid delivery must attach a DE addendum stating how instruction delivered via distance education meets the Title 5, section 55204(a) standards for regular and substantive instructor-to-student and student-to-student contact as well as accessibility requirements for students with disabilities. (II.A.1.10). Faculty must also provide a rationale for offering the course via distance education and outline methods of instruction, methods of evaluation, and necessary materials and

equipment. Faculty seeking approval for DE delivery of existing courses must complete the DE Addendum and submit it to the Curriculum Committee where, if approved, it then travels to the DCCC and the Board of Trustees for approval (II.A.1.11).

Analysis and Evaluation
The College meets the standard. The College's mission, vision, and values are clearly defined and the College has implemented several processes, including curriculum, six-year course review, regular program review on a four-year cycle, regular SLO assessment, and the integrated planning model, to ensure all instructional programs, regardless of location or means of delivery, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in students' attainment of identified student learning outcomes and achievement of their educational goals.

Evidence
II.A.1.1 Curriculum Handbook Mission
II.A.1.2 Curriculum Committee Handbook
II.A.1.3 SLOA Handbook
II.A.1.4 FC Integrated Planning Manual
II.A.1.5 Curriculum Handbook Mission
II.A.1.6 CTE Advisory Manual
II.A.1.7 Curriculum Committee Handbook
II.A.1.8 PSLO Redesign Principles
II.A.1.9 FC Distance Education Handbook
II.A.1.10 FC DE Addendum
II.A.1.11 Curriculum Committee Handbook

Evidence Attachments

CTE Advisory Manual.pdf
Curriculum Committee Handbook.pdf
Curriculum Handbook Mission.pdf
DE Division Reps _ Distance Education.pdf
DE Online Teaching Certificate.pdf
FC DE Addendum.pdf
FC Distance Education Handbook.pdf
FC Integrated Planning Manual.pdf
Fullerton College Mission.pdf
IIA1CCHandbook.pdf
IIA1CTE Advisory Manual.pdf
IIA1Curriculum Handbook Mission.pdf
IIA1FC DE Handbook.pdf
IIA1FCMission.pdf
IIA1FCSLOA Handbook.pdf
IIA1Integrated Planning Manual.pdf
IIA1OTCDE.pdf
Online Teaching Certificate _ Staff Development.pdf
OTC DE.pdf
OTEC Form.pdf
PSLO-Redesign-Principles.pdf
SLOA Handbook.pdf

II.A.2

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Narrative

Evidence of Meeting the Standard

At Fullerton College, instructional faculty regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty develop degrees, certificates, and individual courses in their discipline prior to submitting them for approval by the Curriculum Committee. Faculty seeking to originate or revise courses and programs must use CurricUNET to do so (II.A.2.1). Once proposals are entered into CurricUNET, they are analyzed and evaluated by the Curriculum Committee, which includes faculty, administrators, and classified staff, to ensure instructional standards remain current and appropriately rigorous.

The Curriculum Committee also verifies all course objectives, prerequisites, SLOs, course content and scope, library needs, appropriate textbooks, sample assignments and methods of evaluation. This committee is also charged with ensuring the institution adheres to "Carnegie Unit" norms. The course approval process involves several stages of reviews, revisions, recommendations, and evaluations. In particular, Technical Review provides a two-week window for all committee members to review all courses (new and revised) and to provide feedback to the originators of the proposal (II.A.2.2).

The FC Curriculum Committee Handbook outlines the full process required for submitting new courses as well as revisions to existing courses, along with target dates and timelines for approval (II.A.2.3). Faculty also determine course sequencing and required pre-requisites and develop student-facing program maps for publication on the Fullerton College website that clearly identify the recommended sequence in which students should complete program and general education coursework to earn degrees and certificates within a specified time frame, ideally two to three years (II.A.2.4; II.A.2.5).

Similar to other California Community Colleges, Fullerton College requires discipline faculty to review curriculum every six years, whereas CTE faculty are required to review their courses and programs every two years. This process ensures compliance with Title V, accreditation standards, C-ID, advisories, and the relevance of pre- and co-requisites (II.A.2.6). During this process, faculty review course outlines of record to ensure they contain relevant course descriptions, expected course learning outcomes, and course content at appropriate educational levels. Required and recommended textbook lists are updated to ensure course materials provide the most current and relevant information related to the course and discipline (II.A.2.7).

Program faculty for each CTE program meet with advisory committees comprised of regional industry professionals to review courses and programs and ensure all certificate and licensing programs align with current industry standards (II.A.2.8; II.A.2.9; II.A.2.10).

Adjunct faculty play an important role in ensuring quality instruction takes place on our campus. They frequently contribute to the development of new courses such as ENGL 256 F and participate in groups that review courses for curricular changes. Adjunct faculty also take part in

department and division meetings and committee work where matters of curriculum, pedagogy, and student learning outcomes are regularly discussed (II.A.2.11). They also participate in faculty senate as a critical voice in our shared governance process (II.A.2.12).

College faculty also conduct systematic and inclusive program review, using disaggregated student achievement data, to continuously improve instructional courses and programs. According to the Fullerton College Program Review website, "The Program Review Committee promotes and supports the systematic self-assessment of instructional programs, student support services, and administrative/operational areas throughout the college" (II.A.2.13). The Program Review committee has developed a process for instructional faculty to complete program review on a four-year cycle, which is described in the Handbook for Instructional Programs published on the Fullerton College website (II.A.2.14).

During each four-year program review cycle, the Office of Institutional Effectiveness (OIE) provides programs with student achievement data from the prior four years, which faculty are instructed to use when analyzing and discussing their programs' strengths and weaknesses, developing improvements, and making budgetary requests (II.A.2.15, II.A.2.16). Sections 3.0 through 3.5, 4.4, and 5.1 require faculty to analyze student achievement date provided by OIE and discuss program enrollment and demographics, student achievement trends, equity, faculty workload, impact of the COVID-19 pandemic, and GE enrollment patterns, ensuring a comprehensive, realistic, and data-driven review of instructional programs. Student achievement data is used to identify and remove potential barriers and propose curriculum changes that positively impact student success. For example, the English program review self-study utilized data to report demographics of students who selected English as their major and identify opportunities to increase program relevancy for students of color. Mathematics analyzed course completion and throughput data to determine that students may benefit from additional learning support and just-in-time remediation (II.A.2.17; II.A.2.18; II.A.2.19). Instructional programs must also complete an annual update to inform the college of any progress made toward achieving the goals set forth in the self-study and identify any significant changes that necessitate additional resource requests (II.A.2.20).

The Program Review and Planning Committee's annual report to the Faculty Senate provides a clear summary of the major themes and outcomes identified in program self-studies, which contributes to evaluation of institutional set standards and ISLOs. The most recent report identified several programs implementing high-impact practices to close achievement gaps among disproportionately-impacted (DI) groups, including the use of Hornets Tutoring embedded tutors, service learning, internships, and field trips to local workplaces (II.A.2.21).

Analysis and Evaluation
The College meets the standard. Instructional faculty, both full-time and part-time, actively engage in curriculum development and review, attend department and division meetings, and participate in shared governance to ensure programs and courses meet generally accepted academic and professional standards and expectations.

Curriculum review and instructional program review are key processes implemented by the College to continuously improve instructional courses and programs. During the most recent program review cycle, 50 instructional programs completed comprehensive self-studies. Selected program review reports written and submitted by instructional faculty demonstrate how programs used analysis of student achievement and SLO data to make informed decisions regarding program relevancy, appropriateness, achievement of learning outcomes, and future planning.

Evidence
II.A.2.1 Curriculum Committee Handbook
II.A.2.2 Curriculum Committee Handbook

II.A.2.3 [Curriculum Committee Handbook](#)
II.A.2.4 [CS Program Map](#)
II.A.2.5 [PM Canvas Mapping Instructions](#)
II.A.2.6 [Curriculum Committee Handbook](#)
II.A.2.7 [Curriculum Committee Handbook](#)
II.A.2.8 [CTE Advisory Manual](#)
II.A.2.9 [FC Automotive Advisory Meeting Minutes June 2022 Final](#)
II.A.2.10 [OCBE_Ind_AB_2022](#)
II.A.2.11 [GPED Notes 03.10.23](#)
II.A.2.12 [Handbook __ Faculty Senate](#)
II.A.2.13 [Program Review __ Fullerton College](#)
II.A.2.14 [PRPC_2021_instructional_handbook](#)
II.A.2.15 [English_appendix_A](#)
II.A.2.16 [Mathematics_appendix_A](#)
II.A.2.17 [PRPC_2021_fall_instructional_template_6.2](#)
II.A.2.18 [English_2021_fall_self_study](#)
II.A.2.19 [Mathematics_2021_fall_self_study](#)
II.A.2.20 [Instructional Annual Program Review Update Form](#)
II.A.2.21 [PRPC_2022_annual_report_to_Senate](#)

Evidence Attachments

[CS Program Map.pdf](#)
[CTE Advisory Manual.pdf](#)
[Curriculum Committee Handbook.pdf](#)
[English_2021_fall_self_study.pdf](#)
[English_appendix_A.pdf](#)
[Fall 2021 Self-Studies __ Program Review.pdf](#)
[FC Automotive advisory meeting minutes June 2022 final.pdf](#)
[GPED Notes 03.10.23.pdf](#)
[Handbook __ Faculty Senate.pdf](#)
[IIA1CCHandbook.pdf](#)
[Instructional Annual Program Review Update Form 2022.pdf](#)
[Mathematics_2021_fall_self_study.pdf](#)
[Mathematics_appendix_A.pdf](#)
[OCBE_Ind_AB_2022.pdf](#)
[PM Canvas Mapping Instructions.pdf](#)
[Program Review _ Fullerton College.pdf](#)
[PRPC_2021_fall_instructional_template_6.2.pdf](#)
[PRPC_2021_instructional_handbook.pdf](#)
[PRPC_2022_annual_report_to_Senate.pdf](#)
[SLOA Handbook.pdf](#)

II.A.3

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

Narrative

Evidence of Meeting the Standard
The campus has developed a process for crafting, revising, and reviewing Program Student Learning Outcomes (PSLOs) to ensure they accurately reflect the breadth and depth of student learning that will culminate in a degree, certificate, or transfer program (II.A.3.1; II.A.3.2). Discipline faculty originate PSLOs, which are then sent to division curriculum representatives, division deans, and the SLOA Committee for approval prior to reaching the Curriculum Committee for discussion and approval (II.A.3.3; II.A.3.4). The recently revised program review self-study template references the college's PSLO design principles and requires programs to document their PSLOs as well as their plans to regularly assess PSLOs (II.A.3.5). Program Student Learning Outcomes (PSLOs) may be found in all program descriptions listed in the catalog.

Course-level Student Learning Outcomes (CSLOs) reflect the skills students will master upon completion of an individual course. (II.A.3.6; II.A.3.7; II.A.3.8; II.A.3.9; II.A.3.10) Program faculty must submit a copy of the syllabus for each course they teach to their respective division office, **where the division dean oversees review of all syllabi** to ensure they accurately state the current CSLOs as documented in Fullerton College's CurricUNET and in the College catalog (II.A.3.11).

The Student Learning Outcomes Assessment (SLOA) Committee supports faculty in assessment of PSLOs and CSLOs by facilitating and regularly updating a "campus-wide process for the implementation and assessment of SLOs at the course, program, and institutional level" (II.A.3.12). To ensure meaningful assessment of Program and Course-level SLOs the SLOA handbook outlines effective assessment practices, which include ensuring that common or qualitatively similar assignments are assessed and that assessments reflect a culmination of student learning (II.A.3.13).

The SLOA committee recommends regular assessment of SLOs every three years as part of the four-year program review cycle but leaves the precise method and frequency of SLO assessment up to the discretion of individual programs. Furthermore, faculty are encouraged to complete SLO assessment more often, preferably annually, to assess the impact of changes or improvements to specific courses (II.A.3.14).

Analysis and Evaluation
The College meets the standard. The College has institutionalized a PSLO design process for programs to develop new and review existing PSLOs to reflect the comprehensive expected outcomes students must achieve upon completion of a particular program, certificate, or degree. Course Outlines of Record shared in CurricUNET identify the specific, curriculum approved outcomes students must achieve upon completion of individual courses, and faculty are expected to clearly state CSLOs on each course outline and syllabus provided to students to make them aware of the course expectations. The SLOA committee clearly defines assessment guidelines and supports faculty throughout the assessment process.

Evidence
II.A.3.1 PSLO-Redesign-Principles

Evidence Attachments

Biology 101 CO.pdf
CC Welcome.pdf
FC SLO Catalog.pdf
FC SLOA Handbook.pdf
HUM Syllabus Guidelines Remote.pdf
HUM Syllabus Guidelines.pdf
PR Template Instructional Programs.pdf
PSLO Template.pdf
PSLO-Redesign-Principles.pdf
PSLOS Revision Form.pdf
SLOA Meeting Agenda S23.pdf
SLOAC Members 2022.pdf
Syllabus Request.pdf

II.A.4

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

Narrative

Evidence of Meeting the Standard
In response to state laws AB705 and AB1705, Fullerton College no longer schedules pre-college, basic skills courses in English, mathematics, and reading (II.A.4.1; II.A.4.2; II.A.4.3). In 2022, the Campaign for College Opportunity recognized Fullerton College as one of 19 California community colleges successfully supporting 100% of students in enrolling directly in transfer-level English coursework (II.A.4.4).

Fullerton College's English as a Second Language (ESL) and Counseling programs continue to schedule a few pre-collegiate level courses for specific student populations. ESL 082 F and ESL 083 F are offered for students who identify as non-native English speakers and wish to further their developing language skills. COUN 071F, COUN 072, and COUN 075 are specifically designed to support students enrolled with Disability Support Services (DSS), which is a part of Student Support Services. To differentiate them from college level courses, all of these options are clearly identified in the Fullerton College Schedule as pass/no pass grade option courses, have course numbers coded below the 100 benchmark to indicate they are below transfer level, and do not indicate transfer articulation in the top right corner of each course description printed in the catalog and schedule of classes (II.A.4.5; II.A.4.6).

Analysis and Evaluation
The College meets the standard. The College no longer schedules any courses in English, mathematics, and reading designated as pre-transfer level or basic skills. As of Fall 2022, Mathematics no longer offers pre-collegiate level courses and has also developed enhanced versions of their existing transfer-level courses to offer students additional academic support. ESL and DSS continue to schedule pre-collegiate level courses (the latter program using the COUN course designation for listing purposes) to support students' college success and language skills, but clearly indicate in the Fullerton College Schedule and in the catalog that these courses do not meet the requirements for transfer.

Evidence
II.A.4.1 FCScheduleEnglish
II.A.4.2 FCScheduleMath
II.A.4.3 FC Assessment Brochure
II.A.4.4 ENG Transfer Distinction
II.A.4.5 COUN Schedule
II.A.4.6 ESL Schedule

Evidence Attachments

COUN Schedule.pdf
ENG Equity Distinction.pdf
ENG Transfer Distinction.pdf
ENGL 101 COR.pdf
ENGL 110 COR.pdf
ESL Schedule.pdf
FC Assessment Brochure.pdf

FC Guided Placement.pdf
FCScheduleEnglish.pdf
FCScheduleMath.pdf
MATH 121 COR.pdf
MATH 131 F COR.pdf
MATH 143 F COR.pdf
MATH 144 F COR.pdf

II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Narrative

Evidence of Meeting the Standard

Fullerton College's curriculum review process is the primary mechanism by which the institution ensures all degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning (II.A.5.1; II.A.5.2). Through this process, the committee ensures all associate degrees require completion of a minimum of 60 semester credits to maintain compliance with Title V section 55063 (II.A.5.3).

In addition, all programs are reviewed regularly via SLOA (recommended every three years at minimum) and Program Review (every four years), which helps faculty determine, through analysis of SLO data and Program Review Strategic Action Plans, appropriate course rigor and student learning outcomes (II.A.5.4; II.A.5.5; II.A.5.6). Program Review takes place on a four-year cycle, with annual updates, to ensure programs meet established standards of higher education and identify areas for improvement (II.A.5.7).

Furthermore, as part of the Guided Pathways project, Fullerton College developed a sustained, collaborative, campus-wide process to support every program with the development of program maps outlining the suggested course sequencing needed to complete each degree and certificate to better convey program and certificate attainment information to students (II.A.5.8; II.A.5.9). Instructional faculty representatives collaborate with OIE data coaches and counseling faculty to intentionally design program maps that permit students to achieve their educational goals within a two-year time frame. Mapping teams review data to determine entry-level and capstone courses, exit points, course bottlenecks, and common GE courses, and use this information to suggest the order in which students pursuing a particular degree or certificate should enroll in specific major courses or GE categories (II.A.5.10). The campus articulation officer then reviews finished maps to ensure they reflect the correct number of units required to earn a degree or certificate and include all GE and program requirements (II.A.5.11). To permanently institutionalize this work, the campus Guided Pathways Office developed an asynchronous Program Mapping Canvas course and the newly-established Program Mapping Advisory Taskforce, which supports the creation, review, and revision of program maps on an ongoing basis (II.A.5.12).

As part of Guided Pathways, the college also instituted a PSLO redesign process to ensure program outcomes reflect the breadth, depth, rigor, and synthesis of learning common to American higher education; this process is referenced in the Program Review template as well (II.A.5.13; II.A.5.14).

Analysis and Evaluation

The College meets the standard. The curriculum review process serves as the primary mechanism to ensure the College's courses, programs, degrees, and certificates maintain the appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning expected from an American institution of higher education. Through the program mapping and PSLO redesign process, faculty actively engage in critically examining how students move through a particular program or certificate, identify potential barriers, and make recommendations to ensure students may achieve their educational goals in a timely manner. Not

only does this process make program navigation more visible to students, but in some cases, results in curriculum redesign. Other programs have completely redesigned PSLOs to better reflect the overall outcomes students must achieve upon completion of a certificate or program as opposed to a re-listing of SLOs from multiple individual courses.

Evidence
II.A.5.1 Curriculum Committee Handbook
II.A.5.2 CurricUNET Approval Process
II.A.5.3 CC Handbook Ed Programs
II.A.5.4 FC SLOA Handbook
II.A.5.5 PR Handbook Inst Programs
II.A.5.6 PR Template Instructional Programs
II.A.5.7 PR Handbook Inst Programs
II.A.5.8 CS Program Map
II.A.5.9 Program Mapping Design Principles REV2023
II.A.5.10 PM Canvas Mapping Instructions
II.A.5.11 PM Journey
II.A.5.12 PMAT Proposal
II.A.5.13 PSLO-Redesign-Principles
II.A.5.14 PR Template Instructional Programs

Evidence Attachments

CC Handbook Ed Programs.pdf
CS Program Map.pdf
Curriculum Committee Handbook.pdf
CurricUNET Approval Process.pdf
FC SLOA Handbook.pdf
IIA1CCHandbook.pdf
IIA1CCHandbook.pdf
PM Canvas Mapping Instructions.pdf
PM Design Principles.pdf
PM Journey.pdf
PMAT Proposal.pdf
PR Handbook Inst Programs.pdf
PR Template Instructional Programs.pdf
Program Mapping Design Principles REV2023.pdf
PSLO-Redesign-Principles.pdf

II.A.6

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9). The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

Narrative

Evidence of Meeting the Standard

The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. Classes are scheduled throughout the day from 7:00 AM until 9:45 PM and on weekends to accommodate a variety of students' scheduling needs (II.A.6.1; II.A.6.2; II.A.6.3; II.A.6.4; II.A.6.5). Some disciplines offer short-term and late-start courses as well (II.A.6.6). CTE programs such as Cosmetology offer both morning and evening cohorts to offer flexible options for students pursuing certificates (II.A.6.7). Fullerton College continues to offer hybrid, asynchronous, and synchronous online courses to support students who prefer to participate in distance education as the COVID-19 pandemic persists, although many programs have returned to providing face-to-face offerings as well (II.A.6.8).

In addition, programs attempt to schedule course offerings in a sequence that would permit students to complete a degree within two years (II.A.6.9, II.A.6.10).

As part of the Guided Pathways project, many programs have completed and published program maps on the Fullerton College website (II.A.6.11; II.A.6.12). These program maps provide students at any phase of their education, from first-time student to transfer-level, with clear educational pathways to achieve certificates, degrees, or transfer within a two-year time period. As the program mapping project continues, faculty are encouraged to continue collaborating with the Office of Institutional Effectiveness and counseling faculty to design additional program maps outlining pathways for transfer to specific institutions using the campus-approved design principles that outline the appropriate General Education patterns (II.A.6.13). The Guided Pathways Office hosts an asynchronous Canvas program mapping module to assist with the program mapping process (II.A.6.14; II.A.6.15). Prior to publication on the website, program maps are meticulously reviewed for accuracy by the Program Map Advisory Task Force and the campus Articulation Officer (II.A.6.16).

Analysis and Evaluation

The College meets the standard. Fullerton College offers flexible scheduling times and instructional modalities to maximize students' ability to pursue their educational goals in a timely manner. In addition, student-facing program maps clearly communicate suggested course sequencing and suggested time lines to ensure students have the opportunity to complete a program or certificate within a two or three year time frame. The collaborative process of developing these program maps requires faculty to work with counselors and the campus articulation officer to review and potentially adjust curricular pathways and future course scheduling to better meet students' needs.

Evidence
II.A.6.1 FC Schedule Weekend
II.A.6.2 PLEG Projected Course Rotation

Evidence Attachments

ACC Class Rotations.pdf
Anatomy Schedule.pdf
Communications ADT Program Map.pdf
COSM Schedule.pdf
English ADT Program Map.pdf
FC Schedule Distance Education.pdf
FC Schedule Short Term.pdf
FC Schedule Weekend.pdf
IIA6ACCClassRotations.pdf
IIA6AnatomySchedule.pdf
IIA6Communications ADT Program Map.pdf
IIA6COSMSchedule.pdf
IIA6English ADT Program Map.pdf
IIA6FCDistanceEd.pdf
IIA6FCScheduleShortTerm.pdf
IIA6FCScheduleWknd.pdf
IIA6Literature 2023-2026.pdf
IIA6MATSchedule.pdf
IIA6PLEG Projected Course Rotation.pdf
IIA6PMAPModuleAbout.pdf
IIA6PROGRAM MAP COMMITTEE PROPOSAL.pdf
IIA6Program Mapping Design Principles Final Approved.pdf
IIA6Program Mapping Module Home.pdf
IIA6StudentLearningAgreement.pdf
Literature 2023-2026.pdf
MAT Schedule.pdf
PLEG Projected Course Rotation.pdf
PMAP Module About.pdf
Program Mapping Design Principles Final Approved.pdf
Program Mapping Design Principles REV2023.pdf
Program Mapping Module Home.pdf
Prpgram Map Committee Proposal.pdf
Student Learning Agreement.pdf

II.A.7

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

Narrative

Evidence of Meeting the Standard

The institution effectively uses delivery modes that reflect the diverse and changing needs of its students, in support of equity in success for all students. Fullerton College currently offers courses across disciplines in both synchronous and asynchronous online, hybrid, and in-person formats to provide students with opportunities to learn both on campus and via distance education according to students' scheduling and learning preferences (II.A.7.1; II.A.7.2; II.A.7.3; II.A.7.4). The Curriculum Committee reviews and approves delivery modes for all courses (II.A.7.5). The college also schedules courses throughout the day, from 7:00 AM until 9:45 PM, as well as on weekends (II.A.7.6). Offering a variety of scheduling options and delivery modes supports equity by providing students with the necessary flexibility to plan college course taking around work and family obligations.

In terms of teaching methodologies, one of the key ways faculty engender a more equitable classroom is to diversify methods of instruction to account for students' various learning needs and styles. Course Outlines of Record (COR) housed in CurricUNET include a section on Instructional Methodologies wherein faculty list a variety of teaching strategies instructors may employ to deliver content in an equitable way. For example, the COR for HIST 120F indicates instructors may use multiple methods of instruction, including individualized feedback on student work, group activities, lectures, debates, and other methods, to facilitate student learning (II.A.7.7). The Curriculum Committee requires faculty to submit this section, demonstrating the college's commitment to understanding that students learn differently, and that teaching methods and delivery modes must vary accordingly (II.A.7.8). To further reinforce this concept, tenure review evaluation forms contain a section on the multiple learning styles of students (II.A.7.9; II.A.7.10).

To support faculty in developing equitable, student-centered pedagogies and practices, Fullerton College maintains a robust Staff Development program that provides equity-centered professional learning opportunities year-round. In October 2022, Fullerton College's Staff Development won the California Community College Council for Staff Development (4CSD) Innovative Activity Award for the Spring FLEX Day 2020 Culturally Responsive Training Event, which employed a "train the trainer" model of professional learning. For this experience, Staff Development coordinated an interdisciplinary team to faculty to learn and share culturally responsive teaching practices (II.A.7.11; II.A.7.12; II.A.7.13; II.A.7.14). This is but one of many examples of equity-centered trainings provided at the College.

The college has hosted prominent educational leaders as guest speakers for FLEX day professional development activities, including Dr. Sarah Klotz, Dr. Frank Harris, III, Dr. Suman Pendakur, Dr. Joe Feldman and Dr. Shantha Smith, and Dr. Tyrone Howard, to share equitable teaching practices with faculty (II.A.7.15; II.A.7.16; II.A.7.17; II.A.7.18; II.A.7.19). As part of Fullerton College's participation in the USC Race and Equity Center California Community College Equity Leadership Alliance, Staff Development funded attendance for approximately sixty faculty and staff at several eConvenings held over the course of the 2020-2021 academic year (II.A.7.20). Staff Development also promoted an Equity Walk designed for faculty, staff, and administrators to physically and virtually experience Fullerton College as students with varying needs and abilities; the purpose of this work was to determine how these spaces impact our students' ability to succeed (II.A.7.21; II.A.7.22).

Similarly, the Distance Education and Online Teaching Certificate (OTC) teams provide training, equivalency, and recertification opportunities for faculty assigned to teach online courses to ensure the content and methods of instruction of each course offered in a DE format meet state and federal DE guidelines, including Title 5 guidelines for regular and effective contact and accessibility. The OTC also provides education in best practices for online pedagogy (II.A.7.23; II.A.7.24; II.A.7.25). Fullerton College faculty assigned to teach DE courses must complete OTC training or earn equivalency. (II.A.7.26). The college offers multiple options to meet this requirement:

- Faculty may apply for equivalency by submitting materials that demonstrate completion of an Online Teaching Certificate from another college or educational organization (II.A.7.27, II.A.7.28).

- Faculty may complete the Fullerton College Online Teaching Certificate program, which presents content to participants via two asynchronous Canvas courses and a 3-day synchronous boot camp. This approach "builds faculty capacity to use the Canvas LMS according to the key guiding principles of online pedagogy: regular and effective contact and accessibility" (II.A.7.29).

- Faculty may elect to earn OTC credit by following one of three designated course pathways: the Online Learning Consortium Course Path, the @ONE Course Path, or the ACTE CTE Course Path. The guidelines for these pathways, posted on the Fullerton College Distance Education website, stipulate specific courses faculty may complete via these outside organizations to earn certification (II.A.7.30).

In addition, faculty must complete recertification every three years by completing an additional three hours of professional development to ensure DE courses offered by FC faculty maintain generally accepted academic and professional standards and expectations (II.A.7.31). The institution has also developed a Distance Education Handbook to outline DE policies and guide faculty as they teach and develop online courses (II.A.7.32).

To support faculty teaching courses via distance education, the college has assigned Distance Education Division Representatives (DEDRs) to each division. These representatives:

- Confirm course alignments with standards for regular and effective contact

- Facilitate faculty completion of the online course self-evaluation process

- Answer faculty course design and implementation questions

- Provide general online support for division faculty (II.A.7.33).

Fullerton College also offers a wide variety of learning support services, such as the Academic Support Center; Hornets Tutoring; the ASC Math Success Program; and the Writing Center to fulfill Fullerton College's goals to "promote success for every student" and "cultivate a culture of equity" (II.A.7.34; II.A.7.35; II.A.7.36; II.A.7.37; II.A.7.38; II.A.7.39; II.A.7.40; II.A.7.41). Programs such as Puente and Umoja provide essential educational supports for Latinx and African American/Black students respectively (II.A.7.42; II.A.7.43). As a result of the Guided Pathways work on our campus, Fullerton College is also in the process of developing a First Year Experience program that will deliver the same type of high-touch support services to all first-year students that smaller pockets of students eligible to participate in Puente, Umoja, EOPS, athletics, etc. currently receive. The program will use a gamified digital badging system to reward students for interacting with campus resources, attending tutoring, and engaging with activities to

support their learning and college experience both inside and outside of the classroom. FYE will serve all students, regardless of age, part-time or full-time status, or eligibility for current high-touch support programs (II.A.7.44).

The college also provides students with additional educational resources to support equity in student success. Courses utilizing Open Educational Resources (OER) such as free textbooks and course materials are indicated clearly on the searchable online schedule with a Zero Textbook Cost designation (II.A.7.45). In this way, students with limited economic resources may make informed financial choices about the courses in which they choose to enroll. The relevance of the "Zero Textbook Cost" designation work was evaluated with a survey and a retention analysis of existing free textbook courses (II.A.7.46; II.A.7.47). In addition, the 2020-2022 OER Liaison from the library has created a faculty OER guide, collaborated to create a "Zero Textbook Cost" designation in the online catalog, and promoted OER on campus through workshops, targeted faculty emails, and an OER Faculty Inquiry Group (II.A.7.48; II.A.7.49; II.A.7.50; II.A.7.51; II.A.7.52).

Finally, a commitment to equity requires recognition that learning cannot take place if students' basic needs are not met. During the COVID-19 pandemic, Fullerton College established three essential programs that have since continued support equitable student learning: free parking on campus; free daily meals up to $12 a day; and a technology lending program that loans laptops and WiFi routers to students who require these tools to continue their studies (II.A.7.53) The College also maintains a food bank where students may pick up fresh groceries at no cost (II.A.7.54).

Analysis and Evaluation
The College meets the standard. Centering equity and the diverse and changing needs of our students is a central focus of the College. Recognizing that many students remain hesitant to enroll in in-person classes during the ongoing COVID-19 pandemic, the College continues to offer a significant number of courses in a variety of instructional modalities, including asynchronous and synchronous online, hybrid, and in-person. Continuing to offer multiple modalities also serves the diverse needs of community college students who attend both full and part-time while working and/or caring for others. Staff Development has supported many speakers, workshops, and activities designed to engage faculty in more equitable teaching practices, and the many academic and basic needs support services offered on our campus support learning for all students.

Evidence
II.A.7.1 Fullerton College_Fall Planning Guidelines
II.A.7.2 PLEG Projected Course Rotations
II.A.7.3 Literature Offerings 2023-2026
II.A.7.4 Business-Program-Course-Rotation
II.A.7.5 Curriculum Committee Handbook
II.A.7.6 Fullerton College Schedule Spring 2023
II.A.7.7 COR_HIST_120
II.A.7.8 Curriculum Committee Handbook
II.A.7.9 Probationary Instructor Evaluation eff 7-2012
II.A.7.10 APP I1Tenured Instructor Evaluation
II.A.7.11 Staff Dev Culturally Responsive Award
II.A.7.12 Recruitment for Culturally Responsive Training Team
II.A.7.13 Culturally Responsive Trainer Facilitator Agenda Session 1
II.A.7.14 Culturally Responsive Training Team Members with Disciplines
II.A.7.15 DEIA-focused Professional Learning 2017-22
II.A.7.16 Flex Day Fall 2018 Program
II.A.7.17 Spring 2020 Flex day flier

Evidence Attachments

DE Online Teaching Certificate.pdf
DEIA-focused Professional Learning 2017-22.pdf
Equity Walk Invite.pdf
EquityWalkDirections.pdf
FC-Distance-Education-Handbook-2021.pdf
Finding OER LIbGuide.pdf
First Year Experience Proposal for Approval.pdf
First Year Experience Proposal for Approval.pdf
Flex Day Fall 2018 Program.pdf
Food Bank _ 22-23 -Program-Review - signed.pdf
Free Textbook Course Analysis.pdf
Fullerton College_ Fall Planning Guidelines.pdf
FullertonCollegeScheduleSpring2023web.pdf
FYE Staffing Proposal _spring 2022.pdf
HT Program Review.pdf
IIA1CCHandbook.pdf
Literature Offerings 2023-2026.pdf
Mission + Values + Outcomes _ Fullerton College.pdf
OER FIG Invitation Final.pdf
OER Notes 14Feb22.pdf
OER Notes 8Feb21.pdf
OERI Liaison Faculty Senate Appointment090320_minutes.pdf
Online Teaching Certificate _ Staff Development.pdf
OTC DE.pdf
OTEC Form.pdf
PLEG Projected Course Rotation.pdf
Probationary Instructor Evaluation eff 7-2012.pdf
Program Review FYE_ 22-23 - SIGNED.pdf
Puente Program_22-23_Prog Rev.pdf
PUENTE.pdf
Recruitment for Culturally Responsive Training Team.pdf
spring 2020 flex day flier (1).pdf
Spring Flex 2022.pdf
StaffDevCulturallyResponsiveAward.pdf
Student Support _ Fullerton College.pdf
Tutoring Services _ Academic Support Center.pdf
Umoja_22-23_Prog-Rev.pdf
Umoja1.pdf
Umoja2.pdf
WC-Workshop-Flyer-Spring-2022-Revised.pdf
Writing Center _ Academic Support Center.pdf
ZTC Online Catalog.pdf
ZTC Survey.pdf

II.A.8

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

Narrative

Evidence of Meeting the Standard

In compliance with AB705 and AB1805, the College no longer requires students to take placement exams prior to enrolling in transfer-level English and mathematics (II.A.8.1). Instead, the college utilizes high school transcripts and GPA to recommend student placement in standard transfer-level courses, transfer-level courses that offer additional supports, such as English 101, or transfer-level courses with co-requisite support courses (II.A.8.2; II.A.8.3).

Prior to Fall 2023, the English as a Second Language (ESL) placement process required students to take the ACCUPLACER ESL Reading Skills and Language Use Assessments. The processes in place to reduce test bias and enhance reliability are thoroughly described in the 2019 ACCUPLACER Suite of Assessments Technical Manual and include subjecting all test questions to rigorous internal and external fairness reviews and statistical analyses to ensure questions are as fair as possible for all potential test-taking populations. In addition, the handbook describes the methods used to validate the ACCUPLACER exams as effective course placement tools (II.A.8.4).

As of Fall 2023, ESL no longer utilizes ACCUPLACER or other standardized exams for placement. All students use the Guided Self-Placement Process to determine appropriate ESL course placement. This process requires students to answer a series of questions about their English-learning experience as well as review reading and writing samples to determine the closest match to their English fluency. Students are then given a recommended placement level (II.A.8.5).

To determine chemistry placement, Fullerton College administers the standardized California Chemistry Diagnostic Test (CCDT), 1993 version, developed by the American Chemical Society (II.A.8.6). A passing score will place a student into CHEM 111AF: General Chemistry. The most recent test validation study for this exam, produced by the College's Office of Institutional Effectiveness in 2014, identifies measures taken to reduce test bias and disproportionate impact (II.A.8.7). To communicate information about this exam to students, both the Counseling division and Assessment Center maintain websites hosting information about the general concepts covered on the exam and provide details regarding the test administration process.

In accordance with BP 4235 and AP 4235, the College offers opportunities to "grant credit to any student who passes or completes an assessment approved by discipline faculty and other proper authorities" (II.A.8.8; II.A.8.9). The Fullerton College catalog clearly outlines the process by which students may obtain this course credit (II.A.8.10). Divisions currently allowing credit by examination include Business and Computer Information Systems, Fine Arts, Natural Sciences (BIOL 101F and BIOL 102F only) and Technology and Engineering. Students may confer with an instructor teaching the course or the division dean to initiate a petition for Credit by Examination, and if the examination requirements are met and credit by examination is approved, may only receive credit for a maximum of twelve semester units (II.A.8.11). AP 4235 dictates that when students petition for credit by exam in a particular discipline, "the nature and content of the examination shall be determined solely by faculty in the discipline that normally teaches the course for which credit is to be granted" (II.A.8.12).

The College also follows the CCCCO guidelines for International Baccalaureate (IB), College

Level Examination Program (CLEP), and Advanced Placement (AP) Examinations when awarding Credit by Examination for General Education courses (II.A.8.13). In addition, the College Board provides Fullerton College with Test Information Guides (TIG) for each CLEP exam. Each TIG contains information about test development, content specifications, validity, reliability and sample questions (II.A.8.14).

Analysis and Evaluation
The College meets the standard. Fullerton College uses standardized tests for ESL and Chemistry to assess students' prior learning and assist with the placement process. Processes are in place to reduce test bias and ensure reliability for these exams, including validation by internal and external sources. The college catalog clearly defines the divisions that permit credit by examination as well as the process required for students to petition for and earn credit via this method.

Evidence
II.A.8.1 AB705_AB1805
II.A.8.2 Assessment Steps
II.A.8.3 Placement Recs
II.A.8.4 Accuplacer Suite of Assessments Technical Manual
II.A.8.5 ESL Onboarding Guide - Fall 2023
II.A.8.6 Chemistry Test Counseling at Fullerton College
II.A.8.7 FC CHEM Assessment Validation Study
II.A.8.8 BP4235
II.A.8.9 AP 4235
II.A.8.10 Credit by Examination_Fullerton College
II.A.8.11 Credit by Examination Form (UPDATED)
II.A.8.12 AP 4235
II.A.8.13 CCCCO Credit By Examination
II.A.8.14 CLEP College Composition TIG

Evidence Attachments

AB705 AB1805.pdf
Accuplacer Program Manual.pdf
AP 4235.pdf
AssessmentSteps.pdf
BP 4235.pdf
CC Agenda 051723.pdf
CCCCO Credit By Examination.pdf
Chemistry Test _ Counseling at Fullerton College.pdf
CLEP College Composition TIG.pdf
Credit by Examination _ Fullerton College.pdf
Credit by Examination Form (UPDATED).pdf
ESL Onboarding Guide - Fall 2023.pdf
ESLPlacement.pdf
ESLStepsHumanitiesWebsite.pdf
FC Accuplacer Cut Scores Validation.xlsx
FC Chem. Assessment Validation Study.pdf
New Student Assessment.pdf
PlacementRecs.pdf
Starkman Email 0923.pdf
technical-manual.pdf
technical-manual-appendix.pdf

II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Narrative

Evidence of Meeting the Standard

Fullerton College awards course credit, degrees and certificates based on student attainment of learning outcomes. Every course, degree and certificate includes appropriate Student Learning Outcomes (SLOs), which appear in the college catalog (II.A.9.1). SLOs are identified on 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 (II.A.9.2). As part of the curriculum approval process, the College's Curriculum Committee reviews and analyzes the SLOs and evaluates their relevance and effectiveness (II.A.9.3).

SLOs are present on all course syllabi (II.A.9.4; II.A.9.5). The SLOs are written to reflect course objectives and are thus used as key metrics for success on core course assignments and exams. SLOs are also aligned, in terms of language and content, with both Program and Institutional Learning Outcomes, which emphasize the core skills required for students to complete any degree or certificate program at Fullerton College (II.A.9.6). Such alignment ensures that grading standards, and thus earning of both course credit and degrees, is linked to the attainment of SLOs. To ensure consistency, syllabi are submitted to Division Deans every semester for review (II.A.9.7; II.A.9.8). To ensure effectiveness, all course SLOs are assessed regularly, and when reflecting on the data, faculty evaluate how well core competencies are being met and revise the SLOs and PSLOs when appropriate to maintain the integrity of all degrees and certificates awarded (II.A.9.9).

Fullerton College follows processes that ensure units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. The California Community College Chancellor's Office *Program and Course Approval Handbook* outlines the standard formula for determining credit hours for all courses, including degree-applicable credit, nondegree-applicable credit, and noncredit (II.A.9.10). During the curriculum approval process, the College determines that the number of units of credit awarded for a particular course adhere to both federal and state regulations. The Curriculum Committee Handbook provides guidance for faculty regarding what to include in the Course Content and Scope section of the COR and, as part of the curriculum approval process, the Curriculum Committee evaluates this section to ensure the course content aligns with the proposed number of course units (II.A.9.11). Course Outlines of Record, housed in CurricUNET, state the number of units and required contact hours for each course (II.A.9.12; II.A.9.13; II.A.9.14).

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. Course credit is awarded when a student earns a passing grade in the class, typically a C or better (II.A.9.15). The college catalog clearly communicates policies regarding repeatability of courses for credit (II.A.9.16).

Fullerton College Cosmetology Program is the only clock hour program currently being offered by the institution. Eligibility for the state exam requires continuous attendance, completion of 1600 clock hours, and completion of all Department- and State-mandated coursework (II.A.9.17). All courses are compliant with Federal guidelines for credit-to-clock conversion, as stipulated by Title IV, and all Cosmetology students are eligible for Federal financial aid.

Analysis and Evaluation
The College meets the standard. The SLOA and Curriculum Committees have established processes that assist programs with the development and review of proposed or revised SLOs. The curriculum review process ensures that the number of units assigned to a particular course accurately reflect the number of instructor contact hours and appropriate level of rigor, in accordance with higher education regulations.

Evidence
II.A.9.1 Catalog SLOS
II.A.9.2 SOSC130COR
II.A.9.3 CNET Review Process
II.A.9.4 Catalog SLOS
II.A.9.5 HUM Syllabus Guidelines
II.A.9.6 FC SLOA Handbook
II.A.9.7 HUM Semester Start Memo
II.A.9.8 Syllabus Request
II.A.9.9 FC SLOA Handbook
II.A.9.10 Program and Course Approval Handbook
II.A.9.11 Curriculum Committee Handbook
II.A.9.12 CO ENVS
II.A.9.13 CO THEA
II.A.9.14 CO WELD
II.A.9.15 Graduation Requirements Fullerton College
II.A.9.16 Course Repetition Fullerton College
II.A.9.17 COSM Info Flier

Evidence Attachments

Catalog SLOS.pdf
CCC_Guidelines_for_Title_5_Regs_Ch_6_Part_1.pdf
CNET Review Process.pdf
CO ENVS.pdf
CO THEA.pdf
CO WELD.pdf
COSM Info Flier.pdf
Course Repetition   Fullerton College.pdf
Curriculum Committee Handbook.pdf
FC SLOA Handbook.pdf
Graduation Requirements   Fullerton College.pdf
HUM Semester Start Memo.pdf
HUM Syllabus Guidelines.pdf
IIA1CCHandbook.pdf
program-course-approval-handbook-8th-edition[34].pdf
SOSC130COR.pdf
Syllabus Request.pdf

II.A.10

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

Narrative

Evidence of Meeting the Standard

Fullerton College provides clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. The college catalog publishes the Acceptance of Transfer Credits policy in printed form and on the Fullerton College catalog website (II.A.10.1). The policy states that students may request evaluation of coursework from both regionally accredited colleges and from foreign colleges and universities (II.A.10.2). In addition, the policy clarifies the maximum number of lower and upper division units the college will credit toward elective units. Students are advised, both in the catalog and on the Transfer Student page of the Fullerton College website, that transcripts are not automatically evaluated; it is the student's responsibility to contact and work with a counselor to ensure units completed at other colleges are properly credited (II.A.10.3, II.A.10.4).

Furthermore, the Graduation Requirements section of the course catalog provides additional information about this policy and details the institutional process that is in place to determine if courses completed at other colleges meet the Title 5 criteria for specific general education areas (II.A.10.5). The transfer credit policy also applies to credit for military training. Veterans may present their DD-214 form to earn three units of transferable general education credit and one unit of PE credit toward completion of the Fullerton College AA/AS GE pattern and/or three units of CSU GE Area E, which represents "Lifelong Learning" (II.A.10.6). A process also exists to allow students to petition for campus officers to review of their transcripts from prior institutions and determine equivalent credit for FC courses required for graduation (II.A.10.7).

The Fullerton College Equivalency process is clearly outlined in the Fullerton College catalog so students know which units earned from other accredited institutions will satisfy general education requirements at Fullerton College (II.A.10.8). The Articulation Office reviews student transcripts to determine whether a course taken at a regionally accredited institution fits the Title 5 general education criteria for the FC AA/AS degree, CSU GE, and/or IGETC credit. The college uses the Transfer Evaluation System to document the comparability of specific courses taken at other institutions with FC courses and determine if the course is substantially comparable in content, scope, and rigor to a course offered at Fullerton College (II.A.10.9).

Fullerton College has identified patterns of student enrollment at various local colleges and has developed articulation agreements with those institutions. The College Catalog provides information on the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST) website, which defines transfer and articulation information for public higher education institutions in California, so students may easily access the various articulation agreements Fullerton College currently has in place (II.A.10.10). Fullerton College's articulation officer works within the established statewide framework for both local community colleges and four-year universities to maintain such agreements for both general education and various majors. Furthermore, the curriculum approval and six-year review processes ensure courses adhere to the course identification number system (C-ID) to ensure continued transferability (II.A.10.11). C-ID is a statewide database that aligns comparable courses at different community colleges (II.A.10.12).

Analysis and Evaluation
The College meets the standard. Multiple policies and practices exist to ensure students may transition seamlessly from other institutions to Fullerton College and then to the higher educational institution of their choice. These policies and practices are communicated clearly in the college catalog as well as on multiple pages of the institution's website, including the Counseling and Transfer Center pages. The curriculum committee ensures courses maintain the proper requirements for articulation during the approval and six-year review processes. Finally, Fullerton College's Articulation Officer submits courses to the State Chancellor's office 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.

EvidencAcceptance of Transfer Credits_Fullerton Collegee
II.A.10.1 Acceptance of Transfer Credits_Fullerton College
II.A.10.2 Fillable OCT Evaluation Form 101921
II.A.10.3 Acceptance of Transfer Credits_Fullerton College
II.A.10.4 Transfer Students_Admissions and Records
II.A.10.5 Graduation Requirements_Fullerton College
II.A.10.6 Graduation Requirements_Fullerton College
II.A.10.7 Petition to Substitute Graduation Requirements
II.A.10.8 Graduation Requirements_Fullerton College
II.A.10.9 TES Public View_Fullerton College
II.A.10.10 ASSIST Catalog
II.A.10.11 Curriculum Committee Handbook
II.A.10.12 C-ID - Descriptors Final Show 308

Evidence Attachments

Acceptance of Transfer Credits_Fullerton College.pdf
ASSISTCatalog.pdf
C-ID - Descriptors Final Show 308.pdf
Curriculum Committee Handbook.pdf
Fillable OCT Evaluation Form 101921 (4).pdf
Graduation Requirements_Fullerton College.pdf
IIA1CCHandbook.pdf
Petition to Substitute Graduation Requirements.pdf
TES Public View_FULLERTON COLLEGE.pdf
Transfer Students_Admissions and Records.pdf

II.A.11

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

Narrative

Evidence of Meeting the Standard

Based on recommendations from the Guided Pathways Workgroup #4, in February 2020 the college created a Faculty Senate task force to undertake the process of revising the ISLOs (II.A.11.1). The ISLO Redesign Team included representatives from the SLO, Program Review and Institutional Integrity committees; members of Guided Pathways Workgroup #4; instructional faculty from three academic disciplines; and classified representatives. The final, approved ISLOs were divided into five categories: Communication, Critical Thinking and Information Competency, Global Systems Awareness and Ethical Citizenship, Aesthetic Appreciation and Production, and Personal Responsibility and Professional Development (II.A.11.2; II.A.11.3).

Through the Guided Pathways-led campus PSLO redesign project, programs have engaged in the work of redesigning PSLOs to map to these ISLOs and ensure students achieve all ISLOs across their educational experience at Fullerton College. The workgroup developed a set of PSLO Revision Design Principles with examples to guide faculty through the PSLO redesign process (II.A.11.4). In turn, the SLOA committee developed a Program Student Learning Outcomes Rubric to assess the quality of revised PSLOs and offer suggestions for improvement prior to their approval by the division SLOA representative, the SLOA committee, and the Curriculum committee (II.A.11.5; II.A.11.6). The College's SLOA process allows faculty to monitor and improve how well students achieve the intended outcomes (II.A.11.7).

Analysis and Evaluation

The College meets the standard. Not only do all programs include both program-specific learning outcomes and GE learning outcomes that instruct students in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage in diverse perspectives, but the institution has demonstrated the ability to improve student attainment of these objectives using the SLOA process.

Evidence

II.A.11.1 ISLO Redesign Final
II.A.11.2 ISLO Redesign Final
II.A.11.3 ISLO Catalog
II.A.11.4 PSLO Redesign Principles
II.A.11.5 PSLO Redesign Rubric
II.A.11.6 PSLO Timeline
II.A.11.7 FC SLOA Handbook

Evidence Attachments

FC SLOA Handbook.pdf
ISLO Catalog.pdf
ISLO Redesign Final.pdf
PSLO Redesign Rubric.pdf
PSLO Template.pdf
PSLO Timeline-5-6-22-GB.pdf
PSLO-Redesign-Principles.pdf

PSLOS Revision Form.pdf

II.A.12

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

Narrative

Evidence of Meeting the Standard

The General Education Statement of Philosophy for Fullerton College, provided in the College Catalog, highlights the general knowledge and skills college-educated participants in society should expect to demonstrate and explains that General Education courses are intentionally designed to be general, broad, and introductory in nature (II.A.12.1). This philosophy reflects the college's commitment to offer general education courses that encompass a variety of disciplines and promote problem solving, self-development, respect for cultural heritage, and further development of academic and critical thinking skills necessary for the acquisition of knowledge. All Associate degrees (AA and AS) and Associate degrees for transfer (ADT) include general education patterns consistent with the institution's General Education Philosophy and Institutional Student Learning Outcomes (II.A.12.2; II.A.12.3; II.A.12.4; II.A.12.5; II.A.12.6). The relevance and appropriateness of both General Education and Program SLOs are determined through the SLOA process as well as the curriculum review process (II.A.12.7; II.A.12.8).

The institution, relying on faculty expertise, uses the 13-step curriculum proposal and review process to determine the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. Faculty may propose a course for inclusion in the general education curriculum by demonstrating how the course meets general education criteria. Using a clear set of guiding principles, criteria for approval, and questions for consideration, the Curriculum Committee then reviews the course under consideration to determine its fitness for inclusion in the AA/AS, CSU, and/or IGETC General Education patterns (II.A.12.9). Although the College can select courses for inclusion into its AA/AS GE native pattern, for the CSU and IGETC General Education patterns the Curriculum Committee and articulation officer recommend courses to the CSU and IGETC systems who then have the power to accept or reject those recommendations (II.A.12.10).

Analysis and Evaluation

The College meets the standard. The College Catalog explicitly states the GE requirements for degrees awarded by the institution and its statement of philosophy reflects how course SLOs intersect with the ISLOs to create a coherent, carefully considered pattern of General Education consistent with the norms of higher education. The Curriculum Committee, a subcommittee of the Faculty Senate, relies primarily on the input and expertise of faculty when developing and revising curriculum so that all GE courses articulate to the appropriate four-year institutions. Faculty analyze SLOA results to help determine how well students have attained the competencies appropriate to their program of study. This knowledge is acquired in courses students take to complete the GE requirements and is measured when students successfully meet SLOs for those courses.

Evidence

II.A.12.1 GE Philosophy
II.A.12.2 GE AA
II.A.12.3 GE CSU
II.A.12.4 GE IGETC
II.A.12.5 GE Paralegal AA
II.A.12.6 ISLO Catalog
II.A.12.7 Curriculum Committee Handbook
II.A.12.8 FC SLOA Handbook
II.A.12.9 Curriculum Committee Handbook
II.A.12.10 Curriculum Committee Handbook

Evidence Attachments

Curriculum Committee Handbook.pdf
FC SLOA Handbook.pdf
GE AA.pdf
GE CSU.pdf
GE IGETC.pdf
GE Paralegal AA.pdf
GE Philosophy.pdf
IIA1CCHandbook.pdf
ISLO Catalog.pdf

II.A.13

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

Narrative

Evidence of Meeting the Standard

Fullerton College offers three different types of degrees: an Associate of Arts (AA), an Associate of Science (AS), or an Associate Degree for Transfer (ADT). All degrees require a major component, which consists of either a specific area of inquiry or an established interdisciplinary core (II.A.13.1; II.A.13.2). Program curriculum originates with discipline faculty, who rely upon their discipline expertise and current theories and practices in the field of study when determining the course content and scope of major courses and presenting new or revised courses for curriculum review.

The curriculum proposal and review process ensures specialized courses required to earn a degree or certificate in a particular program are identified clearly prior to approval (II.A.13.3). Following approval, all required core program courses are clearly identified in the College Catalog and on program maps published on the institution's website (II.A.13.4; II.A.13.5; II.A.13.6; II.A.13.7; II.A.13.8; II.A.13.9).

To support faculty through the curriculum approval process and ensure the College meets this standard, the Curriculum Committee provides narrative templates for local degrees, transfer degrees, and certificates that identify the number of units of focused study required in a particular area of inquiry in order for a new degree program or transfer certificate to achieve approval (II.A.13.10, II.A.13.11). In addition, the curriculum review process ensures that programs meet all necessary requirements for courses to align with state graduation and transfer requirements (II.A.13.12).

Both CTE and non-CTE programs utilize the certificate narrative templates provided on the curriculum website when developing or revising certificates for curriculum adoption (II.A.13.13, II.A.13.14, II.A.13.15). When proposing new or revised CTE certificates for curriculum approval, program faculty must use statewide employment data to justify a need for this certificate and the identify courses students must take to earn the certificate (II.A.13.16, II.A.13.17). In addition, CTE programs rely on input from advisory committees to determine which skills are needed for particular fields and identify how best to instruct students in core competencies (II.A.13.18).

As part of the curriculum adoption process, faculty develop PSLOs and CSLOs that measure student mastery of key theories and practices within the field of study (II.A.13.19). Through multiple processes, including six-year review of all courses, SLO assessment, and Program Review, faculty regularly review and update SLOs to ensure they remain meaningful and representative tools to assess student learning (II.A.13.20; II.A.13.21; II.A.13.22). PSLOs are printed in the College Catalog and CSLOs appear on course outlines of record for each course in the degree or certificate pathway (II.A.13.23; II.A.13.24).

Analysis and Evaluation

The College meets the standard. The faculty-driven curriculum process ensures that key theories and practices within various fields remain current and the SLOA process helps determine that awarding of degrees is dependent upon mastery of core outcomes and competencies.

All degrees—AA, AS, ADT—align with CSU and UC transfer requirements, which are determined through an extensive state-level review that ensures rigor and currency. Faculty and managers for CTE degrees and certificates rely on the input of advisory committees when developing and revising degree programs to maintain appropriate content and rigor.

Evidence
II.A.13.1 FC Degs + Certs
II.A.13.2 Curriculum Committee Handbook
II.A.13.3 Curriculum Committee Handbook
II.A.13.4 CS AS Catalog
II.A.13.5 PM CS
II.A.13.6 ECE AST Catalog
II.A.13.7 PM CE
II.A.13.8 FASH Cert Catalog
II.A.13.9 PM FASH
II.A.13.10 Narrative-AA-or-AS-for-Transfer-ADT
II.A.13.11 Narrative-Local-AA-or-AS-Degrees-2
II.A.13.12 Curriculum Committee Handbook
II.A.13.13 Narrative-for-NEW-CTE-Certificates
II.A.13.14 Narrative-REVISED-CERTIFICATES-1
II.A.13.15 Narrative-NEW-non-CTE-CERTIFICATES
II.A.13.16 Narrative_for_NEW_CTE_Certificates
II.A.13.17 Narrative-REVISED-CERTIFICATES-1
II.A.13.18 03.30.2021-SP21 PLEG Advisory Committee Meeting Minutes
II.A.13.19 Curriculum Committee Handbook
II.A.13.20 Curriculum Committee Handbook
II.A.13.21 SLOA Handbook
II.A.13.22 PR Handbook
II.A.13.23 CS AS Catalog
II.A.13.24 CDES COR

Evidence Attachments

03.30.2021-SP21 PLEG Advisory Committee Meeting Minutes.pdf
CDES COR.pdf
CS AS Catalog.pdf
Curriculum Committee Handbook.pdf
ECE AST Catalog.pdf
FASH Cert Catalog.pdf
FC Degs + Certs.pdf
FC SLOA Handbook.pdf
IIA1CCHandbook.pdf
Narrative-AA-or-AS-for-Transfer-ADT.pdf
Narrative-for-NEW-CTE-Certificates.pdf
Narrative-Local-AA-or-AS-Degreees-2.pdf
Narrative-NEW-non-CTE-CERTIFICATES.pdf
Narrative-REVISED-CERTIFICATES-1.pdf
PM CE.pdf
PM CS.pdf
PM FASH.pdf
PR Handbook Inst Programs.pdf
Welding Certification Info.pdf

II.A.14

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

Narrative
Evidence of Meeting the Standard

CTE degrees and certificates offer targeted instruction in specialized fields, such as Industrial Drafting or Automotive Technology. To ensure graduates demonstrate competency for employment and are prepared for external licensure and certification, CTE advisory committees, such as the Paralegal Studies Program Advisory Committee, regularly meet to discuss updates to professional licensing requirements, curriculum, and potential changes to relevant program degrees and certificates (II.A.14.1). Through this process, industry and business professionals provide review and input pertaining to curriculum design, capital outlay, staffing, and program direction (II.A.14.2; II.A.14.3).

When proposing new CTE degrees and certificates for curriculum approval, program faculty must use statewide labor market data to justify a need for the program and identify or develop the courses students must take to earn the degree or certificate (II.A.14.4; II.A.14.5; II.A.14.6; II.A.14.7).

To teach courses in their field of expertise, Fullerton College CTE faculty must achieve the minimum level of education required to meet minimum qualifications in a particular field, according to title 5 minimum qualifications regulations. Faculty must also maintain current industry certifications and licenses to accurately assess students and ensure graduates achieve the skills needed to meet employment standards (II.A.14.8). For example, all welding instructors possess Welder Performance Qualification Certificates, which meet American Welding Society standards and are required by the industry as a minimum qualification.

CTE graduates regularly demonstrate the technical and professional competencies required to meet employment standards and preparation for external licensure and certification. Cosmetology graduates must pass both parts of the Board of Barbering and Cosmetology Licensing Examination, which includes a written and practical examination. The written examination pass rate for Fullerton College students is typically 75% or higher, whereas the practical examination pass rate ranged from 85-98% between 2016 and 2021 (II.A.14.9). Fullerton College faculty also participate in regional and statewide professional workshops hosted by organizations such as the Orange County Regional Consortium Workforce Development Alliance (OCRC) to discuss best practices for aligning regional workforce development needs with the community college curriculum (II.A.14.10).

Analysis and Evaluation
The College meets the standard. In accordance with state and local guidelines, Fullerton College has processes in place to ensure graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification. The College utilizes advisory committees to maintain open and consistent lines of communication with industry leaders to ensure courses and programs align with workforce needs, industry standards, and certification requirements. CTE faculty maintain the appropriate certifications and engage in relevant professional development opportunities to remain current in their respective fields.

Evidence

II.A.14.1 CTE Advisory Manual
II.A.14.2 FC Automotive advisory meeting minutes June 2022 final
II.A.14.3 03.30.2021-SP21 PLEG Advisory Committee Meeting Minutes
II.A.14.4 Narrative_for_NEW_CTE_Certificates
II.A.14.5 Automotive Technology_PR_OC_22
II.A.14.6 Automotive Regional approved-action-items-minutes_january-2023-crlc-business-meeting-1674152406
II.A.14.7 120--Unmanned_Aircraft_Systems_UAS_Operators-LMI
II.A.14.8 Minimum Qualifications for Faculty and Administrators in CCC
II.A.14.9 Cosmetology Licensing Exam Pass Info 2016-2021
II.A.14.10 OCRC Faculty Fall 2022 Convening Details

Evidence Attachments

03.30.2021-SP21 PLEG Advisory Committee Meeting Minutes.pdf
120--Unmanned_Aircraft_Systems_UAS_Operators-LMI.pdf
Automotive Regional approved-action-items-minutes_january-2023-crlc-business-meeting-1674152406.pdf
Automotive Technology_PR_OC_22.pdf
Cosmetology LIcensing Exam Pass info (2016-2021) .pdf
CTE Advisory Manual.pdf
FC Automotive advisory meeting minutes June 2022 final.pdf
Minimum Qualifications for Faculty and Administrators in CCC.pdf
Narrative-for-NEW-CTE-Certificates.pdf
OCRC Faculty Fall 2022 Convening Details.pdf
Welding Certification Info.pdf

II.A.15

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

Narrative

Evidence of Meeting the Standard

The institution's program elimination policy is clearly defined by the North Orange County Community College District Board Policy 4021 and Administrative Procedure 4021, which indicate that when programs are eliminated, students will be accommodated to a reasonable extent so they may complete the program in a timely manner (II.A.15.1; II.A.15.2). Although the College has not eliminated any programs during this accreditation cycle, practices are in place to accommodate any students who may be impacted if the College elects to eliminate programs in the future.

When programs are changed, students have the option to exert catalog rights and follow the catalog that was in place when they began their program of study or follow the new program requirements, as long as the student maintains continuous enrollment at Fullerton College. Continuous enrollment is defined as receiving a grade of "A," "B," "C," "D," "F," "CR," "P," "NC," "NP," "RD," "W," or "I" on their transcripts for at least one course per academic year. This information is clearly stated on the "Catalog + Schedule" page on the institution's website and in the College Catalog (II.A.15.3; II.A.15.4).

When a course substitution is deemed necessary to ensure students may continue their program uninterrupted, counseling faculty assist students with initiating the course substitution process by providing students with a form that must be approved by their program's division dean. Course substitution approval may be granted either prior to or following completion of the program (II.A.15.5).

Analysis and Evaluation

The College meets the standard. In accordance with the NOCCCD Board of Trustees' policies and procedures, Fullerton College has established processes to ensure students may complete their chosen degree or certificate program in a timely manner, with a minimum of disruption, should programs be changed or eliminated. The College Catalog guarantees students' catalog rights and the College's Counseling Division follows a procedure for course substitution when a needed class is not available to facilitate student completion.

Evidence
II.A.15.1 AP4021
II.A.15.2 BP4021
II.A.15.3 Catalog + Schedule
II.A.15.4 FC Catalog Home
II.A.15.5 Petition to Substitute Graduation Requirements

Evidence Attachments

AP4021.pdf
BP4021.pdf
Catalog + Schedule.pdf
FC Catalog Home.pdf
Petition to Substitute Graduation Requirements.pdf

II.A.16

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

Narrative

Evidence of Meeting the Standard

All instructional programs undergo systematic program review every four years to evaluate program quality, currency, and commitment to equitable practices (II.A.16.1). First, the Office of Institutional Effectiveness (OIE) provides each program with a report of disaggregated data, which program faculty use to examine trends, bottlenecks, gateways, and student equity issues. Faculty then use this data to analyze trends in enrollment and course offerings to determine how students move through the program. The program review process requires faculty to examine student achievement trends, faculty workload, COVID-19's impact on the program, most recent PSLO revisions, SLO assessment trends and improvements, General Education requirements and availability of courses, and other influences on program improvement (II.A.16.2).

Finally, faculty are required to engage in thoughtful planning and develop concrete strategic action plans that the program intends to accomplish within the subsequent four years. For example, during the most recent program review cycle, the English department program review identified a goal to increase efforts to diversify the major after noting that English majors tended to be disproportionately White (II.A.16.3). Mathematics acknowledged lower course success and completion rates for African-American, Latinx, and Native Hawaiian/Pacific Islander students and proposed to remedy this disparity by increasing student supports, improving pedagogy through faculty development, and institutionalizing high impact enrichment for all students, not just math majors (II.A.16.4).

The Program Review Committee collects and reviews all program reviews prior to making recommendations, noting that program funding is not tied to this program review process, although program reviews may be utilized to prioritize funding needs (II.A.16.5; II.A.16.6). Current and past program reviews are housed on the Fullerton College website (II.A.16.7). The Program Review Committee provides an annual report to Faculty Senate that synthesizes the information gleaned from the most recent program review cycle, commends best practices occurring across instructional disciplines, identifies trends, and notes areas for improvement (II.A.16.8).

The thirteen-step Curriculum Review process also plays an important role in ensuring quality, currency, and meaningful improvement of all instructional programs offered by the college. During this process, faculty use their discipline expertise to develop course and program proposals and revisions that reflect current trends in educational practice, updates to subject matter curriculum, and the job market. Curricular changes also reflect program review goals; English, for example leveraged the information gleaned through the most recent program review process to develop multiple ethnic literature courses that better reflect the academic needs and interests of an increasingly diverse student body. Faculty initiate the review process in CurricUNET to ensure all campus stakeholders have ample opportunity to provide feedback prior to approval by the college and district Curriculum Committees and administration (II.A.16.9). In addition, the College requires all discipline faculty to review curriculum every six years and advises CTE faculty to review their courses and programs every two years (II.A.16.10). During this process, faculty are encouraged to update required and recommended course textbooks and materials and review CSLOs in addition to ensuring Course Content, Methods of Instruction, and Methods of Evaluation reflect the most recent and relevant pedagogies (II.A.16.11).

Finally, the College's SLOA Committee supports faculty in the development, revision, and assessment of PSLOs and CSLOs to improve programs and courses and enhance student learning outcomes and achievement (II.A.16.12). As part of the PSLO redesign process, faculty are encouraged to view their programs holistically and develop outcomes that accurately reflect the current knowledge and skills graduates of that program should master prior to completion of a particular program or certificate.

Another aspect of the PSLO redesign process requires faculty to examine the current ISLOs and develop PSLOs that map to one or more of the ISLOs, thus ensuring degree and certificate earners have mastered the ISLOs as a result of their participation in both General Education and program coursework (II.A.16.13, II.A.16.14; II.A.16.15). The SLOA committee also provides guidelines for regular CSLO and PSLO assessment. The SLOA handbook outlines that faculty must evaluate CSLOs at least once every three years, but recommends more frequent assessment. Faculty maintain purview regarding the precise frequency and method of SLO evaluation (II.A.16.16).

The above processes apply to all programs and courses offered in the name of Fullerton College, including courses offered through CTE, Distance Education, Study Abroad, and Dual Enrollment.

Analysis and Evaluation
The College meets the standard. Multiple processes exist to ensure the institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, regardless of delivery mode or location. Program Review, Curriculum Review, and the SLO development and assessment processes all provide faculty and administrators with opportunities to create, review, and refine courses and programs to enhance student learning and achievement.

Evidence
II.A.16.1 FC Integrated Planning Manual
II.A.16.2 PRPC_2021_fall_instructional_template_6.2
II.A.16.3 English_2021_fall_self_study
II.A.16.4 Mathematics_2021_fall_self_study
II.A.16.5 PRPC_2021_Instructional_Handbook
II.A.16.6 PRPC_2021_fall_instructional_template_6.2
II.A.16.7 Fall 2021 Self-Studies__Program Review
II.A.16.8 PRPC_2022_annual_report_to_Senate
II.A.16.9 CurricUNET Approval Process
II.A.16.10 Curriculum Committee Handbook
II.A.16.11 Curriculum Committee Handbook
II.A.16.12 SLOAC Members 2022
II.A.16.13 PSLO-Redesign-Principles
II.A.16.14 SLOA Meeting Agenda S23
II.A.16.15 PRPC_2021_fall_instructional_template_6.2
II.A.16.16 FC SLOA Handbook

Evidence Attachments

Curriculum Committee Handbook.pdf
CurricUNET Approval Process.pdf
English_2021_fall_self_study.pdf
Fall 2021 Self-Studies__Program Review.pdf
FC Integrated Planning Manual.pdf
FC SLOA Handbook.pdf
IIA1CCHandbook.pdf

IIA1Integrated Planning Manual.pdf
Mathematics_2021_fall_self_study.pdf
PRPC_2021_fall_instructional_template_6.2.pdf
PRPC_2021_instructional_handbook.pdf
PRPC_2022_annual_report_to_Senate.pdf
PSLO-Redesign-Principles.pdf
SLOA Meeting Agenda S23.pdf
SLOAC Members 2022.pdf

II.B Library and Learning Support Services

Narrative

Evidence Attachments

II.B.1

The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Narrative

Evidence of Meeting the Standard

Board Policy 4040 and Administrative Procedures 4040 provide the foundation for library and learning support services at the College (II.B.1.1; II.B.I.2). The College provides a wide range of library and other learning support services for students and for those personnel who are responsible for student learning and support (II.B.1.3).

The library makes accessible a sizable collection of physical and electronic items, including books, serials and media (II.B.1.4). Librarian collection development efforts have included updating the currency of library materials and have improved the makeup of the physical collection to 30% published since year 2000 (II.B.1.5; II.B.1.6).

The library provides online access to 77 subscription databases with over 300 million combined resources (II.B.1.7; II.B.1.8). Over 80% of digital titles were published after the year 2000 (II.B.1.9).

To assist with research skills and resource access, faculty librarians interact with students in-person and online via the reference desk, reference chat, email, and in-person and virtual one-on-one appointments (II.B.1.10; II.B.1.11; II.B.1.12).

Library instruction sessions, asynchronous LMS workshops, and other custom instruction materials provide students with targeted topic-based instruction (II.B.1.13). Student evaluations show that students are satisfied with library instruction, find the instruction presentations clear, feel that the instruction helps prepare them for assignments, and feel more comfortable with research skills as a result (II.B.1.14). Disaggregated data shows that Black/African American and Latinx groups rate their satisfaction with library instruction services higher than average, and report their comfort with research and assignment preparedness to be on par with other groups (II.B.1.15). Black/African American and Latinx students comprise a significant portion of students who borrowed physical items in the last 5 years (II.B.1.16).

Librarians regularly collaborate with faculty to provide information literacy instruction that is tailored to specific course needs and outcomes (II.B.1.17; II.B.1.18; II.B.1.19). Both online and in-person instruction is well-attended by students (II.B.1.20), and and highly valued by participating instructors (II.B.1.21).

The library assists patrons with lending physical materials, study rooms and supplies (II.B.1.22). Classified professionals also maintain, process, and lend physical and electronic reserve materials made available through collaboration with campus partners (II.B.1.23).

The library-controlled areas include study space and technological resources for students, faculty, and staff (II.B.1.24). The library is equipped with resources for DSS students (II.B.1.25).

The Academic Support Center includes the Writing Center, Tutoring Center, Skills Center, and

Math Success Program (II.B.1.26). The Writing Center offers three modalities of tutoring: in-person sessions, online asynchronous sessions, and remote zoom tutoring sessions to Fullerton College students.

Students with Disability Support Services (DSS) Writing Center Authorization are given one-hour tutoring sessions rather than the usual thirty minutes Students from Extended Opportunities Program & Services (EOPS) are allowed to book twice as many appointments per week as non-EOPS students. DSS and EOPS students qualify for one-hour appointments through "Above and Beyond Tutoring." This enables students to schedule a one-hour recurring weekly session with the same tutor for consistent support (II.B.1.27).

Additionally, throughout each semester, the Writing Center offers approximately eighteen one to two-hour workshops on writing and other student success topics (II.B.1.28). The Writing Center also provides nine computers with Internet access and cameras. These are available for students who want to complete class work and conduct academic research. They are also available for tutors who are conducting online sessions via Zoom.

The Tutoring Center offers both in person and online zoom tutoring to students. Support services at the Tutoring Center are organized primarily through appointments. Most subjects (like Biology, CIS/CSCI, Digital Arts, Earth Science, Music, Psychology and Political Science) are offered on a small-group basis, and students may join multiple group appointments per week for tutoring appointment scheduled for the same course.

The Tutoring Center provides seating for up to 80 students and has 13 computers available with software for general computing and other specialized programs for Accounting, CIS/CSCI, Digital Arts and Statistics tutoring. 7 of these computers are equipped with cameras and they are now also regularly used by tutors, who are given headsets, to provide remote online tutoring. The Center is equipped with seven white boards, four tutoring rooms (two with a capacity for four, and one with a capacity for six students). In addition, the Tutoring Center regularly updates Math textbooks and high quality and free online academic support materials, updated by tutors, for tutors to use when assisting students or to be shared with students (II.B.1.29).

The Skills Center serves students in ESL classes with required lab assignments, those referred to take make-up exams, and those visiting on a drop-in basis. The services in the Skills Center are centered on improving academic skills such as reading, learning strategies, test-taking, and critical thinking. The Skills Center labs offer a variety of Student Success Workshops, discipline-specific learning support services and computer resources. The Skills Center Lab provides 108 computers that are open to all students and includes three workstations that are ADA compliant (II.B.1.30).

The ASC Math Success Program is a math enrichment program designed to help students develop their mathematical skills in conjunction with taking a math class. The Math Success Program acts as a supplemental resource for students who seek to improve their math skills or who have experienced difficulties with math (II.B.1.31).

Hornets Tutoring is a large-scale embedded tutoring program that employs approximately 150 tutors who are placed in approximately 200 classes providing in-person and online peer support. This program serves approximately 1/3 of FC students (II.B.1.32). Tutors provide academic support for students in gateway courses. They are also trained to be equity-minded, to communicate care through unconditional positive regard, to connect students to campus resources, and to foster academic mindsets through a collaborative group tutoring model (II.B.1.33; II.B.1.34).

Analysis and Evaluation
The College meets the standard. We support student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

List of Evidence
II.B.1.1 Board Policy 4040
II.B.1.2 Administrative Procedure 4040
II.B.1.3 Library Homepage
II.B.1.4 Alma Book Inventory
II.B.1.5 2022-23 Library Program Review
II.B.1.6 Age of Collection Percentage Table
II.B.1.7 A-Z Database List
II.B.1.8 EDS Homepage
II.B.1.9 Age of Digital Collection Percentage Table
II.B.1.10 Ask-a-Librarian Landing Page
II.B.1.11 Library Services Fall 2020
II.B.1.12 Reference KPI Data
II.B.1.13 Fall 2022 In-Person and Remote Instruction Support Landing Page
II.B.1.14 Instruction Score Aggregate Summary-combined
II.B.1.15 Disaggregated Instruction KPI Data
II.B.1.16 Disaggregated Loan Data
II.B.1.17 Library Instruction Marketing To Faculty
II.B.1.18 March 2019 to March 2020 Library Instruction Sessions Booked
II.B.1.19 April 2020 to Sept 2022 Library Instruction Sessions Booked
II.B.1.20 Instruction Score Aggregate Summary-combined
II.B.1.21 Faculty Feedback Report Spring 2021
II.B.1.22 Circulation Services to Students
II.B.1.23 Physical and E-Reserves
II.B.1.24 Technology in the Library
II.B.1.25 DSS and Accessibility
II.B.1.26 ASC Flyer Spring 2023
II.B.1.27 Writing Center Homepage
II.B.1.28 ASC Workshop Flyer
II.B.1.29 Tutoring Center Homepage
II.B.1.30 Skills Center Home Page
II.B.1.31 Math Success Program Home Page
II.B.1.32 Hornets Tutoring Program Review 2022-23
II.B.1.33 Spring 23 Hornets Tutoring Training Agenda
II.B.1.34 Hornets Tutoring Symposium Agenda

Evidence Attachments

2022-2023 Library Program Review Self Study FINAL.pdf
3-2019 to 3-2020 lib instruc sessions booked.pdf
4040apfinalreviseddcc-2021-10-25_46734.pdf
4040bpfinalrevisedbot-2021-12-14_43215.pdf
4-2020 to 7-2022 lib instruc sessions booked during pandemic.pdf
Age of collection percentage table.pdf
Age of Digital Collection Percentage Table.pdf
Alma Book Inventory-combined.pdf
ASC-Flyer-Spring-23.jpeg
ASC-Workshop-Flyer-Sp23 (1).pdf
Ask-a-Librarian landing page.pdf
A-Z Database List.pdf
Circulation Services to Students.pdf
Disaggregated Instruction KPIs.pdf
Disaggregated Loan Data.pdf
DSS and Accessibility.pdf
EDS Homepage.pdf
Faculty Feedback Report - Spring 2021.pptx
Fall 2022 Inperson and Remote Instruction Support landing page.pdf
Hornets Tutoring_SymposiumAgenda.docx
HT - Program Review 2022-23.pdf
Instruction Score Aggregate Summary-combined (1).pdf
Instruction Score Aggregate Summary-combined.pdf
Library HomePage.pdf
Library Instruction Marketing To Faculty.pdf
Library Services Fall2020.pdf
Library_2021-2022_ Non-Instructional Annual Program Review Update.pdf
Math Success Program _ Academic Support Center.pdf
Physical and EReserves.pdf
Reference KPI.pdf
Skills Center _ Academic Support Center Home Page.pdf
Sp23 HT Pre-Semester Training Agenda.docx
Technology In the Library.pdf
Tutoring Center _ Academic Support Center.pdf
Writing Center _ Academic Support Center.pdf

II.B.2

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

Narrative

Evidence of Meeting the Standard

Board Policy 4040 on Library and Learning Support Services and Administrative Procedure 4040 provide broad objectives for the selection of instructional materials and give primary responsibility to the College's librarians for collection development in consultation with faculty and deans from each academic area (II.B.2.1; II.B.2.2).

To provide the necessary support for students, librarians use a mix of data analysis, the collection development policy, professional tools, student needs, and faculty input to select the library's collection of digital and print resources (II.B.2.3; II.B.2.4). The library uses other methods of accessing collections and materials such as Choice Reviews, an online database of book reviews produced by the Association of College and Research Libraries that allows the librarians to search by subjects as well as by categories such as Outstanding Academic Titles, Essential, Racial Justice, and Community College Recommended (II.B.2.5).

The Library has two major committees that guide educational equipment development and maintenance. The Librarians Committee focuses on policies and procedures for all aspects of development. The Classified Professionals Committee meets and provides input into policy decisions through its representative on the Librarians Committee. A librarian also attends the Classified Professionals Committee meetings to ensure clear communication and input between library staff. Classified professionals and librarians also meet in the various internal departments headed by a librarian: circulation, cataloging, acquisitions, instruction, online learning, reference, student outreach, systems, and assessment. Librarians and classified professionals meet regularly to discuss issues in these areas, and it is through these processes that equipment and materials are purchased, upgraded, and maintained (II.B.2.6; II.B.2.7).

The Writing Center offers a collection of writing resources such as handbooks, grammar textbooks, computer software, and writing handouts. These are available for student use in the Writing Center. The Writing Center also offers video workshops, digital handouts on common subjects such as MLA and APA formatting, introductions, conclusions, incorporating sources, etc., and worksheets for students to check their knowledge (II.B.2.8; II.B.2.9; II.B.2.10).

The Tutoring Center provides seating for up to 80 students and has 13 computers available with software for general computing and other specialized programs for Accounting, CIS/CSCI, Digital Arts and Statistics tutoring. Seven of these computers are equipped with cameras and they are now also regularly used by tutors, who are given headsets, to provide remote online tutoring. The Center is equipped with seven white boards, four tutoring rooms (two with a capacity for four, and one with a capacity for six students). In addition, the Tutoring Center regularly updates math textbooks and high quality and free online academic support materials for tutors to use when assisting students or to be shared with students (II.B.2.11).

Academic Computing Technologies (ACT) currently oversees three open computer labs; one PC-based lab available to all Fullerton College students with standard operating hours, one Mac-based lab dedicated for more advanced graphic needs, and one PC-based computer lab that can be reserved for instruction. ACT also manages and maintains a virtual computer lab that active Fullerton College students can access from anywhere that has an Internet connection. This virtual

lab is intended to support remote teaching and learning by offering active students a way to access available software provided by Fullerton College remotely (II.B.2.12).

Analysis and Evaluation
Fullerton College meets the standard. The College relies on appropriate expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of the mission.

List of Evidence

II.B.2.1 Board Policy 4040
II.B.2.2 Administrative Procedure 4040
II.B.2.3 Streaming Ethnic Studies Faculty Input
II.B.2.4 Catalog Development Policy
II.B.2.5 Choice Reviews
II.B.2.6 Circulation Meeting Notes Dec 2, 2022
II.B.2.7 2021–4-23 Librarians Committee Meeting Notes
II.B.2.8 Writing Center Home Page
II.B.2.9 Writing Center Book Inventory
II.B.2.10 Writing Center Email Documents
II.B.2.10 Tutoring Center Homepage
II.B.2.11 FCNet Homepage

Evidence Attachments

2021-04-23 Lib Mtng Notes w DW, JI edits.pdf
4040apfinalreviseddcc-2021-10-25_46734.pdf
4040bpfinalrevisedbot-2021-12-14_43215.pdf
ASC-Flyer-Spring-23.jpeg
Choice Reviews.pdf
Circ Meeting Notes 2Dec2022.pdf
CollectionDevPolicyUpdated Spring 2022.pdf
FCNet Computer Labs (1).pdf
Streaming Videos Ethnic Studies Faculty Input.pdf
Tutoring Center _ Academic Support Center.pdf
Writing Center _ Academic Support Center.pdf
Writing Center Books from Library[94].pdf
Writing Center Email Documents

II.B.3

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

Narrative
Evidence of Meeting the Standard

All Fullerton College programs and services are self-evaluated on a four-year Program Review Cycle, and each area also completes an annual program review update to identify recent changes. The library and other learning support services underwent program review in 2022-23. The College collects a variety of data in addition to student learning outcome/service area outcome data for use in making improvements. Overall user rates and comparisons of success rates for students who use campus learning support services and those who do not, for example, are consistently incorporated into program review and other evaluations of the library and other learning support services.

The library's program review included SLO assessment data and user data to improve student offerings. The library's Strategic Action Plans are a component of Program Review. These plans are part of the evaluation and Program Review process. The library evaluates its performance in five key areas: Access and Discoverability, Collections, Instruction, Outreach and Programs, and Space and Learning Commons. In the most recent program review, the Library has noted how changes to services during the pandemic helped students and faculty achieve their academic goals (II.B.3.1).

Learning support services undergo their own program review processes, and a component of those reviews is a description of how SLO/SAO assessment data were used to improve services provided to students and student learning. The Academic Support Center uses Program Review and student surveys for evaluating their services (II.B.3.2; II.B.3.3; II.B.3.4), which include the Tutoring Center and Writing Center. Hornets Tutoring conducts its own program review (II.B.3.5).

Analysis and Evaluation
The College meets the standard. The College evaluates library and other learning support services on a consistent basis through the program review process and other additional means. The evaluation of each program includes an examination of student learning outcome and/or service area outcome results, and these data, along with other information such as user rates, are included as part of the program review documentation. The program review template used for all reviews includes a section requiring a description of how the program uses assessment results to improve student learning and services provided to students. All learning support services have identified areas for improvement based upon the data regarding student use and assessment of outcomes. These assessments have led to numerous
improvements, which have been documented in program reviews, including increased levels of services available to students and documented improvements in student learning. Each program review includes strategic action plans that identify needs and goals, including requests for funding and the impact that these plans will have on student success.

List of Evidence

II.B.3.1 Library Program Review 2022-23
II.B.3.2 Academic Support Center Program Review 2022-23
II.B.3.3 ASC Student Survey 2023

II.B.3.4 ASC Student Survey Data Sample, Feb 2023
II.B.3.5 Hornets Tutoring Program Review 2022-23

Evidence Attachments

2022-2023 Library Self Study FINAL (1).pdf
ASC FINAL 22-23 Program Review.pdf
ASC Student Survey 2023.pdf
ASC Student Survey Data Sample - Feb 23.pdf
HT - Program Review 2022-23.pdf

II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Narrative

Evidence of Meeting the Standard

The Fullerton College Library (FCL) collaborates with library consortia to provide information services and materials to students and employees through contractual agreements. For example, FCL is part of the Community College Library Consortium (CCLC) collaboration with Community College League of California and Council of Chief Librarians (CCL) to provide a unified Library Services Platform (LSP) and shared community of practice (II.B.4.1; II.B.4.2). The library has other collaborative agreements. The Online Computer Library Center (OCLC) covers database subscription pricing, hosting, cataloging and interlibrary loan services (II.B.4.3). The Community College Library Consortium (CCLC) negotiates pricing for EBSCO Discovery Service and EBSCO products, the main software that runs access to library databases and includes content from EBSCO and back-end and maintenance services (II.B.4.4). In conjunction with the Cal West Consortium, FCL shares local technical support for the LSP. The FCL also participates in an Interlibrary Loan agreement with the other Cal-West libraries (II.B.4.5).

FCL has a Reciprocal Borrowing Agreement with California State University Fullerton to allow students to borrow materials from either institution (II.B.4.6).

Utilization of technology or services provided by formal agreements is tracked using usage statistics. For example, the use of the library's database are tracked (II.B.4.7).

FCL's data sharing and student user information policy is governed the District's information privacy and security policies. [II.B.4.8] Collaborator's privacy policies are reviewed before formal agreements are signed (II.B.4.9, II.B.4.10).

Collaboration maintenance and reliability are implemented through our contractual agreements. In addition, for the CCLC LSP collaboration FCL weighs in on maintenance and governance questions by participating in workgroups and documentation (II.B.4.11).

Effectiveness of Consortium and non-Consortium collaborations can be measured in database use (II.B.4.12).

Analysis and Evaluation

The College meets the standard. We rely on or collaborate with other institutions or other sources for some library and learning support services for instructional programs. The College documents that formal agreements exist and that such resources and services are adequate for the College's intended purposes and are easily accessible and utilized. The College takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The College regularly evaluates these services to ensure their effectiveness.

List of Evidence

Evidence Attachments

CAL-WEST Libraries Borrowing Policies Renewal 2022.pdf
CCLC LSP IPA - FINAL- Fullerton College.pdf
CCLC LSP Maintenance Policies.pdf
CCLC_Agreement_2022.pdf
CSUF_FC Reciprocal Borrowing Agreement.pdf
eBook and Journal Databases per Enrolled Headcount.pdf
EBSCO Privacy Policy.pdf
EBSCO standard license agreement.pdf
Library Database Usage Report.pdf
North Orange County Community College District_Information Privacy Policy.pdf
OCLC Privacy Policy.pdf
OCLC-Framework-Agreement.pdf

II.C Student Support Services

Student Support Services

Narrative

Evidence Attachments

II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Narrative

Evidence of Meeting the Standard

Fullerton College offers a wide range of student-centered, services, and activities that support students' academic success (II.C.1.1). All programs at the College, including student support services, are self-evaluated on a four-year cycle of program review. The most recent reviews happened during the 2022-23 academic year. The continual and purposeful process of self-evaluation ensures that student services support the College's mission and promote program improvement.

For example, in fall 2021, the Counseling & Student Development Division and Student Support Services Division conducted a formal Instructional Program Review and demonstrated progress towards their strategic action plans. For instance, they were able to increase number of rooms and space designated to support the growing demands in their dual roles as Counseling faculty. They also increased the number of Interdisciplinary Studies degree awarded to students. In addition, an increase in institutional funding of adjunct Counseling faculty was identified (II.C.1.2).

Another example is the Veteran's Resource Center's Fall 2022 Student Services Program Review. The VRC services have been improved as a result of their overall review and the assessments of Service Area Outcomes and Student Learning Outcomes. The review has led to more STEM tutors being hired for Spring 2023 to accommodate increased student demand with all Biology, chemistry, and physics courses; an increase in volunteer mental health services; the dedication study lounge with computers and printing capabilities for students; and a partnership with California State University, Fullerton's VRC, with committed regular visits from their Educational Access Coordinator to assist and mentor FC students in their transition to the CSU system (II.C.1.3).

Fullerton College evaluates support for distance education through a variety of methods. One method is by reviewing enrollments and outcomes (II.C.1.4). This report is generated by the Office of Institutional Effectiveness and reviewed by the Distance Education Advisory Committee (DEAC), the Faculty Senate, and the President's Advisory Council. From the analysis, DEAC shapes its goals and strategic plans for the upcoming years (II.C.1.5). In addition, the Distance Education Office does a program review every four years. During the program review, the DE Offices does a self-assessment of how the campus supports the office and the success of service area outcomes. The last program review was completed in 2019 (II.C.1.6). Finally, the DE Office does internal reviews of the use of tools in the LMS through Canvas executive business reviews supplied through Instructure. These reports allow the DE Office to analyze what is being underused in Canvas and develop strategies to provide more educational support in needed areas (II.C.1.7).

Analysis and Evaluation

Fullerton College meets the standard. The institution regularly evaluates the quality of student support services and demonstrates that these services support student learning, and enhance accomplishment of the mission of the institution. The college evaluates these services by location or means of delivery, including distance education.

List of Evidence

II.C.1.1 Vice President Student Services Webpage
II.C.1.2 Counseling Division Program Review 2022-23
II.C.1.3 Veteran's Resource Center Program Review 2022-23
II.C.1.4 Distance Education: Enrollment and Outcomes, 2010-2020
II.C.1.5 Distance Education Strategic Plan: 2021-2025
II.C.1.6 Distance Education Program Review 2018-19
II.C.1.7 Distance Ed Review Numbers

Evidence Attachments

Distance Ed Strategic Plan 2021-2025.docx
Distance Education 2018-19 Program Review.doc
Distance-Education-2010-2020 (1).pdf
Dsitance Education Review Numbers.docx
Program Review - Counseling Department 22-23 (1).pdf
Veterans Resource Center_22-23_Prog Rev.pdf
Vice President of Student Services _ Student Service Homepage (1).pdf

II.C.2

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

Narrative

Evidence of Meeting the Standard

All Fullerton College student and support services are evaluated through Program Review on a four year cycle, which include evaluations of Student Learning Outcomes and Service Area Outcomes. The most recent program review cycle for student and support services occurred during the 2022-23 academic year. Services assess service area outcomes and student learning outcomes and describe how the data from these assessments have led to improvements in services for students and in student learning. Here are some examples:

The Student Life and Leadership Program Review identified three short-term goals based on their analysis of their outcomes data. These include increasing cultural/ethnic clubs and organizations and student leadership who are from marginalized or underrepresented ethnic backgrounds especially APIDA students. This helps the college reach one of its college goals of creating a culture of equity. Connected with that is a focus on DEIA efforts for our Commencement process (II.C.2.1).

In the Transfer Center's Program review, they discussed how they achieve two of the college's goals: "to increase student success" and "to increase transfer readiness." They assessed how students who attended a workshop on preparing to apply for transfer. They did a pre- and post-workshop poll with six questions before and after attending their sessions. Data from the most recent sample of workshops revealed that students answered significantly more questions correctly in the post poll than in the pre-workshop poll. The results show that only 23% of students answered all questions correctly prior to receiving the information presented, but after the workshop, 89% received perfect scores. These results indicate that their workshops are effective in teaching students about critical requirements and deadlines. Without this information, students may miss application deadlines which can delay their time to transfer or cause them to be denied for missing requirements.

In addition, the creation of the Transfer Canvas cohorts and the collaboration with other programs (EOPS, Umoja, Grads to Be, Honors, etc.) are also notable efforts which have increased transfer awareness and readiness across campus. Our Transfer Canvas cohorts were surveyed in Spring of 2021 and 100% of the participants agreed that the information was "relevant to their transfer process" and received timely information to make sure they were on track to meet transfer requirements. Students are able to access the transfer information synchronously and asynchronously (II.C.2.2).

Program Review is useful when there are major changes in student needs. A good example of this is the Student Health Services, which had identified many opportunities for improvement since the COVID-19 pandemic began, These include moving to a larger, more modern facility, and empowering students to be proactive about their health by educating them on various health topics both campus wide and individually (II.C.2.3).

Every program also writes an annual update which allows the programs to note if there have been major changes to student needs or to legal requirements that require changes in the programs. This also includes data analysis of student outcomes (II.C.2.4).

After the 2022-23 Program Review cycle for Student Services, the college began maintaining a Master list of SLOs for Student Services so it can track the progression of improvements throughout the Student Service areas (II.C.2.5).

Most Student Services have identified outcomes and assessment tools that produce data that can be disaggregated to look for inequities in their services.

For example, the Puente Program, with the assistance from Office of Institutional Effectiveness, measured success rates in ENGL 100 and 103 and retention rates that are disaggregated by race and by gender. They compared the English course success rates of Puente students that are Latinx, and male to the comparable groups in the general population. They learned that Puente Latinx students succeed at a higher rate than non-Puente Latinx students. However, within the program, there saw a difference in gender when it comes to persistence and completion rates. In Puente, 85.7% of female students persisted from Fall to Fall compared to 75.5% of male Puente students. Additionally, within Puente, 87.6% of female students completed English 100 or 103 in their first year compared to 79.2% of male students. They identified work to close this gap between Puente female and male students, including requiring tutoring for students that are falling behind, early alert check-in with counselors and English professors, providing positive male mentors as part of our mentor component, and offering assistance as needed (II.C.2.6).

Another example is in Disability Support Services. They've identified one outcome as "the percentage of Asian DSS students will increase to be closer with the percentage of Asian students in the non-DSS student population (for 2021-2022 the DSS Asian student population equaled 7.4% compared to 14.0% for the non-DSS Asian population)." Since Asian students represent 80% of all the college's international students, they've identified an improvement plan where they will regularly (at least once per month during the fall and spring semesters) interact with international students at the International Student Center by participating in ISC sponsored activities (building familiarity and rapport with students) and presenting workshops on DSS (II.C.2.7).

Analysis and Evaluation

Fullerton College meets the standard. The institution identifies and assesses student learning outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services. We have many programs on campus that are relatively new and so have participated in the Program Review for the first time. However, they have identified student outcomes and will assess them during the next cycle.

List of Evidence

II.C.2.1 Student Life and Leadership Program Review 2022-23
II.C.2.2 Transfer Center Program Review 2022-23
II.C.2.3 Student Health Services Program Review 2022-23
II.C.2.4 Student Services and Adm Ops Annual Program Review update
II.C.2.5 Fall 2022 Noninstructional Outcomes
II.C.2.6 Puente Program Review 2022-23
II.C.2.7 Disability Support Services Program Review 2022-23

Evidence Attachments

Disability Support Services_22-23-Prog Rev.pdf
Fall2022_NonInstructional Outcomes.pdf
Puente Program_22-23_Prog Rev.pdf
Student Health Services_22-23_Program Review.pdf
Student Life and Leadership Program Review FINAL 22-23 - signed.pdf
Student Services and Admin Ops Annual Program Review Update Form 2023.docx
Transfer Center - Program Review 22-23.pdf

II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Narrative

Evidence of Meeting the Standard

Fullerton College is committed to ensuring that students have access to services whether they take classes on campus or online, whether they take classes during the day or at night, and whether they take classes during the week or on weekends. Many services are available through the individual program websites, and most program offices remain open late at least one day each week. The College maintains a list of all Student Services offered. It also includes information on contact information in the College Catalog and Class Schedule (II.C.3.1; II.C.3.2; II.C.3.3).

Student Services maintains a Call Service where students can have support professionals contact them to answer any of their questions (II.C.3.4). It maintains a website that provides information about all remote services offered (II.C.3.5).

Individual departments maintain services on campus and remotely (II.C.3.6; II.C.3.7). Individual departments also maintain webpages that outline the services offered and the times available both on campus and remotely (II.C.3.8; II.C.3.9). For example, the Academic Support Center has online writing and tutoring appointments, as well as the ability to chat with students (II.C.3.10). The College also maintains basic needs services. For example, it offers a $12 credit for food every day (II.C.3.11). It also maintains a food bank that's open Mondays through Fridays in Fall 2023 (II.C.3.12).

The College maintains an active High School Outreach program to promote Fullerton College to area high school students (II.C.3.13). It also organizes a Virtual Future Hornet Academy to help recruit students (II.C.3.14).

Analysis

Fullerton College meets this standard. The College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

List of Evidence

II.C.3.1 Student Support Services
II.C.3.2 Student Services Quick Guide for Students
II.C.3.3 Support Services for Students (Summer 2022 Class Schedule)
II.C.3.4 Student Services Call Center Webpage
II.C.3.5 Student Services Remote Services Webpage
II.C.3.6 Financial Aid Awareness Flyer
II.C.3.7 Guide to Disability Support Services
II.C.3.8 Health Services Homepage
II.C.3.9 Veteran's Affairs Flyer
II.C.3.10 Academic Support Center Homepage
II.C.3.11 Basic Needs Healthy Hornets
II.C.3.12 Basic Needs Food Bank

II.C.3.13 High School Outreach Newsletter
II.C.3.14 Future Hornet Academy Newsletter

Evidence Attachments

Academic Support Center Homepage Fall 2023.pdf
April 2022-Financial Aid Awareness.pdf
Basic Needs Healthy Hornets.pdf
Basic Needs Food Bank.pdf
Disability Support Services_ 22-23-Prog Rev.pdf
Future Hornet Academy 2022.pdf
Guide to Disability Support Services at FC.pdf
Health Services _ Fullerton College.pdf
May 2022 HS Outreach Newsletter.pdf
Puente Program_ 22-23_ Prog Rev.pdf
Student Services Call Center (webpage).pdf
Student Services Quick Guide for Students.docx
Student Services Remote Services (webpage).pdf
Student Support _ Fullerton College.pdf
Support Services for Students (Summer 2022 Class Schedule).pdf
Veterans Resource Center _ Serving those who served us.pdf

II.C.4

Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Narrative

Evidence of Meeting the Standard

Board Policy and Administrative Procedure 5400 authorizes an Associated Student Government (II.C.4.1; II.C.4.2). Student Life and Leadership oversees co-curricular programs at Fullerton College primarily by providing guidance to the Associated Student Government (ASG), campus clubs, and student organizations, and by developing cultural and leadership programs (II.C.4.3).

Associated Students serves as the official representative body for the College's students (II.C.4.4).

The campus provides multiple extracurricular events throughout the year, supported by Student Life and Leadership, the Cadena Cultural Center, the Transfer Center, and individual departments and programs (II.C.4.5; II.C.4.6; II.C.4.7; II.C.4.8).

Fullerton College is committed to conducting its athletic programs with sound educational policy and standards of integrity. Board Policy 5700 addresses this issue (II.C.4.9). An integral part of California's extensive community college system is the California Community College Athletic Association (CCCAA), of which Fullerton College is a member (II.C.4.10).

The College adheres to Title IX standards (as demonstrated by the College's Equity in Athletics Disclosure Act Completion Certification) in athletics and ensures that programming can enhance the College experience for all students (II.C.4.11).

The Athletic Department dedicates itself to providing a comprehensive and outstanding community college environment where teaching, student learning, and public service are of the highest quality. The intercollegiate athletics programming is designed to promote a respect for diversity and inclusion, to assist student-athletes in identifying and applying transferable skills, to encourage student-athletes to effectively access campus resources and to develop character, integrity, and leadership skills (II.C.4.12).

Student-athletes are required to be actively enrolled in 12 units to be eligible, and they must complete 24 units with an overall 2.0 GPA in order to compete for a second year. Fullerton College employs life skill coaches that assist and enable student athletes to utilize the academic resources of the Academic Support Center, Athletics Department, and Counseling Division to promote academic success and increase retention, graduation, and transfer rates. The Eligibility Clerk and the Athletic Director work directly with athletic coaches to ensure all student-athletes that are competing meet the minimum eligibility requirements while monitoring academic progress on a weekly basis (II.C.4.13;II.C.4.14).

Although the Athletic Director controls the day-to-day operations on intercollegiate athletics, the Dean of Physical Education oversees the budget, which is housed within the Physical Education Division's budget. The Fullerton College Business Services Office provides internal institutional controls (II.C.4.15;II.C.4.16).

Analysis and Evaluation

The College meets the standard. Its co-curricular programs and athletic programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. They are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

List of Evidence

II.C.4.1 Board Policy 5400 Associated Students
II.C.4.2 Administrative Procedure 5400 Associated Students
II.C.4.3 Student Life and Leadership Website
II.C.4.4 Associated Students Website
II.C.4.5 Student Life and Leadership List of Events
II.C.4.6 Cadena Center List of Events
II.C.4.7 Transfer Center List of Events
II.C.4.8 English Department Open Mic
II.C.4.9 Board Policy 5700
II.C.4.10 CCCAA Membership
II.C.4.11 Fullerton College Athletics R-4 Report and EADA Certificate
II.C.4.12 Athletics Dept Mission Statement
II.C.4.13 Athletics Eligibility Requirements
II.C.4.14 CCCAA Bylaw-1
II.C.4.15 FY 2022-23 PE Budget
II.C.4.16 Budget Authorization Email

Evidence Attachments

2021-2022 R-4 Form and EADA Certificate .pdf
5400AP 5400.pdf
5400BP Associated Students.pdf
Associated Students _ Student Leaders of Fullerton College.pdf
Athletic Department Philosophy Mission Statement.docx
Athletics Eligibility Requirements.doc
BP 5700 Intercollegiate Athletics.pdf
Calendar _ Transfer Center.pdf
Campus Diversity Calendar _ Cadena Cultural Center.pdf
CCCAA Bylaw_1.pdf
CCCAA Membership.png
FY 2022-23 PE Fund 11200.pdf
IMPORTANT BUDGET NOTIFICATION FY 2223 Proposed Budget is Approved.pdf
OpenMic_2022_english.png

SLL Fall 2022 Events   Student Life and Leadership.pdf
Student Life and Leadership   Fullerton College (1).pdf

II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Narrative

Evidence of Meeting the Standard

Counseling services are guided by Board Policy 5110 and Administrative Procedure 5110 (II.C.5.1; II.C.5.2). Fullerton College provides a range of counseling and academic advising programs to support student development and success in various modalities such as over the phone, Zoom, online and in-person. The Counseling Department provides academic, career, and personal counseling services for students through individual appointments, general inquiry/drop-in sessions, group advising sessions, and eAdvising. The faculty and staff also give students resources and referrals for mental health, basic needs, student services, and academic support (II.C.5.3; II.C.5.4).

Within the Counseling Division, the College supports programs such as the Puente Project, Re-Entry, and STEM Success Learning Community (STEM SLC) to strengthen and support student success academically and personally under the organizational area of Student Services (II.C.5.5; II.C.5.6; II.C.5.7).

Counseling and advising services are also available through collaborative efforts with other campus departments, academic programs, and community partners, housed inside and outside the Counseling and Student Development Division such as International Student Center, Financial Aid, DSS, EOPS/CARE/CalWORKs/FYSI, and the Veterans Resource Center Veteran's Affairs. A complete list of the programs that have counselors assigned to them can be found on the Vice President of Student Services website (II.C.5.8).

As mandated by the Student Success and Support Program (SSSP) legislation, all new and returning students matriculating to Fullerton College who want priority registration must participate in an online orientation (II.C.5.9).

The college's Articulation website has information for students on general education patterns, articulation agreements, AD-T requirements, and major requirements. It also includes a link to ASSIST (II.C.5.10).

Counselors stay current with existing laws, policies, and procedures in a number of ways. The Counseling Division has an active Canvas Shell which includes important information related to the Counselor's everyday duties, training, resources, processes etc. to which all full-time and adjunct faculty have access (II.C.5.11). The department also organizes Flex activities (II.C.5.12; II.C.5.13). Additional training is done in department meetings (II.C.5.14).

Our Guided Pathways (GP) efforts have collaborated with Counseling and Transfer on a couple of important projects. First, Counseling faculty were an integral part of the College's Guided Pathways implementation and leadership team throughout the development stage. Counselors helped facilitate discussions related to all four pillars of GP including the creation of clear pathways for students, onboarding students, keeping students on the path, and ensuring learning. The GP Office and Counseling continue to work together on various projects and initiatives including Guided Exit, new grant opportunities, and Starfish. Additionally, for the last two years the

Guided Pathways Office has been collaborating with the Transfer Center to pilot projects that help ensure that students complete their educational program, get a living wage job, or transfer to a four-year college. These efforts are part of our overall Guided Exit project in the GP Office (II.C.5.15).

Fullerton College also participates in the North Orange County Promise Program. The Promise Program incorporates Counseling services within program requirements and ongoing wrap-around services. Promise students must have an initial Education Plan when matriculating to Fullerton College. In addition, the program encourages comprehensive education plans within the first year. Last, case management tracks student progress and intentionally connects students to other services like the Transfer Center, Career Center, and other guided exit initiatives at key points in their educational journey at important milestones. The Program will continue to expand collaboration with the Transfer Center and plans on hosting a join Promise/Transfer celebration at the end of the year (II.C.5.16).

The Transfer Center is a full-service center that helps students with all access of the transfer process (II.C.5.17). The Transfer Center has counseling services; however, they point out on their website that all counselors in all centers have transfer responsibilities for students. Nevertheless, students can go to the Transfer Center with help with transfer requirements (II.C.5.18).

Analysis and Evaluation

Fullerton College meets the standard. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

List of Evidence

II.C.5.1 Board Policy 5110
II.C.5.2 Administrative Procedure 5110
II.C.5.3 Program Review -- Counseling 2023
II.C.5.4 Counseling Department Website
II.C.5.5 Puente Project Website
II.C.5.6 Re-Entry Website
II.C.5.7 STEM Website
II.C.5.8 Vice-President Student Services Website
II.C.5.9 New Student Orientation
II.C.5.10 Articulation Website
II.C.5.11 General Counseling Resources Canvas Shell
II.C.5.12 College Scheduler Training
II.C.5.13 DegreeWorks Training
II.C.5.14 11-9-22 Department meeting agenda
II.C.5.15 Guided Pathways website
II.C.5.16 Promise Website
II.C.5.17 Transfer Center website
II.C.5.18 Counseling Transfer Center

Evidence Attachments

11-9-22 FC Program Presentations Meeting AGENDA and Canvas.pdf
About & FAQ _ North Orange Promise.pdf
Administrative Procedure 5110.pdf
Articulation _ Fullerton College.pdf
Board Policy 5110.pdf
CollegeSchedulerTraining081722.pdf
Counseling at Fullerton College.pdf
Counseling in the Transfer Center _ Transfer Center.pdf
Degreeworks 5.0.7.1 dashboardTraining081722.pdf
Financial Aid Staff.pdf
General Counseling Resources Canvas Shell.pdf
Guided Pathways _ Fullerton College.pdf
New Student Orientation.pdf
Our Staff _ International Student Center.pdf
Program Review - Counseling Department 22-23 (1).pdf
Programs & Services _ Vice President of Student Services.pdf
PUENTE _ Counseling at Fullerton College.pdf
Re-Entry _ Counseling at Fullerton College.pdf
Staff Bios _ Veterans Resource Center.pdf
STEM Counseling _ STEM Program.pdf
Transfer Center _ Fullerton College.pdf
Veterans Resource Center _ Serving those who served us.pdf

II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Narrative

Evidence of Meeting the Standard

Fullerton College adheres to admission policies that are consistent with its mission and that also specify the qualifications of students appropriate for its programs: AP 5010 Admissions and AP 5011 Admission and Concurrent Enrollment of High School and Other Young Students (II.C.6.1; II.C.6.2), BP 5010 Admissions and Concurrent Enrollment (II.C.6.3), AP 5012 International Students (II.C.6.4) and BP 5052 Open Enrollment (II.C.6.5) establish the College's requirements for admissions and concurrent enrollment. These requirements are published in the class schedule and catalog (II.C.6.6; II.C.6.7) and on the Admissions and Records website (II.C.6.8).?

Fullerton College has made significant progress in designing and implementing structured academic and career pathways across the institution by utilizing the Guided Pathways framework. Guided by specific program data provided by the Office of Institutional Effectiveness, program faculty collaborate with counselors to develop program maps for completion and transfer. These maps are guided by the program map design principles adopted by the campus (II.C.6.9; II.C.6.10). The campus created the Program Mapping Advisory Taskforce to help guide the ongoing implementation of the PPM platform. 148 program maps have been published on the Fullerton College Website. 121 maps have been drafted and are in the approval process. [insert table here] A new initiative with Program Mapping will begin in the fall of 2023. The College is collaborating with the CSU, CSUF, and Fullerton Faculty to create maps that visualize the student experience starting at Fullerton College through completion of their BA or BS program at CSUF (II.C.6.11). The information is available on the Guided Pathways website for use by faculty, counselors and students. (II.C.6.12).

Analysis and Evaluation

Fullerton College meets the standard. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. By adhering to established Board and Administrative Policies, FC has adopted admission policies that are consistent with its mission. Utilizing a Guided Pathway framework, FC is engaged in work to create clear program maps and the college has developed a plan to improve annual rates of course completion and requirements for transfer, degrees and certificates.?

List of Evidence

II.C.6.1 Administrative Procedure 5010
II.C.6.2 Administrative Procedure 5111
II.C.6.3 Board Policy 5010
II.C.6.4 Administrative Procedure 5012
II.C.6.5 Board Policy 5052
II.C.6.6 Open Enrollment Summer Schedule
II.C.6.7 Special Admit Information 2021-22 College Catalog
II.C.6.8 K-12 Admission Info Website
II.C.6.9 Guided Pathways Revised Guidelines 7/23

Evidence Attachments

II.C.7

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Narrative

Evidence of Meeting the Standard

Fullerton College regularly evaluates its placement instruments and practices to validate their effectiveness while minimizing biases. The College's Assessment/Onboarding Center currently uses the AB705 English/Math placement rules published by the Chancellor's office and ESL/Chemistry placement instruments (II.C.7.1;II.C.7.2;II.C.7.3; II.C.7.4). The College is waiting for the California State Chancellor's Office to produce validation manual due to AB705; once this is completed, the College will do a new validation study for Chemistry.

Fullerton College's Office of Institutional Effectiveness (OIE) completed the CCCCO AB705 Equitable Placement Validation of Practices for placement into English and Mathematics courses. Through the OIE, the College also conducts disproportionate impact studies on a regular basis to minimize linguistic and cultural bias in the local application of AB705 (II.C.7.5).
Appropriate scores for each level of placement for ESL and Chemistry are validated through a consequential validity study conducted by the Office of Institutional Effectiveness with the cooperation of faculty members within the disciplines (II.C.7.6; II.C.7.7). Through the OIE, the College also conducts disproportionate impact studies on a regular basis in order to minimize linguistic and cultural bias in the local application of the test instrument.
The publisher of the current placement instruments (Accuplacer) also uses its own procedures to minimize linguistic and cultural bias in the test instrument and placement processes. Test publishers must do so to meet the California Community College Chancellor's Office validation requirements. (II.C.7.8).

Analysis and Evaluation

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

List of Evidence

II.C.7.1 FC English Placement Instrument
II.C.7.2 FC Math placement Instrument
II.C.7.3 FC ESL Placement Instrument
II.C.7.4 FC Chemistry Placement Instrument
II.C.7.5 Fullerton College 2021 AB1805 Report
II.C.7.6 ESL Cut Score Validation
II.C.7.7 Chemistry Cut Score Validation
II.C.7.8 Accuplacer Technical Manual

Evidence Attachments

Accuplacer ESL Appendix.pdf
Accuplacer Technical Manual.pdf
Assessment Brochure.pdf
FC AB705 English placement instrument matrix .docx
FC Accuplacer ESL Cut Scores Validation.xlsx
Fullerton College 2021 AB1805 Report.pdf
Fullerton College CCDT Chemistry Validation Study (1).pdf
Fullerton College CCDT Chemistry Validation Study.pdf
Math Placement matrix.pdf

II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Narrative

Evidence of Meeting the Standard?

Fullerton College follows the NOCCCD Records Retention and Destruction BP 3310 and AP 3310 (II.C.8.1; II.C.8.2).? The Admissions and Records Office is primarily responsible for the admission and registration of students, the implementation of all academic policies, and the maintenance of student records. These records include permanent records of work taken at Fullerton College, transcripts of work taken at other colleges, test results, college applications, academic petitions, grade and attendance rosters, student programs, graduation records, student certification records, and various correspondence with students. Online transcripts and all scanned documents are stored on multiple servers. The offline hard copy transcripts and microfilms are stored in a secure location inside the Admissions & Records Office. There is an ongoing project to convert microfilm and hard copy transcripts into electronic files to be stored on multiple servers (II.C.8.3).

The faculty, administration, and clerical staff members have access to these files if such access is necessary for the completion of their official duties. Fullerton College does not release student records without a student's consent unless it is a request from an exception group such as federal or state education officials, judicial or court orders, or subpoenas issued by a judge. Also, information will be released without a student's consent in any emergency where the information is needed to protect the health or safety of the student or other persons. Fullerton College follows the NOCCCD Student Records, Directory Information, and Privacy BP 5040 and AP 5040 (II.C.8.4; II.C.8.5).?

Analysis and Evaluation?

The College meets the standard. Fullerton College permanently, securely, and confidentially, maintains student records; provides for the secure backup of files regardless of the form in which those files are maintained and published; and follows established policies for the release of student records.?

List of Evidence

II.C.8.1 Board Policy 3310
II.C.8.2 Administrative Procedure 3310
II.C.8.3 BMI Imaging Invoice
II.C.8.4 Board Policy 5040
II.C.8.5 Administrative Procedure 5040

Evidence Attachments

Administrative Procedures 3310 .pdf
Administrative Procedures 5040 .pdf
BMI Imaging Invoice.pdf
Board Policy 3310 .pdf
Board Policy 5040 .pdf

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Narrative

Evidence Attachments

III.A Human Resources

Narrative

Evidence Attachments

III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Narrative

Evidence of Meeting the Standard

The North Orange County Community College District Board of Trustees and the District Office of Human Resources (HR) adopt and adhere to policies that comply with applicable employment law and help the College's mission to advance student learning and achievement. Our policies clearly and publicly lay out the hiring processes for various categories (III.A.1.1; III.A.1.2; III.A.1.3; III.A.1.4; III.A.1.5; III.A.1.6; III.A.1.7). In cooperation with HR professionals, Fullerton College faculty members, classified professionals, and administrators carry out hiring policies and procedures.

Applicants find job announcements and descriptions on the HR website, which also explains how to apply (III.A.1.8; III.A.1.9). HR sends out weekly listings of open positions (III.A.1.10; III.A.1.11). HR posts ads in the CCC Registry and HR professionals participate in statewide hiring fairs (III.A.1.12).
Each job description informs the applicant of the minimum and desired qualifications.

The "commitment to diversity" minimum qualification for every position states that "all applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff." In 2022, our HR office won the Diversity, Equity, and Inclusion Champion Award from the Association of Chief Human Resources Officers/Equal Employment Officers (III.A.1.13; III.A.1.14; III.A.1.15; III.A.1.16; III.A.1.17; III.A.1.18; III.A.1.19; III.A.1.20; IIIA.1.21). The State Chancellor's Office chose our District to host the spring 2023 Equal Employment Opportunity Promising Practices Showcase (III.A.1.22).

Job descriptions for full- and part-time faculty members inform applicants of the College's mission, our commitment to diversity, equity and inclusion, the demographic makeup of our student body, our history, and some of the programs that make us unique (III.A.1.23; III.A.1.24; III.A.1.25; III.A.1.26; III.A.1.27; III.A.1.28; III.A.1.29; III.A.1.30; III.A.31; III.A.1.32; III.A.1.33; III.A.1.34; III.A.1.35). Each hiring committee takes care to select finalists who demonstrate the education, training, and experience to serve our student population. Hiring committee members screen applications for minimum qualifications and desirable qualifications, which the committee may decide to add to the job announcement. Applicants must submit transcripts with their applications, and HR professionals verify the transcripts of all applicants advanced by the hiring committee (III.A.1.36).

Analysis and Evaluation

The College meets the standard. Hiring needs are determined annually for full-time faculty and several times a year for classified professionals and administrators. To make sure that hiring is helping the College fulfill its mission and to make sure that job descriptions accurately reflect job reality, postings are constantly updated and hiring policies and procedures undergo regular review at the District Consultation Council, the District's highest shared governance body. HR and the College have made the College goals of diversity, equity, and inclusion a major focus of recruitment and hiring.

List of Evidence

Evidence Attachments

III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Narrative
Evidence of Meeting the Standard
An applicant for a faculty position at Fullerton College learns about the degrees, experience, expertise, and skills required for the position through the District Human Resources website and the PeopleAdmin application portal. The job description informs them about their future role in carrying out the College's mission, participating in scholarly activities, developing and reviewing curriculum, and formulating and assessing student learning outcomes (III.A.2.1; III.A.2.2).

As allowed by Title 5, we add a minimum qualification that the applicant must demonstrate an understanding of diversity and sensitivity to it. HR professionals vet each announcement's minimum qualifications to make sure they align with CCC Board of Governors' Minimum Qualifications for Faculty and Administrators in California Community Colleges (III.A.2.3). According to the full-time faculty collective bargaining agreement, each faculty member must be qualified to teach in subjects listed on the faculty member's annual Faculty Service Area (FSA) agreement (III.A.2.4). Annually, instructors can expand their FSAs by showing that they are qualified to teach in additional disciplines (III.A.2.5).

The adjunct faculty union contract specifies that part-time instructors must meet minimum qualifications (III.A.2.6). The College's hiring process ensures that every new employee's knowledge, skills, and credentials are excellent, not just appropriate. The College does this through HR application reviews and background checks, hiring committee screening and interviewing, and a final interview with the College president and vice-president (III.A.2.7). When the hiring committee finds it necessary, it asks the District Equivalency Committee to determine if an applicant's qualifications satisfy the position's requirements (III.A.2.8). In Spring 2020, when the pandemic shut down moved most classes online, the Faculty Senate acted to require all instructors (new and existing) to earn an Online Teaching Certificate that complied with Title 5 (III.A.2.9).

Analysis and Evaluation
The College meets the standard by adhering to a thorough process of screening applicants for faculty positions. Each newly-hired faculty member has been vetted by HR professionals, discipline experts in the teaching field, and the administrators who will oversee the new faculty member's work. Hiring committees assess applicants by their degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential. They place an emphasis on subject expertise, experience, scholarship, and best fit with our mission and goals. Faculty applicants are informed that curriculum development and assessment of learning are essential parts of the job.

List of evidence
III.A.2.1 Position Details Anatomy Physiology Instructor
III.A.2.2 Function Map "Hiring" p 20
III.A.2.3 Faculty minimum Qualifications Website
III.A.2.4 United Faculty Collective Bargaining Agreement Article 26 pp 88-89
III.A.2.5 Disciplines Letter
III.A.2.6 Adjunct Faculty United Collective Bargaining Agreement Article 6.3.2 p 11

Evidence Attachments

III.A.3

Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Narrative

Evidence of Meeting the Standard
The Fullerton College president hires employees and administrators, subject to final approval by the Board of Trustees. So that the president's decision is informed by a broad perspective on the needs of the College, hiring processes are structured to include participation and input from administrators, faculty, classified professionals and other members of the community as appropriate to the position (III.A.3.1; III.A.3.2; III.A.3.3).

Applicants for full-time job openings apply through District Human Resources, which screens for minimum qualifications and conducts background checks (III.A.3.4; III.A.3.5). Hiring committees vet applications for desirable qualifications, evidence of excellence, and commitment to the College mission. After interviewing candidates in person, committees recommended several candidates to the College president, who conducts another interview and then meets with the committee to discuss extending an offer. Before the offer is made, HR professionals do a final credentials check (III.A.3.6; III.A.3.7). HR has updated management and employee job descriptions to comply with Section 4 of AB 1725's requirement that applicants understand the principles of shared governance (III.A.3.8; III.A.3.9). HR has also recommended to the District's highest shared governance body several improvements to the management hiring process (III.A.3.10).

Analysis and Evaluation
The College meets the standard by adhering to a thorough process of applicant screening. Each newly-hired administrator and classified professional has been thoroughly vetted by HR professionals, a hiring committee, administrators, and the College president, all of whom ensure that candidates are well-qualified to maintain the College's effectiveness and academic quality.

List of evidence
III.A.3.1 AP 7120-4 Management Hiring
III.A.3.2 AP 7120-9 Special Project Administrator Hiring
III.A.3.3 AP 7120-3 Classified Employee Hiring
III.A.3.4 Minimum Qualifications for Administrators Website
III.A.3.5 Classified Confidential Administrator Evaluation Process
III.A.3.6 AP 7210-3 Recognition of Professional Degrees and Coursework
III.A.3.7 Management Reference Check Form
III.A.3.8 Job Description Director Academic Support Programs
III.A.3.9 Job Description Information Security Architect
III.A.3.10 District Consultation Council Agenda Item Form AP 7120-4 26 September 2022

Evidence Attachments

III.A.1_AP_3004_tenure_track_faculty_hiring.pdf
III.A.3_AP_7120_3_classified_employee_hiring.pdf
III.A.3_AP_7120_4_management_employee_hiring copy.pdf
III.A.3_AP_7120_4_management_employee_hiring.pdf
III.A.3_AP_7120_6_employment_short_term_substitute.pdf
III.A.3_AP_7120_9_special_project_administrator_hiring.pdf

III.A.4

Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Narrative

Evidence of Meeting the Standard
District Human Resources professionals collect and review official transcripts for the College faculty members, administrators, and employees whose position descriptions state that a degree is a minimum qualification (III.A.4.1; III.A.4.2). HR professionals verify that degrees are recognized by U.S. accrediting agencies (III.A.4.3). HR subscribes to the National Association of Credentials Evaluation Services (NACES) to verify the authenticity of non-U.S. degrees (III.A.4.4). In the case where an applicant lacks the specific degree listed in the job announcement, the Equivalency Committee makes a determination whether to accept the applicant's proposed equivalent qualifications. The Equivalency Committee is a shared governance body with faculty representatives from each campus (III.A.4.5; III.A.4.6; III.A.4.7; III.A.4.8; III.A.4.9; III.A.4.10).

Analysis and Evaluation
The College meets the standard. The College has a robust and well-established process for making sure its faculty members, administrators, and classified professionals hold degrees from accredited institutions, domestic and international.

List of evidence
III.A.4.1 Minimum Qualifications Screenshot
III.A.4.2 BP 7210 Faculty
III.A.4.3 AP 7210-3 Recognition of Professional Degrees and Coursework
III.A.4.4 NACES Foreign Degrees
III.A.4.5 AP 7210-1 Equivalency
III.A.4.6 Equivalency Sample Application Psychology
III.A.4.7 Equivalency Committee Agenda 22 March 2021
III.A.4.8 Equivalency Committee Minutes 22 March 2021
III.A.4.9 Equivalency Committee Composition
III.A.4.10 Equivalency Committee Meetings on Zoom

Evidence Attachments

III.A.4_AP_7210_1_equivalency.pdf
III.A.4_AP_7210_3_recognition_professional_degrees_coursework.pdf
III.A.4_BP_7210_faculty.pdf
III.A.4_HR_equivalency_comm_meetings_Zoom.pdf
III.A.4_HR_equivalency_committee_agenda_2021_03_22.pdf
III.A.4_HR_equivalency_committee_comp.pdf
III.A.4_HR_equivalency_committee_minutes_2021_03_22.pdf
III.A.4_HR_equivalency_sample_application_psychology.pdf
III.A.4_HR_foreign_degrees_NACES.pdf
III.A.4_HR_min_quals_screenshot_2022_04_03.pdf

III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Narrative

Evidence of Meeting the Standard

College employees are evaluated on a regular schedule determined by the collective bargaining agreements. The three union contracts spell out the time, place, and manner of employee evaluation (III.A.5.1; III.A.5.2; III.A.5.3). Managers are evaluated in their first year, then every three years (III.A.5.4). Confidential employees are evaluated three times in their first year, then every two years (III.A.5.5). Probationary tenure-track faculty members are evaluated every semester during their first four years, then every three years after achieving tenure. Adjunct faculty members and classified professionals are evaluated every two years (III.A.5.6; III.A.5.7).

In advance of the evaluation period every employee is notified and provided with the evaluator's form and evaluation criteria (III.A.5.8; III.A.5.9). When the person being evaluated is a faculty member, librarian, or counselor, the process includes student surveys (III.A.5.10; III.A.5.11; III.A.5.12). Probationary employees are observed by evaluation committee members, who also meet formally with the employee to discuss their observations, make plans for improvement, and sign the evaluation form (III.A.5.13; III.A.5.14; III.A.5.15; III.A.5.16). Non-probationary employees meet with their immediate management supervisors to discuss the evaluation (III.A.5.17; III.A.5.18; III.A.5.19; III.A.5.20; III.A.5.21).

The evaluation process for managers is not governed by a collective bargaining agreement, but follows similar steps (III.A.5.22; III.A.5.23; III.A.5.24; III.A.5.25). Completed evaluation forms and materials are checked and archived by District Human Resources professionals (III.A.5.26; III.A.5.27; III.A.5.28).

Disrtrict HR oversees the annual employee evaluation cycle, making sure evaluations happen on schedule and adhere to written criteria. HR collects and archive all evaluation documents. We carry out evaluation with the intent to help the employee and the College as a whole continuously improve. For example, the committee evaluating a probationary faculty member may include an improvement plan in the form signed by the committee members and the instructor (III.A.5.29).

Full-time faculty members (FTF) are evaluated for teaching, planning, organization, service to the College, and professional growth. The evaluation of FTF includes an assessment of teaching materials and student survey responses. In adjunct faculty evaluations the same criteria apply, except for service to the College and professional growth, though evaluators consider it a plus if a part-time instructor makes efforts in those areas.

Classified and confidential professionals are evaluated for work quality and quantity, work habits, attendance, personal qualities, and leadership qualities. Managers are evaluated for leadership, technical competence, accountability, engagement, creativity and problem-solving, interpersonal skills, productivity, quality of work, DEIA (diversity, equity, inclusion, and anti-racism) work, teamwork, resource management, and accomplishments. As the evaluation forms show, the evaluation process focuses on identifying areas for employee improvement.

Analysis and Evaluation

The College meets the standard. Through regular, systematic, timely and formal employee evaluations, which adhere to written criteria that include assigned duties and other responsibilities, we assure the effectiveness of our staff. The evaluation process focuses on effectiveness and improvement, providing documentation that improvement is happening from one evaluation cycle to the next.

List of evidence
III.A.5.1 United Faculty Collective Bargaining Agreement Articles 17-18 pp 51-65
III.A.5.2 California School Employees Association Collective Bargaining Agreement Article 19 pp 58-60
III.A.5.3 Adjunct Faculty United Collective Bargaining Agreement Article 9 pp 16-18
III.A.5.4 AP 7240-7 Management Employees Evaluation
III.A.5.5 AP 7230-7 Confidential Employees Evaluation
III.A.5.6 Adjunct instructor Evaluation form
III.A.5.7 Adjunct Counselor Evaluation Form
III.A.5.8 Adjunct Classroom Observation Notice
III.A.5.9 Adjunct Faculty Evaluation Notice
III.A.5.10 Student Evaluation Form Counselor
III.A.5.11 Student Evaluation Form Instructor
III.A.5.12 Student Evaluation Form Librarian
III.A.5.13 Probationary Librarian Evaluation Form
III.A.5.14 Probationary Instructor Evaluation Form
III.A.5.15 Probationary Confidential Evaluation Form
III.A.5.16 Probationary Classified Evaluation Form
III.A.5.17 Tenured Librarian Evaluation Form
III.A.5.18 Tenured Counselor Evaluation Form
III.A.5.19 Tenured Confidential Evaluation Form
III.A.5.20 Tenured Classified Evaluation Form
III.A.5.21 Tenured Instructor Evaluation Form
III.A.5.22 Management Evaluation Timelines
III.A.5.23 Ongoing Check-In Guidance for Managers
III.A.5.24 Management Performance Evaluation
III.A.5.25 Management Performance Evaluation Third Year Summary
III.A.5.26 Classification Evaluation Frequency
III.A.5.27 Evaluation Due Date Notifications
III.A.5.28 Function Map "Human Resources" pp 21-22
III.A.5.29 Probationary Instructor Evaluation Form

Evidence Attachments

Dist. Function Map Booklet.pdf
III.A.5_ADFAC_cba.pdf
III.A.5_AP_7240_7_confidential_employees_evaluation.pdf
III.A.5_AP_7240_7_management_employees_evaluation.pdf
III.A.5_CSEA_cba.pdf
III.A.5_HR_adjunct_classroom_observation_notice.pdf
III.A.5_HR_adjunct_counselor_eval_form.pdf
III.A.5_HR_adjunct_faculty_eval_notice.pdf
III.A.5_HR_adjunct_instructor_eval_form.pdf
III.A.5_HR_adjunct_instructor_evaluation_form.pdf
III.A.5_HR_classification_evaluation_frequency_2022_09_12.pdf
III.A.5_HR_eval_due_date_notifications.pdf
III.A.5_HR_management_eval_process_2022_03_15.pdf
III.A.5_HR_management_eval_timelines.pdf

III.A.5_HR_management_performance_eval.pdf
III.A.5_HR_management_performance_eval_third_year_summary.pdf
III.A.5_HR_ongoing_checkin_guidance_for_managers.pdf
III.A.5_HR_probationary_classified_eval_form.pdf
III.A.5_HR_probationary_confidential_eval_form.pdf
III.A.5_HR_probationary_instructor_eval_form.pdf
III.A.5_HR_probationary_librarian_eval_form.pdf
III.A.5_HR_student_eval_form_counselor.pdf
III.A.5_HR_student_eval_form_instructor.pdf
III.A.5_HR_student_eval_form_librarian.pdf
III.A.5_HR_tenured_classified_eval_form.pdf
III.A.5_HR_tenured_confidential_eval_form.pdf
III.A.5_HR_tenured_counselor_eval_form.pdf
III.A.5_HR_tenured_instructor_eval_form.pdf
III.A.5_HR_tenured_librarian_eval_form.pdf
III.A.5_UF_cba.pdf

III.A.6

"The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.
Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting."

Narrative

Not applicable.

Evidence Attachments

III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Narrative

Evidence of Meeting the Standard
The College and District follow Title 5, Section 51205 of the California Code of Regulations to determine the appropriate size of our full-time faculty. Every year the District recalculates the Faculty Obligation Number (FON) based on full-time equivalent student numbers from the previous year. According to recent FON calculations, the College has sufficient full-time faculty (FTF) members to meet student demand for class sections and to fulfill other faculty responsibilities (III.A.7.1). We are over our FON, even though we have one of the highest FONs in the state (III.A.7.2; III.A.7.3). Over 200 faculty members serve on various shared governance bodies, including many adjunct faculty members who volunteer for committee work. Position management is maintained by District Human Resources professionals, using Banner software (III.A.7.4).

Once the District calculates the number of FTF to be hired, the Faculty Senate and Deans Council discuss their preferred ranking of positions. Each academic department has input through representation on the Faculty Senate and through program review, in which they make data-based arguments for hiring FTF. These two hiring priority lists -- the Senate's and the Deans' Council's -- advise the College president, who consults with the President's Advisory Council to make the final priority list (III.A.7.5). Departments whose section offerings exceed their FTF teaching loads hire part-time instructors according to Board policies and District procedures. Division deans meet with department coordinators every month to determine staffing needs, i.e. how many part-time faculty members to hire (III.A.7.6; III.A.7.7; III.A.7.8).

	Fall 18	Fall 19	Fall 20	Fall 21	Fall 22
Overall faculty and staff	1,222	1,241	1,241	1,139	1,079
Educational Administrator	22	19	21	43	48
Academic, Tenured/Tenure-Track	348	332	325	319	308
Academic, Temporary	582	589	576	480	432

| Classified/Confidential Pros | 292 | 301 | 319 | 297 | 291 |

(III.A.7.9)

Analysis and Evaluation
The College meets the standard. Like most colleges, we employ full-time and part-time instructors. Department coordinators and division deans monitor hiring needs constantly to make sure we have enough qualified faculty members to teach our classes and fulfill other faculty duties. There is universal recognition of the direct relationship between a sufficient number of faculty members and our ability to fulfill our mission to provide excellent educational programs and services.

List of evidence
III.A.7.1 District Budget 2022-23 p 3
III.A.7.2 Compliance with FON Report Fall 2021
III.A.7.3 Council on Budget and Facilities Meeting Summary 21 July 2021 p 1
III.A.7.4 Function Map "Human Resources" pp 21-22
III.A.7.5 FC Integrated Planning Manual p 17
III.A.7.6 AP 3004 Tenure-Track Faculty Hiring
III.A.7.7 BP 3010 Adjunct Faculty Hiring
III.A.7.8 AP 3010 Adjunct Faculty Hiring
III.A.7.9 FC Office of Institutional Effectiveness Report 2021

Evidence Attachments

Dist. Function Map Booklet.pdf
III.A.7_AP_3010_adjunct_faculty_hiring.pdf
III.A.7_BP_3004_tenure_track_faculty_hiring.pdf
III.A.7_BP_3010_adjunct_faculty_hiring.pdf
III.A.7_CBF_summary_2021_07_21.pdf
III.A.7_DIST_compliance_with_FON_report_2021_fall.pdf
III.A.7_DIST_proposed_budget_2022_23.pdf
III.A.7_FC_integrated_planning_manual_2021.pdf
III.A.7_OIE_institutional_effectiveness_report_2021.pdf

III.A.8

An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Narrative

Evidence of Meeting the Standard
Newly-hired part-time faculty members go through welcome and orientation sessions at the College and at the District where they learn about benefits, support, schedules, contracts, payroll, risk management and evaluations (III.A.8.1; III.A.8.2; III.A.8.3; III.A.8.4; III.A.8.5; III.A.8.6; III.A.8.7; III.A.8.8; III.A.8.9).

In addition, the College's Professional Learning Committee organizes "adjunct academies," for which attendees are compensated. Adjunct academies keep part-time colleagues up-to-date with College and District policies and promulgate recent initiatives to improve instruction and student success, such as mitigating opportunity gaps, promoting diversity and inclusion, fostering students' growth mindsets, and practicing equitable class management (III.A.8.10; III.A.8.11; III.A.8.12; III.A.8.13; III.A.8.14; III.A.8.15). In addition to the campus-wide adjunct academies, the Humanities Division and the Chemistry, Biology, and Math Departments regularly run their own adjunct orientation sessions.

Part-time faculty members are paid for the time they devote to participating in shared governance bodies and they are reimbursed for attending off-campus professional development events (III.A.8.16). Many part-time faculty members volunteer for committees, task forces, work groups, and inquiry groups. New part-time colleagues are evaluated by peers and deans in their first semester, then once every six semesters (III.A.17). The College invites part-time faculty members to the same professional learning opportunities that it provides full-time faculty members. Departments invite part-time faculty members to department meetings and retreats. The Adjunct Faculty Handbook describes the policies and regular practices that adjunct instructors need to know (III.A.8.18).

Analysis and Evaluation
The College meets the standard. Division deans and faculty members are mindful that many of our part-time faculty colleagues also serve as part-time faculty at other colleges. Today's part-time instructor is often tomorrow's full-time instructor, so we owe it to them and ourselves to provide orientation and professional learning opportunities. We make sure our part-time instructors are oriented, supported, evaluated, and kept abreast of new pedagogy with the same intention with which we orient, support, evaluate, and inform full-time faculty members.

List of evidence
III.A.8.1 Adjunct Orientation Agenda 17 September 2021
III.A.8.2 Adjunct Orientation Agenda 10 March 2022
III.A.8.3 Adjunct Orientation Agenda 13 October 2022
III.A.8.4 Adjunct Training Risk Management Slides
III.A.8.5 Adjunct Training HR Slides
III.A.8.6 Adjunct Training EST Sheet
III.A.8.7 Adjunct Training DEIA Slides
III.A.8.8 Adjunct Training Sexual Misconduct Title IX Slides
III.A.8.9 Adjunct Training FF Sheet
III.A.8.10 Adjunct Academy Screenshot 24 March 2022
III.A.8.11 Adjunct Academy Agenda 15 August 2017
III.A.8.12 Adjunct Academy Agenda 16 January 2018

III.A.8.13 Adjunct Academy Agenda 7 August 2018
III.A.8.14 Adjunct Academy Agenda, 15 January 2019
III.A.8.15 Adjunct Academy Agenda, 13 August 2019
III.A.8.16 Adjunct Faculty United Collective Bargaining Agreement Working Conditions p 14 and Article 7.8.3 Compensation for Committee Service
III.A.8.17 Adjunct Faculty United Collective Bargaining Agreement Article 9 pp 16-18 and Appendix B Performance Evaluation Forms
III.A.8.18 Adjunct Faculty Handbook

Evidence Attachments

III.A.8_ADFAC_cba_2023_06_30.pdf
III.A.8_FC_adjunct_academy_screenshot_2022_03_24.pdf
III.A.8_FC_adjunct_faculty_handbook_2019_fall.pdf
III.A.8_HR_adjunct_orientation_agenda_2021_09_17.pdf
III.A.8_HR_adjunct_orientation_agenda_2022_03_10.pdf
III.A.8_HR_adjunct_orientation_agenda_2022_10_13.pdf
III.A.8_HR_adjunct_training_DEIA_slides_2022.pdf
III.A.8_HR_adjunct_training_EST_dept_slides.pdf
III.A.8_HR_adjunct_training_FF_dept_slides_2022.pdf
III.A.8_HR_adjunct_training_HR_dept_slides.pdf
III.A.8_HR_adjunct_training_payroll_slides.pdf
III.A.8_HR_adjunct_training_risk_management_slides.pdf
III.A.8_HR_adjunct_training_sexual_misconduct_title_ix_slides_2022.pdf
III.A.8_SD_adjunct_academy_agenda_2017_08_15.pdf
III.A.8_SD_adjunct_academy_agenda_2019_01_15.pdf
III.A.8_SD_adjunct_academy_agenda_2019_08_13.pdf
III.A.8_SD_adunct_academy_agenda_2018_01_16.pdf
III.A.8_SD_adunct_academy_agenda_2018_08_07.pdf

III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Narrative

Evidence of Meeting the Standard
Planning for the College's staffing needs involves every department and office via program review, which analyzes data to determine staffing needs with an annual update form, and every four years with a comprehensive self-study. The Program Review and Planning Committee provides templates for instructional, student support, and administrative and operational programs (III.A.9.1; III.A.9.2; III.A.9.3; III.A.9.4; III.A.9.5). For example, Section 6 ("Strategic Action Plans") of the self-study allows departments and programs to explain why they need additional resources that will help them fulfill the College's mission. Hiring is the most common request. Committee members review Section 6 to make sure the data analysis justifies a hiring request. Each request goes through several layers of vetting and feedback in the program review and hiring processes, as described in the Integrated Planning Manual (III.A.9.6, pp.13-14, 17).

By Board policy, all hired colleagues must meet the State's minimum qualifications for their positions, but our hiring committees usually add desired qualifications that go beyond the minimums (III.A.9.7). The number of employees is managed by District Human Resources professionals using Banner position control modules (III.A.9.8, pp.21-22).

Analysis and Evaluation
The College meets the standard. The College hires and retains a sufficient number of professionals to achieve its mission. The HR Department's rigorous hiring procedures described in previous III.A sections ensure that the College's professionals are well-qualified for their positions, whether they be instructional, technological, physical, or administrative.

List of evidence
III.A.9.1 Program Review Instructional Annual Update Template fall 2020
III.A.9.2 Program Review Instructional Comprehensive Template fall 2021
III.A.9.3 Program Review Non-Instructional Annual Update Template fall 2021
III.A.9.4 Program Review Comprehensive Template Administrative and Operational Programs fall 2018
III.A.9.5 Program Review Comprehensive Template Student Services fall 2018
III.A.9.6 FC Integrated Planning Manual pp 13-14, 17
III.A.9.7 BP 7120 Recruitment and Hiring
III.A.9.8 Function Map "Human Resources" pp 21-22

Evidence Attachments

Dist. Function Map Booklet.pdf
III.A.9_BP_7120_recruitment_hiring.pdf
III.A.9_FC_integrated_planning_manual_2021.pdf
III.A.9_PRPC_admin_operational_comprehensive_form_2018_fall.pdf
III.A.9_PRPC_instructional_annual_update_form_2020_fall.pdf
III.A.9_PRPC_instructional_comprehensive_form_2021_fall.pdf
III.A.9_PRPC_noninstructional_annual_update_form_2021_fall.pdf
III.A.9_PRPC_student_services_comprehensive_form_2018_fall.pdf

III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Narrative

Evidence of Meeting the Standard
By Board policy, the District chancellor has the authority to hire administrators using a uniform process of hiring committees composed of representatives from every College constituency (III.A.10.1). Hiring committees are formed once the District determines a requested position needs to be filled. On Tableau, the District maintains an Employee Headcount and Position Dashboard (III.A.10.2). The chancellor and president have broad authority to fill administrative positions (or not), but the process usually begins with an office filling out a Staff Justification Worksheet and Request to Advertise. The worksheet asks for a rationale, a connection to the College mission, a consideration of alternatives, and an explanation of budgetary impacts (III.A.10.3). The Request to Advertise requires approval from the relevant dean or vice president, the budget officer, the president, HR, and the Chancellor's Staff (III.A.10.4; III.A.10.5).

Working with District Human Resources professionals, each hiring committee screens and interviews applicants to make sure that applicants are well-prepared and possess relevant expertise (III.A.10.6). Administrators have the authority to hire deans, managers, and classified professionals, and they work closely with HR to make sure the process is equal opportunity compliant and results in a hiring decision that fulfills the College's mission (III.A.10.7, p.20; III.A.10.8).

Once hired, managers are periodically evaluated (III.A.10.9; III.A.10.10). Managers can apply to the District Leadership Academy, which provides training and support for employees (full- and part-time) striving to enhance their leadership skills (III.A.10.11; III.10.12; III.A.10.13; III.A.10.14). They can also complete coursework outside the District by applying for the professional growth stipend. Starting in 2019, HR professionals and administrators began making improvements to the management hiring process (III.A.10.15; III.A.10.16).

Analysis and Evaluation
The College meets the standard. The District Chancellor and HR professionals monitor enrollment and staffing trends annually to determine if there are administrative positions to be filled. The hiring and evaluation processes make sure these administrators are prepared, effective, and providing continuity the College's mission fulfillment. The District Leadership Academy trains and supports talented employees who seek to improve their skills and knowledge, creating an internal pool of qualified applicants for administrative positions. College and District representatives have been studying how to make improvements to the administrative hiring procedure.

List of evidence
III.A.10.1 BP 7120 Recruitment and Hiring
III.A.10.2 District Employee Headcount Tableau Screenshot 24 July 2023
III.A.10.3 Staff Justification Worksheet
III.A.10.4 Request to Advertise Management
III.A.10.5 Request to Advertise Classified
III.A.10.6 AP 7120-4 Management Employee Hiring
III.A.10.7 Function Map "Hiring" p 20
III.A.10.8 BP 7100 Commitment to Equal Opportunity and Diversity
III.A.10.9 AP 7240-6 Management Employees Professional Growth and Development

III.A.10.10 AP 7240-7 Management Employees Evaluation
III.A.10.11 Leadership Academy Adjunct Application 2021-22
III.A.10.12 Leadership Academy Application 2021-22
III.A.10.13 Leadership Academy Brochure 2021-22
III.A.10.14 Leadership Academy IMS Letter of Support
III.A.10.15 HR Kaisen Workshop hiring Process July 2019
III.A.10.16 District Consultation Council Summary 25 April 2022 p 3

Evidence Attachments

Dist. Function Map Booklet.pdf
III.A.10.2_DIST_tableau_employee_headcounts_screenshot_2023_07_24.pdf
III.A.10_AP_7120_4_management_employee_hiring.pdf
III.A.10_AP_7240_6_management_employees_pro_growth_dev_program.pdf
III.A.10_AP_7240_7_management_employees_eval.pdf
III.A.10_BP_7100_commitment_to_equal_opportunity_diversity.pdf
III.A.10_BP_7120_recruitment_and_hiring.pdf
III.A.10_BP_7120_recruitment_hiring.pdf
III.A.10_BP_7120_recruitment_hiring.pdf
III.A.10_DCC_summary_2022_04_25.pdf
III.A.10_DIST_LA_adjunct_app_2021_22.pdf
III.A.10_DIST_LA_app_2021_22.pdf
III.A.10_DIST_LA_brochure_2021_22.pdf
III.A.10_DIST_LA_ims_statement_of_support_2021_22.pdf
III.A.10_DIST_request_to_advertise_classified.pdf
III.A.10_DIST_request_to_advertise_management.pdf
III.A.10_DIST_staff_justification_worksheet.pdf
III.A.10_HR_kaizen_workshop_hiring_process_2019_july.pdf

III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Narrative

Evidence of Meeting the Standard

On its website, the Board of Trustees publishes numerous board policies and administrative procedures related to personnel (III.A.11.1; III.A.11.2; III.A.11.3; III.A.11.4). As Standard I.C.5 explained, all policies and procedures are regularly reviewed and updated by the Board. For example, District shared governance bodies and the Board of Trustees made revisions to AP 3434: Responding to Harassment Based on Sex Under Title IX (III.A.11.5; III.A.11.6).

In weekly and quarterly meetings, District HR professionals recommend changes and updates to Board policies and procedures, which usually follow recommendations from the Community College League of California and from local law firms which advise the District (III.A.11.7; III.A.11.8; III.A.11.9; III.A.11.10). In addition, the Chancellor's Staff can make recommendations to the chancellor, who takes all potential changes to the District Consultation Council (DCC) for discussion and approval. DCC is the highest shared governance group, with representatives from all constituencies.

For training, the District contracts with the Alliance of Schools for Cooperative Insurance Programs (ASCIP) to provide employees with online sessions on topics such as dealing with workplace harassment. By policy, the Board of Trustees forbids unlawful discrimination in personnel processes so that they are equitable and consistent for all employees (III.A.11.11; III.A.11.12; III.A.11.13; III.A.11.14).

Analysis and Evaluation

The College meets the standard by making our personnel policies and procedures available on the District website and by adhering to a shared governance structure that allows problems to be identified and changes to be made with input from all constituent groups. Numerous District policies and procedures protect employees from unfair or inequitable treatment, and personnel policies and procedures are regularly reviewed, discussed, and improved by HR and DCC. Our personnel policies, procedures, and practices are equitable and consistent.

List of evidence
III.A.11.1 BP 2410 Board Policies and Administrative Procedures
III.A.11.2 AP 2410 Board Policies and Administrative Procedures
III.A.11.3 Board Policies and Procedures Website Section 3 Screenshot
III.A.11.4 Board policies and Procedures Website Section 7 Screenshot
III.A.11.5 AP 3434 Responding to Harassment Based on Sex under Title IX
III.A.11.6 District Consultation Council Summary 22 November 2021 p 4
III.A.11.7 Human Resources Weekly Meeting Zoom 12 January 2021
III.A.11.8 Human Resources Weekly Meeting Zoom 6 April 2021
III.A.11.9 Human Resources Quarterly Meeting Agenda Email 7 April 2020
III.A.11.10 Human Resources Quarterly Meeting Agenda Email 9 November 2021
III.A.11.11 BP 3410 Unlawful Discrimination
III.A.11.12 BP 3410 Discriminación Ilegal
III.A.11.13 BP 3430 Prohibition of Harassment
III.A.11.14 BP 3430 Prohibición de Ocoso

Evidence Attachments

III.A.12

Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Narrative

Evidence of Meeting the Standard

Diversity is a key component of our District mission and values and our College mission and core values (III.A.12.1; III.A.12.2; III.A.12.3). We have created numerous programs and practices that support our diverse personnel with the goal of creating an equitable and diverse campus. According to the District Equal Employment Opportunity Plan, 2019-2022, all members of hiring committees must go through Equal Employment Opportunity (EEO) training (III.A.12.4; III.A.12.5). District HR professionals support hiring committees with guidelines and toolkits for best EEO practices, providing suggested meeting agendas, job announcement language, screening criteria and interview questions (III.A.12.6; III.A.12.7; III.A.12.8; III.A.12.9; III.A.12.10; III.A.12.11; III.A.12.12). HR professionals train each hiring committee's EEO representative (III.A.12.13; III.A.12.14). The District EEO Advisory Committee meets monthly to track progress and make improvements (III.A.12.15). The District compiles and analyzes demographic information about applicant pools and current staff (III.A.12.16). HR professionals orient and inform new employees about our diversity, equity, inclusion, and access policies, procedures, and practices (III.A.12.17; III.A.12.18). By providing a confidential reporting system, the District supports faculty and staff who face harassment, sexual misconduct or discrimination (III.A.12.19).

The District's Future Instructor Training Program identifies promising future instructors and helps them get into the tenure-track pipeline (III.A.12.20; III.A.12.21). On an annual basis, the Office of Diversity and Compliance reports to the trustees about the District's diversity efforts and results (III.A.12.22). The Office has also offered instructors an intensive, week-long seminar on making course curricula more diverse, equitable, and inclusive (III.A.12.23). The Office holds many diversity-centered events throughout the year and posts videos of the events on its website (III.A.12.24).

The College has carried out numerous diversity efforts as well. In 2021-22 the Faculty Senate created four anti-racism and equity task forces, which made recommendations for actions (III.A.12.25; III.A.12.26; III.A.12.27). The College Diversity Advisory Committee and Student Equity and Achievement Committee sponsored an Equity Walk, leading employees and students on a tour of campus to focus on areas of needed improvements to make the campus more diverse, equitable, inclusive, and accessible. Employees have launched a diverse array of affinity groups, such as the Latino Faculty & Staff Association, that allow employees to connect with each other, educate employees and students about current issues, offer scholarships, and celebrate accomplishments (III.A.12.28; III.A.12.29; III.A.12.30; III.A.12.31; III.A.12.32; III.A.12.33; III.A.12.34). The Diversity Advisory Committee meets regularly to discuss diversity issues and make recommendations to the President's Advisory Council (PAC) (III.A.12.35). For example, acting on the Diversity Advisory Committee's proposal, the PAC renamed the 200 Building after Cruz Reynoso, a Fullerton College alum who was the first Latino on the California Supreme Court (III.A.12.36; III.A.12.37; III.A.12.38).

Analysis and Evaluation

The College meets the standard. The District and the College focus on diversity in their missions and values statements. Consistent with our mission, the College has been assessing employment equity and diversity efforts and programs persistently. Diversity is written into hiring policies and procedures, and realized through various offices, shared governance bodies, and self-organized employee groups.

List of evidence
III.A.12.1 BP 1001 District Mission Values Vision statement
III.A.12.2 BP 7100 Commitment to Equal Employment Opportunity
III.A.12.3 FC Mission Values Screenshot
III.A.12.4 District Equal Employment Opportunity Plan 2019-21
III.A.12.5 Function Map "Hiring" p 20
III.A.12.6 Hiring Committee Sample Agenda
III.A.12.7 Classified Inclusive Hiring Toolkit
III.A.12.8 Faculty Inclusive Hiring Toolkit
III.A.12.9 Bias Handout
III.A.12.10 Diversity Qualifications Sample Language
III.A.12.11 Interview Template
III.A.12.12 Equal Employment Opportunity Workshop for Hiring Committees
III.A.12.13 Equal Employment Opportunity Rep Training Slides
III.A.12.14 Equal Employment Opportunity Rep Guidelines
III.A.12.15 Equal Employment Opportunity Advisory Committee Agendas
III.A.12.16 Applicant Pools Diversity Percentages
III.A.12.17 New Employee Orientation Slides
III.A.12.18 Sexual Misconduct Title IX New Employee Orientation Slides
III.A.12.19 Unlawful Discrimination Complaint Form
III.A.12.20 Future Instructor Training Program Poster
III.A.12.21 Future Instructor Training Program Screenshot
III.A.12.22 Equal Employment Opportunity Institutional Commitment to Diversity Report 2021
III.A.12.23 Including Diversity Equity and Inclusion in the Curriculum Workshop January 2023
III.A.12.24 Office of Diversity and Compliance Event Videos Screenshot
III.A.12.25 Faculty Senate Minutes 30 September 2020 p 6
III.A.12.26 Faculty Senate Minutes 6 May 2021 p 6
III.A.12.27 Faculty Senate Minutes 20 May 2021 pp 6-10
III.A.12.28 APIDA support directory
III.A.12.29 Disability Advocates Faculty and Staff Association Email
III.A.12.30 Latinx Summit
III.A.12.31 Black Faculty and Staff Association Welcome Letter
III.A.12.32 Latinx Summit Flyer
III.A.12.33 Black Faculty and Staff Association Flyer
III.A.12.34 Faculty and Staff Associations Screenshot
III.A.12.35 Diversity Advisory Committee Screenshot
III.A.12.36 PAC Minutes 11 May 2021 p 3
III.A.12.37 Diversity Advisory Committee Cruz Reynoso Presentation
III.A.12.38 Diversity Advisory Committee Notes 2 November 2022

Evidence Attachments

Dist. Function Map Booklet.pdf
III.A.12_BFSA_Welcome_Letter_2022_11_15.pdf
III.A.12_black_faculty_and_staff_assn_flyer.pdf
III.A.12_BP_1001_district_mission_vision_values_statements.pdf
III.A.12_BP_7100_commitment_to_equal_employment_opportunity_diversity.pdf
III.A.12_DAC_cruz_reynoso_presentation_2022_05_11.pdf
III.A.12_DAC_notes_2022_11_02.pdf_.pdf
III.A.12_disability_advocates_FSA_email_2022_10_04.pdf
III.A.12_DIST_diversity_and_compliance_event_videos.pdf
III.A.12_DIST_EEO_institutional_commitment_to_diversity_report_2021.pdf
III.A.12_DIST_eeo_plan_2019_21.pdf

III.A.13

The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Narrative

Evidence of Meeting the Standard
The Board of Trustees sets an ethics policy for itself and for District employees (III.A.13.1). The faculty code of ethics encourages "the free pursuit of learning" (III.A.13.2). Board policy prohibits employees from having a financial conflict of interest with any District contract or award, or accepting any gifts above a specified amount (III.A.13.3). Administrative procedure covers the use of District resources, relationships with vendors, conflicts of interest, ethical contracts, prohibition on gratuities (an emoluments clause), maintaining accurate accounts and records, and confidentiality of student, job applicant, and employee records (III.A.13.4).

The Trustees also have a board policy and administrative procedure that protect whistleblowers who wish to make anonymous reports of ethical violations (III.A.13.5; III.A.13.6). In 2017 the District set up a fraud hotline for anonymous tip reporting (III.A.13.7; III.A.13.8). Depending on the nature of the tip, hotline tips are forwarded by WeTip to the District Risk Management office, or to the office of Campus Safety. The College follows ethics policies that cover administrators, faculty, and classified professionals. In October 2021, the highest shared governance body, District Consultation Council, formed a work group to update the 1981 Code of Ethics for faculty (III.A.13.9).

Analysis and Evaluation
The College meets the standard. We have and uphold written policies of professional ethics, and we are currently in the process of revising some of them through our shared governance process.

List of evidence
III.A.13.1 BP 2715 Code of Ethics Standards of Practice
III.A.13.2 BP 3003 Code of Ethics for Faculty
III.A.13.3 BP 3050 Institutional Code of Ethics
III.A.13.4 AP 3050 Institutional Code of Ethics
III.A.13.5 BP 7700 Whistleblower Protection
III.A.13.6 AP 7700 Whistleblower Protection
III.A.13.7 Fraud Hotline Screenshot
III.A.13.8 Tips Hotline Email
III.A.13.9 District Consultation Council Summary 25 October 2021

Evidence Attachments

III.A.13_AP_3050_institutional_code_of_ethics.pdf
III.A.13_AP_7700_whistleblower_protection.pdf
III.A.13_BP_2715_code_of_ethics_standards_of_practice.pdf
III.A.13_BP_3003_code_of_ethics_for_faculty.pdf
III.A.13_BP_3050_institutional_code_of_ethics.pdf
III.A.13_BP_7160_professional_development.pdf
III.A.13_BP_7700_whistleblower_protection.pdf
III.A.13_DCC_summary_2021_10_25.pdf.pdf
III.A.13_DIST_fraud_hotline_screenshot_2022_09_25.pdf
III.A.13_HR_tips_hotline_email_2022_11_28.pdf

III.A.14

The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Narrative

Evidence of Meeting the Standard

One would be hard-pressed to find a week on the Fullerton College calendar that does not feature several professional development activities. This is largely due to the tenacity and dedication of the College Professional Learning Committee (still sometimes referred to as the Staff Development Committee) and the District Professional Development Committee, underwritten with financial support from the Board of Trustees (III.A.14.1; III.A.14.2; III.A.14.3; III.A.14.4; III.A.14.5).

The District oversees the orientation of new faculty, the leadership academy, the mentorship program, faculty sabbaticals, manager sabbaticals, the management development program, the Classified Professionals Training Academy, the Classified Leadership Institute, and the Classified Professional Growth and Development Program. The District committee connects employees to conferences, retreats, and institutes offered by various statewide and nationwide organizations. The District offers professional growth and development stipends and it offers scholarly sabbaticals for faculty (III.A.14.6; III.A.14.7; III.A.14.8; III.A.14.9; III.A.14.10; III.A.14.11; III.A.14.12; III.A.14.13; III.A.14.14).

The College Professional Development Committee organizes biannual Flex Day speakers and activities, the Teaching and Learning Certificate program, the mindful growth initiative, and various seminars and mini-conferences throughout the year (III.A.14.15; III.A.14.16; III.A.14.17; III.A.14.18; III.A.14.19; III.A.14.20; III.A.14.21; III.A.14.22; III.A.14.23; III.A.14.24; III.A.14.25; III.A.14.26; III.A.14.27; III.A.14.28; III.A.14.29; III.A.14.30). Since Spring 2020, the Committee has focused intensely on helping instructors adapt their courses to remote teaching and to become familiar with the latest software so that FC employees and students stayed connected and productive during the pandemic shutdown (III.A.14.31).

The Professional Development Committee supplements the District's new faculty orientation by enrolling new faculty members in a year-long on-campus seminar that focuses on a wide range of pedagogical issues and emphasizes the College's commitment to equity, inclusion, and anti-racism (III.A.14.32). The Committee also provides and supervises travel funding so that faculty members, classified professionals, and administrators can travel to out-of-town conferences and return to share what they learned with colleagues.(III.A.14.33; III.A.14.34; III.A.14.35; III.A.14.36; III.A.14.37). In 2022, the California Community College Council for Staff Development presented the College with the Innovative Activity Award for our Culturally Responsive Training for Faculty. At the District and College level, professional learning committee members distribute surveys to activity participants and use the survey results to improve future offerings (III.A.14.38; III.A.14.39; III.A.14.40; III.A.14.41; III.A.14.42).

Analysis and Evaluation

The College meets the standard. Accreditation's central purpose is continuous improvement, and our professional development programs carry out that purpose in dozens of ways for every group of employees every year. We offer learning activities that educate employees about new developments in pedagogy, technology, and learning needs. As the College recommitted itself to becoming an increasingly anti-racist, equitable, and inclusive institution, professional learning leaders coordinated the expertise, learning materials, and spaces that facilitated anti-racism work.

They also continually evaluate our professional learning events and use those evaluations to improve future events. Professional development is not just consistent with our mission, it is vital to it.

List of evidence
III.A.14.1 BP 7160 Professional Development
III.A.14.2 Professional Learning Committee Screenshot
III.A.14.3 Professional Learning Committee Annual Report to President's Advisory Council 27 April 2022
III.A.14.4 District Professional Development Committee Screenshot
III.A.14.5 Function Map "Professional Development" pp 27-29
III.A.14.6 Mentorship Brochure
III.A.14.7 Sabbatical Handbook
III.A.14.8 Sabbatical Application Form
III.A.14.9 Management Aabbatical Application Form
III.A.14.10 Sabbatical Activity Report Form
III.A.14.11 Management Development Program Brochure
III.A.14.12 Leadership Academy Brochure 2023-2024
III.A.14.13 Classified Training Academy Brochure
III.A.14.14 Classified Professional Growth and Development Course Approval Form
III.A.14.15 Flex Day Offerings Screenshot 24 March 2022
III.A.14.16 Flex Day Schedule Fall 2017
III.A.14.17 Flex Day Program Spring 2018
III.A.14.18 Flex Day Program Fall 2018
III.A.14.19 Remote Flex Day Schedule Fall 2020
III.A.14.20 Flex Day Flyer Spring 2020
III.A.14.21 Flex Day Schedule Fall 2020
III.A.14.22 Flex Day Schedule Spring 2021
III.A.14.23 Flex Day Schedule Fall 2022
III.A.14.24 Teaching and Learning Certificate Screenshot
III.A.14.25 Student Equity Webinar Discussion
III.A.14.26 Creating Safe Spaces Workshop Flyer
III.A.14.27 Mini-Conference Flyer 25 October 2019
III.A.14.28 Mini-Conference Flyer 25 September 2019
III.A.14.29 Supporting Autistic Students Workshop Flyer
III.A.14.30 Mindful Growth Screenshot
III.A.14.31 Online Teaching Certificate Screenshot
III.A.14.32 New faculty Seminar Schedule
III.A.14.33 Travel Request Screenshot
III.A.14.34 Professional Activity Request Form
III.A.14.35 Directions to Apply for Funding
III.A.14.36 Dissemination Plans Guidelines
III.A.14.37 Dissemination Follow-up
III.A.14.38 Classified Training Academy Survey
III.A.14.39 Classified Training Academy Evaluation Stats
III.A.14.40 New Faculty Seminar Evaluation Form
III.A.14.41 Flex Days Surveys Analysis
III.A.14.42 Professional Development Evaluations

Evidence Attachments

Dist. Function Map Booklet.pdf

III.A.14_BP_7160_professional_development.pdf
III.A.14_DIST_classified_pro_growth_dev_course_approval.pdf
III.A.14_DIST_leadership_academy_2021_22.pdf
III.A.14_DIST_leadership_academy_drochure_2023_24.pdf
III.A.14_DIST_management_development_program_brochure_2023.pdf
III.A.14_DIST_mentorship_brochure_2022_23.pdf
III.A.14_DIST_professional_dev_comm_screenshot_2022_12_15.pdf
III.A.14_HR_classified_professionals_training_academy_brochure_2023.pdf
III.A.14_HR_classified_professionals_training_academy_eval_stats.pdf
III.A.14_HR_classified_professionals_training_academy_survey.pdf
III.A.14_PGDC_management_sabbatical_application_form.pdf
III.A.14_PGDC_sabbatical_activity_report_form.pdf
III.A.14_PGDC_sabbatical_app_form.pdf
III.A.14_PGDC_sabbatical_handbook_2020.pdf
III.A.14_SD_2017_fall_Student_Equity_Webinar_Discussion.pdf
III.A.14_SD_2018_03_02_Creating_Safe_Spaces_workshop_flier.pdf
III.A.14_SD_2019_09_25_Mini_Conference_Flier.pdf
III.A.14_SD_2019_10_25_Mini_Conference_Flier.pdf
III.A.14_SD_2020_fall_remote_flex_day_schedule.pdf
III.A.14_SD_annual_update_PAC_2022_04_27.pdf
III.A.14_SD_comm_screenshot_2022_03_24.pdf
III.A.14_SD_directions_to_apply_for_funding_2021_22.pdf
III.A.14_SD_dissemination_follow_up_2019_20.pdf
III.A.14_SD_dissemination_plan_guidelines_for_funding_2019_20.pdf
III.A.14_SD_flex_day_flyer_2020_spring.pdf
III.A.14_SD_flex_day_offerings_screenshot_2022_03_24.pdf
III.A.14_SD_flex_day_program_2018_fall.pdf
III.A.14_SD_flex_day_program_2018_spring.pdf
III.A.14_SD_flex_day_program_2022_fall.pdf
III.A.14_SD_flex_day_schedule_2017_fall.pdf
III.A.14_SD_flex_day_schedule_2020_fall.pdf
III.A.14_SD_flex_day_schedule_2021_spring.pdf
III.A.14_SD_flex_day_surveys_analysis.pdf
III.A.14_SD_mindful_growth_screenshot_2022_03_24.pdf
III.A.14_SD_new_faculty_seminar_eval_form_2017_18.pdf
III.A.14_SD_new_faculty_seminar_schedule_2019_20.pdf
III.A.14_SD_New_Faculty_Seminar_Schedule_2019-20.pdf
III.A.14_SD_OTC_screenshot_2022_03_24.pdf
III.A.14_SD_professional_activity_request_form_2019_20.pdf
III.A.14_SD_professional_development_evaluations.pdf
III.A.14_SD_Supporting_Autistic_Students_workshop_flyer_2022_12_02.pdf
III.A.14_SD_TLC_screenshot_2022_03_24.pdf
III.A.14_SD_travel_request_screenshot_2022_03_24.pdf

III.A.15

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Narrative

Evidence of Meeting the Standard
As per the California Labor Code and our local collective bargaining agreements, employees are allowed to view and read their personnel records, which are maintained in locked filing cabinets in a card-key-access-only office located in the District Human Resources office (III.A.15.1; III.A.15.2; III.A.15.3; III.A.15.4, pp.21-22). Every viewing of employee records by the confidential employee is logged and recorded. A sample of employee records with names redacted is provided to the firm that conducts the District's annual financial audit. Administrative procedures govern the method by which confidential employees (of which the College has a grand total of one) can gain access to employee files (III.A.15.5; III.A.15.6).

During the pandemic, District HR professionals and the College were able to continue regular employee evaluations and hirings by adopting a system of electronic forms and signatures for PDF documents. This obviously creates a need for an updated confidentiality system, since electronic records cannot be locked in a filing cabinet. HR is in the process of finding a secure solution.

Analysis and Evaluation
The College meets the standard by continuously archiving secure and confidential personnel records and making them available only to the confidential employee and to employees who request to see their own personal records.

List of evidence
III.A.15.1 California School Employees Association Collective Bargaining Agreement Articles 4-5 pp 5-6
III.A.15.2 United Faculty Collective Bargaining Agreement Article 4 p 10
III.A.15.3 Adjunct Faculty United Collective Bargaining Agreement Article 5 p 8
III.A.15.4 Function Map "Human Resources" pp 21-22
III.A.15.5 AP 7230-5 Confidential Employees Personnel Files
III.A.15.6 AP 7240-5 Management Employees Personnel Files

Conclusions on Standard III.A: Human Resources
The College continually monitors its staffing needs to make sure we have the proper number of diverse, well-qualified instructors, classified professionals, and administrators to fulfill our mission to advance student learning and offer students flexible pathways in a supportive and inclusive manner. According to written policies and procedures, employees are hired, regularly evaluated, and provided with multiple opportunities for professional learning and career advancement.

Evidence Attachments

Dist. Function Map Booklet.pdf
III.A.15_ADFAC_cba_2021_23.pdf
III.A.15_AP_7230_5_confidential_employees_personnel_files.pdf
III.A.15_AP_7240_5_management_employees_personnel_files.pdf
III.A.15_CSEA_cba_2021_24.pdf
III.A.15_UF_cba_2022-24.pdf

III.B Physical Resources

Narrative

Evidence Attachments

III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Narrative

Evidence of Meeting the Standard

The College's physical plant consists of the main campus, bounded by Chapman Ave., Lemon St., and Berkeley Ave. The main campus is well maintained by a dedicated grounds and maintenance staff. It is pedestrian-friendly, featuring a grassy Quad at the center of campus and buildings designed in a uniform "California mission" architectural style.

Other locations the College owns or operates are the Berkeley Center across Berkeley Ave. to the north; the Wilshire Auditorium, fine arts and student services buildings south of Chapman Ave.; the Franklin House on Pomona Ave.; three residential lots at Chapman Ave. and Newell Pl.; and two parking lots on Chapman Ave. – one next to the student services building and one at the intersection of Chapman and Raymond Avenues. The residential lots are planned for future buildings and facilities. There is no satellite campus.

College grounds and parking lots are patrolled by Campus Safety. The District Risk Management (RM) Office coordinates emergency preparedness, environmental health and safety, property and liability insurance, ergonomics, and worker's compensation (III.B.1.1; III.B.1.2; III.B.1.3; III.B.1.4). RM annually updates the Illness and Injury Prevention Plan and oversees the cataloging and biannual disposing of hazardous materials (III.B.1.5; III.B.1.6; III.B.1.7).

The Office of Campus Safety ensures the safety of all students, employees, and visitors (III.B.1.8; III.B.1.9). Campus Safety coordinates annual earthquake and shooter drills (III.B.1.10, III.B.1.11). In the wake of the 2020 George Floyd protests, shared governance bodies have been revisiting District law enforcement policies and Campus Safety practices, in addition to forming a new District Safety Group (III.B.1.12, p.3).

All buildings permitted through the Division of the State Architect (DSA) must identify and confirm compliance for building accessibility and site path of travel. During construction, the DSA Field Engineer may require additional accessibility upgrades depending on their review of the project and site. Our recent buildings exceed State guidelines for disability access. For example, we provide door auto-operators at every exterior entrance, while DSA only requires them at the main entry to a building. The Five-Year Capital Outlay Plan shows ADA-compliance integrated into the plans for the 300 Building upgrade and the STEM Vocational Center (III.B.1.13; III.B.1.14). Campus leaders are making a fresh examination of the friendliness and accessibility of our buildings and grounds because inequitable access can be just as detrimental as physical inaccessibility (III.B.1.15). In order to make all of our buildings accessible, the Board of Trustees recently hired a consultant to update the Americans with Disabilities Act Transition Plan (III.B.1.16).

Beginning in 2020, the overriding safety issue was the Covid-19 pandemic, necessitating an immediate switch to online instruction and services in order to protect students and staff from infection. Vital services, such as student laptop checkouts, the Lamm-DuBois Food Bank, and parking lot Wifi were provided on a drive-up basis (III.B.1.17; III.B.1.18; III.B.1.19). Commencement also switched to a drive-through procession (III.B.1.20). When students and staff began returning to campus, the College provided Covid check-in screening, testing, and vaccinations (III.B.1.21; III.B.1.22; III.B.1.23; III.B.1.24). The Board of Trustees required students and employees to verify their vaccination status or test weekly. The Vice President of

Administrative Services provided personal protective equipment for employees and students (III.B.1.25). The Campus Communications Office worked with the Health Center to provide weekly updates about on-campus transmissions and the latest public health guidance (III.B.1.26; III.B.1.27; III.B.1.28; III.B.1.29, pp.15-20; III.B.1.30; III.B.1.31, III.B.1.32). Campus Communications kept students and employees informed of the latest requirements and procedures for arriving in person. The Communications Office, HR professionals, and other classified professionals helped student services and administrative offices make the switch to remote work (III.B.1.33; III.B.1.34; III.B.1.35; III.B.1.36; III.B.1.37; III.B.1.38; III.B.1.39; III.B.1.40; III.B.1.41; III.B.1.42).

Normal safety practices have continued during and after the pandemic shutdown. The College vice president of administrative services meets regularly with the facilities and campus safety directors to make sure that buildings, grounds and humans are safe and safely maintained (III.B.1.43, p.6) Buildings are annually inspected for fire safety, elevator safety, and air quality. They are inspected every three years by the College's insurance company, ASCIP (III.B.1.44; III.B.1.45; III.B.1.46). We do required testing of boilers and backup generators, and the South Coast Air Quality Management District conducts spot checks of this equipment (III.B.1.47). Over summer months, we test all building fire alarm systems (III.B.1.48). Routine maintenance needs identified by employees are handled through the Service Request System.(III.B.1.49; III.B.1.50; III.B.1.51). Issues that go beyond routine repairs are discussed by the Planning and Budget Steering Committee, which makes funding recommendations to the College president via the President's Advisory Council (III.B.1.52, pp.2-3; III.B.1.53, pp.2-3; III.B.1.54, p.27).

In emergency situations, Campus Safety can instantly communicate with every office and classroom via land-line telephones with a built-in public address speaker, and emergency notifications are sent to every cell phone number and email address (III.A.1.55; III.B.1.56; III.B.1.57; III.B.1.58; III.B.1.59; III.B.1.60). In the event that phone and Internet services are down, every campus office has two-way radios, which are tested every month. Campus Safety and the Student Health Center coordinate annual earthquake and shooter drills, evacuation chair training, first aid training, defibrillator reviews, Narcan training, Maxient incident reporting, the Student Support Resource Team.(III.B.1.61) The College and the District are currently engaged in an all-constituency, shared-governance review of Board Policy and Administrative Procedure 7600 (Campus Safety Officers) to make sure that Campus Safety is operating in a way that meets our current needs (III.B.1.62, p.7; III.B.1.63; III.B.1.64).
Campus Safety publishes the annual Clery Act report, detailing emergency response plans, incident reporting and response processes, and illegal substances and weapons policies. Since 2020, there have been one reported rape, one reported aggravated assault, two reported burglaries, one reported theft from a motor vehicle, one reported incident of dating violence, and zero reported hate crimes. (III.B.1.65, pp.7-9; III.B.1.66).

Students, faculty, and staff are provided building and classroom access assistance through Disability Support Services (III.B.1.67).
Student Health Services is open every weekday and provides free Covid testing, emergency care, clinical and psychological services, health education, and student support for violent incidents or Title IX violations (III.B.1.68; III.B.1.69; III.B.1.70; III.B.1.71; III.B.1.72; III.B.1.73; III.B.1.74; III.B.1.75; III.B.1.76; III.B.1.77). District HR provides all employees with wellness seminars and events and publishes a monthly wellness newsletter (III.B.1.78).

Analysis and Evaluation
The College meets the standard. We provide students and employees with buildings and facilities that are safe and accessible spaces to teach, learn, and work. We have systems set up to respond to needs and emergencies as they arise. College buildings and grounds are built and maintained to ensure that learning and student support are accessible, safe, secure, and healthy. March 2020 was an abrupt break in the established ways we provided access to a safe and

productive campus, but we quickly learned how to provide a virtual facsimile of campus access and have been learning how to reopen safely and reanimate campus life.

Improvement Plan
To assure safe and sufficient resources are provided at all locations, each division office and program office should have the chance to participate in the College's annual budget and allocation process.

List of evidence
III.B.1.1 Emergency Preparedness Screenshot
III.B.1.2 Property and Liability Screenshot
III.B.1.3 Ergonomics Screenshot
III.B.1.4 Worker's Compensation Screenshot
III.B.1.5 District Injury and Illness Prevention Program
III.B.1.6 Chemistry Hazardous Waste List
III.B.1.7 Chemical Management Inventory Screenshot
III.B.1.8 BP 7600 Campus Safety Officer
III.B.1.9 AP 7600 Campus Safety Officer
III.B.1.10 Campus Safety Earthquake Drill Email 2022
III.B.1.11 Campus Safety Shooter Drill Email 2023
III.B.1.12 District Consultation Council Summary 26 September 2022 p 3
III.B.1.13 Five-Year Capital Outlay Plan pp 53 57
III.B.1.14 Americans with Disabilities Act Transition Plan Executive summary
III.B.1.15 Equity Walk
III.B.1.16 News from the Board 11 April 2023 p 1
III.B.1.17 Food Bank Drive-Through
III.B.1.18 Laptop Loans
III.B.1.19 Wifi
III.B.1.20 Drive-Through Commencement
III.B.1.21 Covid Testing
III.B.1.22 Covid Self-Assessment Form
III.B.1.23 Student Health Screening
III.B.1.24 Vaccine
III.B.1.25 Vice President of Administrative Services PPE Memo 31 August 2020
III.B.1.26 FC App
III.B.1.27 Parking Lot Wifi
III.B.1.28 Email to Returning Students Fall 2020
III.B.1.29 FC Magazine 2019-20 pp 15-20
III.B.1.30 Covid Safety Measures
III.B.1.31 Covid Manual
III.B.1.32 Basic Needs Website
III.B.1.33 Student Services Website
III.B.1.34 Student Support
III.B.1.35 Student Support continued
III.B.1.36 Online Services Spring 2020
III.B.1.37 Student Information Fall 2022
III.B.1.38 Return to Campus Updates
III.B.1.39 Faculty and Staff Resources
III.B.1.40 Faculty and Staff Resources continued
III.B.1.41 On-Campus Services Fall 2022
III.B.1.42 Online Services Fall 2022
III.B.1.43 Function Map "Maintenance & Operations" p 26
III.B.1.44 Fire Door Inspection Email 6 December 2022
III.B.1.45 Fire Inspection Assignments

Evidence Attachments

Dist. Function Map Booklet.pdf
III.B.1_2020_fall_email_returning_students.pdf
III.B.1_2021_01_22_covid_safety_measures.pdf
III.B.1_2021_spring_Covid_Self_Assessment_Form_Students.pdf
III.B.1_2022_03_15_AS_senate_minutes.pdf
III.B.1_AP_7600_campus_safety_officer.pdf
III.B.1_BOT_news_2023_04_11.pdf
III.B.1_BP_7120_recruitment_hiring.pdf
III.B.1_BP_7600_campus_safety_officer.pdf
III.B.1_Clery_Annual_Security_Report_2022.pdf

III.B.2

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Narrative

Evidence of Meeting the Standard
The District Council on Budget and Facilities (CBF), chaired by the vice chancellor of finance and facilities, monitors all new construction planning, ongoing projects, maintenance needs, equipment needs, and land acquisition (III.B.2.1; III.B.2.2). The College Planning and Budget Steering Committee (PBSC), co-chaired by the vice president of administrative services and the director of institutional effectiveness, performs a parallel function (III.B.2.3; III.B.2.4). At the campus level, the Capital Projects Office coordinates new construction projects, and the Facilities Office and Maintenance & Operations Department oversee and maintain the College's physical plant (III.B.2.5, p.10).

The College creates and adheres to a preventive maintenance schedule, accompanied by a detailed checklist for each maintenance task (III.B.2.6; III.B.2.7, p.26). Maintenance plans and expenditures are accounted for in the Facilities Utilization Space Inventory Options Net (FUSION), a web-based integrated facilities management application that connects the College to the State Chancellor's Office (III.B.2.8). We use FUSION to track planning and spending for the ongoing construction projects in the five-year plan (III.B.2.9). Every semester we track room use with a room report, which makes room scheduling possible across the several dozen departments on campus (III.B.2.10).

When we wrote our 2017 ISER, the Facilities Master Plan had just been approved by the State and the first construction projects were beginning. The new instructional building (2400) has been built and several buildings are in the planning stage, including a Music and Dramatic Arts Complex (III.B.2.11). Like all construction and major renovation projects, the 2400 Building was reviewed by the Authority Having Jurisdiction, the California Department of State Architects (III.B.2.12). The College acquired several properties south of Chapman Avenue that will be turned into a new classroom building and a new Veterans' Resource Center.

We have added seats, lights, and a PA system to Sherbeck Field for track, soccer, and football. We are moving through the planning and approval process to build the Music and Dramatic Arts Center, the Maintenance and Operations Building, and the College Welcome Center, all of which are described in the 2020 Educational and Facilities Master Plan (III.B.2.13, pp.2-3). Plans for renovations and new facilities were made carefully and deliberately with the input of representatives from all constituencies, who collaborated with consultants from the firm Brailsford and Dunlavey and architects from the firm Moore Ruble Yudell to create the current Master Plan (III.B.2.14; III.B.2.15, p.1; III.B.2.16, p.1; III.B.2.17, pp.93-94; III.B.2.18; III.B.2.19; III.B.2.20, p.10).

The annual five-year construction plan, the Capital Outlay Plan, is approved by the Board of Trustees and the CCC Chancellor's Office (III.B.2.21; III.B.2.22, p.175). Shared governance bodies, such as CBF, PBSC, the District Consultation Council, and the Citizens Oversight Committee, review and discuss regular updates to the master and outlay plans (III.B.2.23; III.B.2.24, p.1; III.B.2.25, p.4; III.B.2.26, p.2; IIIB.2.27, pp.2-3; III.B.2.28, p.2). When a new building is in the design phase, a Building User Group, appointed by shared governance bodies, meets to advise the architects so that the building will meet the needs of the students and employees who will soon be using it (III.B.2.29; III.B.2.30; III.B.2.31; III.B.2.32; III.B.2.33; III.B.2.34; III.B.2.35, pp.17-18). Residents who live nearby are invited to participate in public

hearings on potential environmental impacts (III.B.2.36; III.B.2.37; III.B.2.38). For bond-funded projects, the Citizens Oversight Committee ensures the public that bond money is being spent consistent with the language of the ballot measure approved by voters (III.B.2.39).

Equipment items such as computers and vehicles are maintained and replaced on a schedule (III.B.2.40). Every department and office participates in the maintenance of the facilities they use daily, such as labs, studios, and workshops. Departments and offices can request repairs and replacements through the Service Request System (III.B.2.41). Through the program review process, departments and offices can request funding for new facilities and equipment or upgrades (III.B.2.42; III.B.2.43; III.B.2.44; III.B.2.45; III.B.2.46, p.2-3; III.B.2.47, pp.1-3 III.B.2.48). Associated Students representatives have a role in facilities maintenance and improvements through their participation in the shared governance process, for example when they lobbied for gender-inclusive restrooms and for switching to non-toxic landscaping herbicides (III.B.2.49, p.3; III.B.2.50, p.1).

Analysis and Evaluation
The College meets the standard. To fulfill our mission to offer a wide variety of programs and services to students on a variety of educational and career paths, we engage in ongoing maintenance, replacement and building of our physical assets. Planning and maintenance happens at several levels at the College and the District and involves students, faculty, classified, and managers. After planning and building, the College keeps its physical resources in good working order.

Improvement plan
In order to assure effective utilization and continuing quality of resources, the College should publish and adhere to replacement cycles for instructional and operational equipment.

List of evidence
III.B.2.1 Council on Budget and Facilities Agenda Packet 14 November 2022 pp 6-7
III.B.2.2 Council on Budget and Facilities Screenshot
III.B.2.3 Planning and Budget Steering Committee Notes 17 November 2021 pp 2-3
III.B.2.4 Planning and Budget Steering Committee Screenshot
III.B.2.5 Function Map "Capital Projects" p 10
III.B.2.6 Preventive Maintenance Schedule
III.B.2.7 Function Map Maintenance & Operations p 26
III.B.2.8 FUSION Scheduled Maintenance Summary
III.B.2.9 FUSION Five-Year Construction Plan Screenshot
III.B.2.10 Room Report
III.B.2.11 Board of Trustees News 24 January 2023
III.B.2.12 Division of State Architect Certification Letter
III.B.2.13 Council on Budget and Facilities Summary 13 June 2022 pp 2-3
III.B.2.14 Board of Trustees minutes 28 June 2016 p 259
III.B.2.15 District Consultation Council summary 27 January 2020 p 1
III.B.2.16 Faculty Senate Minutes 16 April 2020 p 1
III.B.2.17 Board of Trustees Minutes 9 June 2022 pp 93-94
III.B.2.18 FC Educational and facilities master Plan
III.B.2.19 Educational and Facilities Master Plan Map
III.B.2.20 Function Map Capital Projects p 10
III.B.2.21 Five-Year Capital Outlay
III.B.2.22 Board of Trustees Minutes 26 July 2022 p 175
III.B.2.23 Board of Trustees Master Plan Update
III.B.2.24 District Consultation Council Summary 27 January 2020 p 1
III.B.2.25 Faculty senate minutes 16 April 2020 p 4
III.B.2.26 Planning and Budget Steering Committee notes 6 October 2021 p 2

Evidence Attachments

Dist. Function Map Booklet.pdf
III.B.2_BOT_FMP_Update_Presentation_2018_06_23.pdf
III.B.2_BOT_minutes_2016_06_28.pdf
III.B.2_BOT_minutes_2022_06_09.pdf
III.B.2_BOT_minutes_2022_07_26.pdf
III.B.2_BOT_news_2023_01_24.pdf
III.B.2_BUG_2400_minutes_2018_05_25.pdf
III.B.2_BUG_2400_minutes_2019_03_22.pdf
III.B.2_BUG_2400_signoff_2019_03_22.pdf
III.B.2_BUG_300_500_minutes_2017_09_26.pdf
III.B.2_BUG_300_500_signin_VRC_Umoja_2017_12_07.pdf
III.B.2_BUG_300_500_VPs_mtg_minutes_2018_10_31.pdf
III.B.2_CBF_agenda_packet_2022_11_14.pdf
III.B.2_CBF_screenshot_2023_01_10.pdf
III.B.2_CBF_summary_2021_11_08.pdf
III.B.2_CBF_summary_2022_06_13.pdf
III.B.2_COC_homepage_screenshot_2023_02_04.pdf
III.B.2_COC_minutes_2022_03_02.pdf
III.B.2_DCC_summary_2020_01_27.pdf
III.B.2_DSA_certification_letter_2022_05_26.pdf

III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Narrative

Evidence of Meeting the Standard
College and District shared governance groups participate in the Educational and Facilities Master Plan development process, which most recently culminated in 2020 (III.B.3.1). In accordance with the California Community Colleges Board of Governors 2020 guidelines, the District submits an annual, Board-approved Capital Outlay Plan to the State (III.B.3.2; III.B.3.3, pp.51, 54, 56, 59, 60, 61, 63, 65, 84, 108, and 109). The Five-Year Capital Outlay Plan projects FTES, FTF, and WSCH numbers five years into the future so that the College can determine if it has adequate space for its programs (III.B.3.4). The Capital Outlay Plan accounts for classroom use, office space, library use, and equipment use. In order to optimize the use of building space and facilities, we conduct an annual space inventory, which drives our Initial Project Plans (IPPs) and Final Project Plans (FPPs). The College office of Capital Projects leads the administration, organization, and integration of facility planning activities for the renovation and construction of campus facilities, equipment, and buildings in support of the District Strategic Plan, Master Plan, and College goals and objectives (III.B.3.5, pp.10-11).

To evaluate facilities and equipment, the College vice president of administrative services (VPAS) meets weekly with the facilities director, the maintenance & operations manager, the academic computing director, and the capital projects manager to resolve issues with facilities and equipment. Annual funding for maintenance and instructional equipment comes from the District and is allocated by campus-level shared governance bodies (III.B.3.6, pp.16-17).

The director of facilities oversees the implementation of the Preventive Maintenance inventory (III.B.3.7). The District Space Inventory Report provides the VPAS Office with data about room use (III.B.3.8). Through shared governance bodies, the VPAS engages in discussions about facilities plans and projects, such as swing-space for the major construction and renovation projects envisioned by the Educational and Facilities Master Plan (III.B.3.9, p.4; III.B.3.10, pp.2-3; III.B.3.11).

Facilities and equipment planning and maintenance also occur when departments and programs submit requests for resources during the program review cycle. The requests are approved by PAC (President's Advisory Council) as long as they are supported by data analysis that demonstrates a need (III.B.3.12; III.B.3.13).

Annually, the District hires a firm to conduct a Fixed Assets Inventory (III.B.3.14, pp.160-286, 554-107). At the College level, individual division offices keep track of instructional equipment and identify needs through the program review process. The Facilities and Maintenance & Operations Department also completes regular program review self-studies (III.B.3.15; III.B.3.16; III.B.3.17).

Analysis and Evaluation
The College meets the standard. The College and the District have several processes to ensure that our facilities and equipment needs are being met so that we can continue to offer effective programs and services. We plan and assess our facilities on an ongoing basis, taking into account utilization data.

Improvement plan
In order to assure that our physical resources support our programs and services, our shared

governance bodies should review annually the Five Year Construction Plan.

List of evidence
III.B.3.1 Educational and Facilities Master Plan
III.B.3.2 Board of Governors Policy Capital Outlay Program Priorities
III.B.3.3 State Chancellor's Five Year Capital Outlay Plan 2021-22 pp 51, 54, 56, 59, 60, 61, 63, 65, 84, 108, 109
III.B.3.4 District Five-Year Capital Outlay
III.B.3.5 Function Map Capital Projects pp 10-11
III.B.3.6 FC Integrated Planning Manual pp 16-17
III.B.3.7 Preventive Maintenance Inventory
III.B.3.8 Space Inventory Report
III.B.3.9 Council on Budget and Facilities Summary 8 November 2021 p 4
III.B.3.10 PAC Minutes 11 May 2022 pp 2-3
III.B.3.11 Educational and Facilities Master Plan
III.B.3.12 Strategic Action Plans Template
III.B.3.13 Planning and Budget Steering Committee Notes 18 September 2019
III.B.3.14 Fixed Asset Inventory pp 160-286 554-107
III.B.3.15 Technology & Engineering Computer Lab Inventory
III.B.3.16 Natural Sciences Equipment Needs
III.B.3.17 Facilities and Maintenance & Operations Comprehensive Program Review Self-Study 2018-19

Evidence Attachments

Dist. Function Map Booklet.pdf
III.B.3.3_CCCCO_capital_outlay_report_2021_22.pdf
III.B.3_BOG_policy_capital_outlay_program_priorities_2020.pdf
III.B.3_CBF_summary_11_8_21_68610.pdf
III.B.3_DIST_fixed_asset_inventory_2022_06_30.pdf
III.B.3_DIST_space_inventory_report_2016_17.pdf
III.B.3_EFMP_FC_nocccd_fullerton_booklet.pdf
III.B.3_EFMP_FC_nocccd_fullerton_booklet.pdf
III.B.3_Facilities_M_O_comprehensive_program_review_2018_19.pdf
III.B.3_FC_integrated_planning_manual_2021.pdf
III.B.3_FC_preventive_maintenance_inventory.pdf
III.B.3_NATSCI_equipment_needs_2023.pdf
III.B.3_North_Orange_CCCD_Five_Year_Capital_Outlay_2022.pdf
III.B.3_PAC_minutes_2022_05_11.pdf
III.B.3_PBSC_mtg_notes_2019_09_18.pdf
III.B.3_PRPC_2021_10_19_strategic_action_plans_template.pdf
III.B.3_TECHENG_computer_lab_inventory_26_05_22.pdf

III.B.4

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Narrative

Evidence of Meeting the Standard

The College and District make long-range capital plans through the Educational and Facilities Master Plan (EFMP) process, in which representatives from all College constituencies plan how the College will grow and improve its physical space and technology capacity to continue carrying out its mission (III.B.4.1). Five-year capital outlay plans implement the projects envisioned by the EFMP (III.B.4.2).

Funding for large campus construction projects comes from publicly-approved bond measures, such as Measure J in 2014. Bond-funded construction is managed by professionals in the Capital Projects office and by the District Finance & Facilities Department, which made sure that we qualified for State matching funds to build the Measure J projects (III.B.4.3). The combination of bonds and State matching funds has underwritten recent and future additions to campus: the 300 Building renovation, the Music and Dramatic Arts Center, the Horticulture building, and the STEM Welcome Center (III.B.4.4; III.B.4.5). The Citizens Bond Oversight Committee provides third-party verification that voter-approved funds are being spent as intended (III.B.4.6; III.B.4.7; III.B.4.8). In addition to using bond funding, we also apply for State funds through the IPP/FPP process, following all State restrictions on those funds.

All plans account for total cost of ownership (TCO), which is overseen by District Fiscal Affairs professionals and the College Vice President of Administrative Services office (VPAS). TCO projections are integrated into construction planning and equipment purchases. TCO is also factored into smaller planning and equipment-purchase decisions, such as the funding allocations decided by the President's Advisory Council, many of which go through the program review and planning process. The VPAS provides TCO estimators and evaluation rubrics to assess all capital investments and to guide proposal authors (III.B.4.9; III.B.4.10; III.B.4.11; III.B.4.12; III.B.4.13). TCO was a factor, for example, in the detailed assessment of a project to remodel the campus cooling plant (III.B.4.14).

Analysis and Evaluation

The College meets the standard. When we make plans for capital investment, we do so in a deliberate and inclusive way that takes into account the College's improvement goals, its mission, and the total cost of ownership of new facilities and equipment.

List of evidence
III.B.4.1 Educational and Facilities Master Plan
III.B.4.2 Five-Year Capital Outlay Plan
III.B.4.3 District Measure J Screenshot
III.B.4.4 Campus Projects Screenshot
III.B.4.5 FC Measure J Screenshot
III.B.4.6 Citizens' Oversight Committee Community Report
III.B.4.7 Citizens' Oversight Committee Minutes 2 March 2022
III.B.4.8 Citizens' Oversight Committee Screenshot
III.B.4.9 Total Cost of Ownership Budget Estimator Worksheet
III.B.4.10 Total Cost of Ownership Estimator Spreadsheet
III.B.4.11 Total Cost of Ownership Rubric
III.B.4.12 Total Cost of Ownership Summary
III.B.4.13 Total Cost of Ownership proposal help notes

III.B.4.14 Campus-Wide Cooling Plant Load Analysis & Thermal Energy Storage System Concept Engineering Study 8 September 2017

Conclusions on Standard III.B: Physical Resources
As our 2022 Clery Report indicates, Fullerton College provides students and employees a safe campus, including during emergencies such as global pandemics. We create a safe and accessible campus by making sure buildings, grounds, and equipment are planned, purchased, constructed, maintained, and evaluated on a regular cycle. Our use of bond funds is overseen by a Citizens' Oversight Committee. The Educational and Facilities Master Plan plans our long-term growth and the annual Five-Year Capital Outlay Plan puts those plans into motion. The VPAS office, Capital Projects office, and Facilities office oversee our physical plant. Since the last accreditation cycle, we have built a new instructional building, completed the central plant, renovated several existing instructional buildings, and acquired nearby properties, including an overflow parking lot. Three existing instructional buildings have been renovated. Through shared governance and program review, employees and students participate in the planning and maintenance process. To keep projects under budget, we use FUSION and total-cost-of-ownership budgeting. These processes allow us to act as responsible stewards, hosts, neighbors, and educators.

Evidence Attachments

III.B.4_COC_2021_22_community_report.pdf
III.B.4_COC_homepage_screenshot_2022_11_07.pdf
III.B.4_COC_minutes_2022_03_02.pdf
III.B.4_DIST_five_year_capital_outlay_plan_2024_28.pdf
III.B.4_DIST_measure_J_page_2022_12_27.pdf
III.B.4_EFMP_FC_nocccd_fullerton_booklet.pdf
III.B.4_FC_Measure_J_screenshot_2022_10_30.pdf
III.B.4_FC_TCO_Budget_Estimator_Worksheet_112011.pdf
III.B.4_FC_TES_study_2017_09_08.pdf
III.B.4_TCO_Estimator_Spreadsheet.pdf
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III.B.4_TCO_Proposal_Help_Notes.pdf
III.B.4_TCO_rubric_2011_12.pdf
III.B.4_TCO_Summary.pdf
III.B.4_Total_Cost_of_Ownership.pdf
III.B.4_VPAS_campus_projects_page_2022_12_27.pdf

III.C Technology Resources

Narrative

Evidence Attachments

III.C.1_ACT_homepage_screenshot_2022_10_22.pdf
III.C.1_ACT_Org_Chart_2022.pdf
III.C.1_ACT_service_request_login_page_screenshot_2022_10_23.pdf
III.C.1_ACT_service_request_screenshot_2022_10_23.pdf
III.C.1_BOT_news_2023_01_24.pdf
III.C.1_DE_accessibility_screenshot_2022_10_23.pdf
III.C.1_DE_canvas_accessibility_screenshot_2022_10_23.pdf
III.C.1_DE_lockdown_browser_screenshot_2022_10_23.pdf
III.C.1_DE_netiquette_screenshot_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_1_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_2_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_3_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_4_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_5_2022_10_23.pdf
III.C.1_DEAC_accessibility_screenshot_2022_10_22.pdf
III.C.1_DEAC_agenda_notes_2022_04_26.pdf
III.C.1_DEAC_Getting_Started_with_Canvas_Instructor_Checklist.pdf
III.C.1_DEAC_homepage_screenshot_2022_10_22.pdf
III.C.1_DIST_climate_survey_2021_May_(1).pdf
III.C.1_DIST_climate_survey_2021_May.pdf
III.C.1_DIST_purchasing_manual_2020_01_06.pdf
III.C.1_district_IT_governance_infographic_99072.pdf
III.C.1_district_tech_committee_charter_98189.pdf
III.C.1_FC_information_technology_standards_design_guidelines_2021.pdf
III.C.1_FCNet_account_setup_page_screenshot_2022_10_23.pdf
III.C.1_FCNet_campus_org_accounts_screenshot_2022_10_23.pdf
III.C.1_FCNet_computer_labs_student_tools_screenshot_2022_10_23.pdf
III.C.1_FCNet_department_accounts_screenshot_2022_10_23.pdf
III.C.1_FCNet_faculty_staff_accounts_screenshot_2022_10_23.pdf
III.C.1_FCNet_homepage_screenshot_2022_10_22.pdf
III.C.1_FCNet_hourly_intern_accounts_screenshot_2022_10_23.pdf
III.C.1_FCNet_remote_work_support_screenshot_2022_10_23.pdf
III.C.1_FCNet_software_installation_request_screenshot_2022_10_23.pdf
III.C.1_FCNet_student_accounts_screenshot_2022_10_23.pdf
III.C.1_FCNet_student_printing_screenshot_2022_10_23.pdf
III.C.1_IT_banner_distruption_email_screenshot_2022_10_24.pdf
III.C.1_IT_banner_training_page_2022_11_02.pdf
III.C.1_IT_homepage_screenshot_2022_11_02.pdf
III.C.1_IT_mygateway_home_vaccine_status_screenshot_2022_11_02.pdf
III.C.1_laptop_request_screenshot_2022_10_22.pdf
III.C.1_return_to_the_hive_free_wifi_2020_05_03.pdf
III.C.1_return_to_the_hive_laptops_2020_04_14.pdf
III.C.1_staff_functionality_flowchart_09_06_2017_30077.pdf

III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Narrative

Evidence of Meeting the Standard
The College's technology services are provided by Academic Computing Technologies (ACT) (III.C.1.1; III.C.1.2). District Information Services (IS) oversees the networks, platforms, and portals (such as Banner) that we share with Cypress College and North Orange Continuing Education (III.C.1.3; III.C.4; III.C.1.5; III.C.1.6; III.C.1.7; III.C.1.8).

Students enroll in classes and instructors manage their sections' enrollment through the District-hosted MyGateway portal. MyGateway also serves as a clearinghouse for important student and employee information, such as registration, section rosters, final grades, payroll forms, the master calendar, employee training, employee benefits, and financial reporting. During the return from the pandemic shutdown, we used MyGateway to display the verification of a person's vaccination status (III.C.1.9).

Offices across the District use Banner software infrastructure for many tasks, such as scheduling and filing state reports (III.C.1.10). District IS operates MyGateway and Banner, conducting periodic maintenance and carrying out network refreshes (III.C.1.11; III.C.1.12). IS updates Banner once in the spring, fall, and winter, with a regulatory update every November. At the college level, ACT supports the hardware and software used by departments, offices, and computer labs (III.C.1.13, pp.12-13). While IS oversees the behind-the-scenes technology infrastructure, ACT is on the ground making sure that students and faculty have access to the hardware, software, and WiFi they need so the College can fulfill its mission.

ACT operates FCNet, which provides each student and employee an email account and a login credential (III.C.1.14; III.C.1.15; IIIC.1.16; III.C.1.17; IIIC.1.18; III.C.1.19; III.C.1.20; III.C.1.21; III.C.1.22; III.C.1.23). ACT oversees regular hardware and software updates in every classroom, office, and computer lab. As instruction and student support happens more and more in virtual spaces, IS ensures that students and employees have reliable access to those spaces (III.C.1.24, pp.24-25). ACT and IS collaborate to provide a help desk for students and employees (III.C.1.25, pp.12-13).

Since the last accreditation cycle, expectations for the use of technology have ratcheted up. What we used to call a "smart classroom" is now just called a classroom. Ceiling-mounted projectors, AV touch panels, and WiFi routers have become basic equipment, like desks and white boards. Every classroom and lab has at least one Internet-connected workstation (III.C.1.26). In each classroom, ACT updates hardware and software to maintain a standard level of technology (III.C.1.27, III.C.1.28). ACT maintains and upgrades all technology equipment and responds to service requests from instructors and classified professionals (III.C.1.29). ACT provides 1,275 online access points, and 190 active mobile Wifi hotspots for student use.

The March 2020 pandemic shutdown flung thousands of class sections into cyberspace. Fortunately, many instructors had experience using the Canvas platform and the College had very capable leaders managing Distance Education. Thanks to their foresight, on the Day the World Stayed Home every class section already had an existing Canvas shell, even if some instructors did not know it before the shutdown. This meant that the only thing a novice Canvas instructor had to do was click the "Publish" button to make their classes go live online, then follow the Distance Ed checklist to keep instruction continuous and accessible (III.C.1.30; III.C.1.31;

[III.D.1.32](#)).

The College acted quickly to help students make the switch to remote learning. Distance Education provided step-by-step and video-enhanced instructions for students new to Canvas and to students needing help with online accessibility ([III.C.1.33](#); [III.C.1.34](#); [III.C.1.35](#); [III.C.1.36](#); [III.C.1.37](#); [III.C.1.38](#); [III.C.1.39](#); [III.C.1.40](#)). Between March 2020 and August 2020 the Distance Education director, Online Teaching Certificate team, and Professional Learning Committee offered immediate support to instructors and trained over 200 faculty members in online pedagogy that meets Title 5 requirements. ACT and the Library provided loaner laptops for students, a drive-through book and equipment pick-up system, and Wifi access in a campus parking lot ([III.C.1.41](#); [III.C.1.42](#); [III.C.1.43](#)).

ACT provides and supports the VOIP telephones, with a built-in speaker for emergency announcements, in every office and classroom ([III.C.1.44](#)).

Analysis and Evaluation
The College meets the Standard. Through ACT and District IS, we provide students and instructors the technology service, access, support, hardware and software they need, in-person and online. College and District technology experts keep the behind-the-scenes systems functioning so that we can operate efficiently as students and staff members.

Improvement plan
To ensure that our technology supports our operations, we should develop a standard by which to determine if we have enough technology hardware, software, and support for a college of our size. The standard should be based on best practices in higher education, and we should measure our current provisions against the standard at least once a year.

List of evidence
[III.C.1.1](#) Academic Computing Technologies Organizational Chart
[III.C.1.2](#) Academic Computing Technologies homepage
[III.C.1.3](#) Information Services homepage
[III.C.1.4](#) District Climate Survey May 2021
[III.C.1.5](#) District Tech Committee Charter
[III.C.1.6](#) District IS Governance Infographic
[III.C.1.7](#) Information Services Staff functionality flowchart
[III.C.1.8](#) Banner Disruption email
[III.C.1.9](#) Mygateway Home Vaccine Status Screenshot
[III.C.1.10](#) Banner training page
[III.C.1.11](#) District Information Services Mygateway Maintenance Email 30 June 2023
[III.C.1.12](#) Board of Trustees News 24 January 2023. Mygateway has been deprecated and since 2021 is no longer updated by District IS.
[III.C.1.13](#) Function Map "Computing Support" pp 12-13
[III.C.1.14](#) FCNet Homepage
[III.C.1.15](#) FCNet Account Setup Screenshot
[III.C.1.16](#) FCNet Student Accounts
[III.C.1.17](#) FCNet Faculty Staff Accounts
[III.C.1.18](#) FCNet Department Accounts
[III.C.1.19](#) FCNet Hourly Intern Accounts
[III.C.1.20](#) FCNet Campus Organization Accounts
[III.C.1.21](#) FCNet Student Printing
[III.C.1.22](#) FCNet Computer Labs Student Tools
[III.C.1.23](#) FCNet Software Installation Request
[III.C.1.24](#) Function Map "IT Infrastructure" pp 24-25
[III.C.1.25](#) Function Map "Computing Support" pp 12-13

III.C.1.26 Information Technology Standards Design Guidelines
III.C.1.27 FC Audiovisual Standards Design Guidelines 31 December 2021
III.C.1.28 District Instructional Technology Standards Classroom Multimedia Systems 22 January 2018
III.C.1.29 Academic Computing Technologies Service Request
III.C.1.30 Distance Education Advisory Committee Getting Started with Canvas Instructor Checklist
III.C.1.31 FCNet Remote Work Support
III.C.1.32 Distance Education Advisory Committee Accessibility
III.C.1.33 Distance Education Student Access Screenshot 1
III.C.1.34 Distance Education Student Access Screenshot 2
III.C.1.35 Distance Education Student Access Screenshot 3
III.C.1.36 Distance Education Student Access Screenshot 4
III.C.1.37 Distance Education Student Access Screenshot 5
III.C.1.38 Distance Education Canvas Accessibility
III.C.1.39 Distance Education Accessibility
III.C.1.40 Distance Education Netiquette
III.C.1.41 Laptop Request
III.C.1.42 Return to the Hive Free Wifi
III.C.1.43 Return to the Hive Laptops
III.C.1.44 ACT Voice Over Internet Protocol Phones Email 31 May 2023

Evidence Attachments

Dist. Function Map Booklet.pdf
Dist. Function Map Booklet.pdf
III.C.1_ACT_homepage_screenshot_2022_10_22.pdf
III.C.1_ACT_new_voip_phones_email_2023_05_31.pdf
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III.C.1_ACT_service_request_login_page_screenshot_2022_10_23.pdf
III.C.1_ACT_service_request_screenshot_2022_10_23.pdf
III.C.1_BOT_news_2023_01_24.pdf
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III.C.1_DE_student_access_screenshot_1_2022_10_23.pdf
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III.C.1_DE_student_access_screenshot_3_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_4_2022_10_23.pdf
III.C.1_DE_student_access_screenshot_5_2022_10_23.pdf
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III.C.1_DIST_purchasing_manual_2020_01_06.pdf
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III.C.1_district_tech_committee_charter_98189.pdf

III.C.2

The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Narrative

Evidence of Meeting the Standard
At the College level, Academic Computing Technology writes and adheres to its Information Technology and Communication Standards & Design Guidelines, which contain detailed instructions for hardware such as server installation, cabling and outlets, contractor bidding, and project sequencing (III.C.2.1). The guidelines are followed to expand technology into new rooms or update equipment in existing rooms.

The District Technology Committee develops and maintains a computer replacement plan, with appropriate replacement cycles for different types of equipment (III.C.2.2). It uses a rubric to evaluate new projects (III.C.2.3). At the District level, Information Services and Educational Services & Technology regularly survey students and staff and use the results to inform their technology planning (III.C.2.4; III.C.2.5; III.C.2.6; III.C.2.7).

Analysis and Evaluation
The College meets the standard. Our technology infrastructure is constantly being improved and updated at the College and District levels. Both levels are overseen by committees of technology experts, who have developed technology standards, rubrics for evaluating new projects, and replacement plans for out-of-date equipment. The technology committees periodically ask for feedback from students and staff to determine their technology needs and levels of technology use.

Improvement plan
In order to assure that our technological resources are adequate, we should develop a Technology Master Plan and update it regularly.

List of evidence
III.C.2.1 Information Technology Standards Design Guidelines
III.C.2.2 District Technology Committee Computer Equipment Replacement Plan 18 January 2022
III.C.2.3 District Technology Committee Projects Rubric
III.C.2.4 District Climate Survey May 2021
III.C.2.5 District Climate Survey Results Webinar
III.C.2.6 District Student Employee Engagement Report 14 November 2022
III.C.2.7 District Student Educational Engagement Report 14 November 2022

Evidence Attachments

III.C.2_DIST_climate_survey_2021_May.pdf
III.C.2_DIST_Student_Educ_Engagement_Report_2022_11_14.pdf
III.C.2_DIST_Student_Educational_Engagement_Report_2022_11_14.pdf
III.C.2_DIST_Student_Employee_Engagement_Report_2022_11_14.pdf
III.C.2_DIST_survey_results_webinar_invite_2022_11_09.pdf
III.C.2_DTC_computer_equipment_replacement_plan_2022_01_18.pdf

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III.C.2_FC_information_technology_standards_design_guidelines_2021.pdf
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III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Narrative

Evidence of Meeting the Standard
Fullerton College offers classes on our main campus and the Berkeley Center, just north of campus across Berkeley Avenue. The College offers several dual enrollment class sections at nearby secondary schools. The College also offers online classes. Students and employees in all locations are supported by ACT and District IS. This support includes technology hardware, such as computer terminals and Wifi routers, and also cybersecurity and risk management safeguards (III.C.3.1; III.C.3.2; pp.12-14). Increasingly, instructors are utilizing the Canvas platform for online and in-person instruction, so the College created a Distance Education Director position to ensure reliable Canvas access and continuous support for students and faculty using Canvas (III.C.3.3).

ACT has a disaster continuity plan and a backup Mitsubishi 80KVA UPS integrated with a CUMMINS Power Generator that can provide round-the-clock power to the Main Data Center in the event of a power outage. To back up data and software, ACT uses Microsoft O365 Defender as a cloud security system. ACT runs a daily network report with daily network snapshots. To protect data and software from hacking and malware, ACT uses and configures next-generation firewalls with Redundant FortiGate 3400E.

To ensure District-level tech infrastructure is properly backed up, District IS uses Amazon Web Services. To block unauthorized persons from gaining access to District servers, District IS requires multi-factor authentication whenever a student or staff member logs in (III.C.3.4). District IS uses Milton/ThreatHunterAI software, which provides real-time scans and continuous monitoring for suspicious activity on District servers. District IS informs and works with shared governance bodies when it detects a security breach, for example when there was a ransomware incident in spring 2022 (III.C.3.5, pp.1-2; III.C.3.6; III.C.3.7, pp.8-12; III.C.3.8; III.C.3.9; III.C.3.10). District IS and campus ACT alert students and employees to recent scams and phishing attempts, and they provide learning resources for safe online conduct (III.C.3.11; III.C.3.12; III.C.3.13; III.C.3.14).

Analysis and Evaluation
The College meets the standard by assuring that all courses, programs, and services – wherever we offer them – are supported by technology resources that are reliable, accessible, safe, and secure. The spring 2022 ransomware incident on a District server underscored the increasing challenges of cybersecurity, but also demonstrated that we have the systems in place to respond and a governance structure in place to ensure that we continue to provide secure technology to our students and staff.

List of evidence
III.C.3.1 District Technology Committee Cloud Security Guidelines
III.C.3.2 Function Map "Computing Support" pp 12-13 "Cybersecurity & Risk Management" pp 12-14
III.C.3.3 FC Distance Education Homepage Screenshot 29 June 2023
III.C.3.4 Multi-Factor Authentication
III.C.3.5 District Consultation Council summary 28 March 2022 pp 1-2
III.C.3.6 District Cybersecurity Breach Email
III.C.3.7 Council on Budget and Facilities Agenda Packet 9 May 2022 pp 8-12
III.C.3.8 District Consultation Council Cybersecurity Plan Summary 23 May 2022

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III.C.3_ACT_phishing_notification_email_2022_11_03.pdf
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III.C.3_DCC_cybersecurityplan_summary_2022_05_23.pdf
III.C.3_dcc_summary_2022_03_28_88627.pdf
III.C.3_DE_how_to_protect_yourself_online_2022_10_23.pdf
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III.C.3_DTC_mtg_notes_2022_09_20.pdf
III.C.3_DTC_mtg_notes_2022_10_18.pdf
III.C.3_FC_DE_homepage_screenshot_2023_06_29.pdf
III.C.3_IT_info_security_update_email_2020_12_07.pdf
III.C.3_multi_factor_authentication_screenshot_2022_10_23.pdf

III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Narrative

Evidence of Meeting the Standard

District IS provides the underlying network infrastructure and offers training for each system it supports, such as Banner, and it provides security training for IS staff members. IS offers tutorial videos and training sessions for employees using specific software applications, such as Microsoft Teams (III.C.4.1; III.C.4.2).

At the campus level, ACT provides technology instruction and support for students and employees in several ways. The ACT website has online manuals and tutorials on multi-factor authentication, VoIP phones, Outlook email, Microsoft Teams, and campus Wi-Fi access (III.C.4.3; III.C.4.4; III.C.4.5; III.C.4.6; III.C.4.7; III.C.4.8; pp.12-13). ACT is in charge of installing desktop hardware in computer labs and offices, maintaining the software thereon, administering network and server operating systems, maintaining the Wifi network, and meeting the College's data needs with cloud services and database systems (III.C.4.9). The Distance Education Office also provides training modules for students taking online classes (III.C.4.10; III.C.4.11; III.C.4.12).

When the pandemic began, the College devoted resources and professional expertise to making online classes accessible and effective. The Distance Education team helped faculty provide instructional continuity for their suddenly-remote students, and within days Distance Ed developed how-to modules and a training program to make sure remote classes met Title 5 requirements (III.C.4.13; III.C.4.14; III.C.4.15; III.C.4.16; III.C.4.17). During pandemics and during non-pandemics, Distance Ed and the Professional Learning Committee offer regular, up-to-date trainings and certifications so that instructors can continuously improve their online teaching and apply the latest technology to their face-to-face classes (III.C.4.18; III.C.4.19; III.C.4.20; III.C.4.21; III.C.4.22; III.C.4.23; III.C.4.24; III.C.4.25; III.C.4.26; III.C.4.27; III.C.4.28). The Distance Education newsletter, *Buzz*, provides timely updates about Canvas, upcoming trainings, and other technology news (III.C.4.29; III.C.4.30; III.C.4.31).

The Distance Education Director is a faculty member on reassigned time who maintains and configures Canvas infrastructure, creates Canvas shells for faculty members, troubleshoots problems with faculty, and helps students navigate their classes on Canvas. The DE Director works with Admissions & Records to help students who are having difficulty enrolling in an online section, getting access to an online section, using an add code for an online section, or getting access to their class section via Canvas. The DE Director is advised by the Distance Education Advisory Committee (DEAC), which is comprised of representatives from every division. Each division has faculty members trained to serve as Distance Education Division Representatives (DEDRs, pronounced "Deeders"). DEDRs assist colleagues in applying best practices to online instruction (III.C.4.32; III.C.4.33; III.C.4.34; III.C.4.35, "Distance Education," p.15).

Students new to Canvas are guided to Distance Education's how-to videos, checklists, guidelines, and FAQ pages (III.C.4.36; III.C.4.37; III.C.4.38; III.C.4.39; III.C.4.40). The ACT Help Desk provides real-time assistance to students and employees via phone and email (III.C.4.41).

The DE Director works with DEAC and the Professional Learning Committee (*née* Staff Development) to provide boot camps for instructors who are teaching online sections. They also provide certificate programs for instructors to learn advanced online teaching skills (III.C.4.42). They offer frequent seminars, workshops, and mini-conferences on a wide range of issues that

arise in the online teaching environment, such as student equity and inclusion, student engagement, academic honesty, and fostering student-to-student interactions (III.C.4.43; III.C.4.44; III.C.4.45).

Analysis and Evaluation
The College meets the standard. Students, classified professionals, and faculty members receive a great deal of technical support. District IS provides training and technical support for users of the technology infrastructure. Campus ACT makes sure that instructors' and students' hardware and software needs are met. ACT provides training and support for the software that students and employees use every day, such as Canvas and Outlook. The Distance Ed program took an especially strong lead during the pandemically-necessary jump to remote instruction, when the need for training and support was at an all-time high. A big part of the post-emergency "new normal" has been the ongoing effort to help employees and students get the most out of online instruction and services. We have successfully integrated these efforts into our already-extensive professional learning program.

List of evidence
III.C.4.1 Information Services Banner Training Page
III.C.4.2 Information Services Homepage
III.C.4.3 Academic Computing Technologies Training Guides
III.C.4.4 FCNet Configuration Training Tutorials-1
III.C.4.5 FCNet Configuration Training Tutorials-2
III.C.4.6 FCNet Configuration Training Tutorials-3
III.C.4.7 FCNet Configuration Training Tutorials-4
III.C.4.8 Function Map "Computing Support" pp 12-13
III.C.4.9 ACT Homepage Screenshot 29 June 2023
III.C.4.10 Student Online Training
III.C.4.11 Distance Education Welcome Training
III.C.4.12 Distance Education Homepage Screenshot 29 June 2023
III.C.4.13 Distance Education Getting Started Instructor Checklist
III.C.4.14 Canvas Instructional Continuity Home Spring 2020
III.C.4.15 Canvas Instructional Continuity Modules Spring 2020
III.C.4.16 Canvas Title 5 Module Spring 2020
III.C.4.17 Canvas Title 5 Training Modules Spring 2020
III.C.4.18 Distance Education Handbook
III.C.4.19 Distance Education Principles of Online Learning
III.C.4.20 Distance Education Quick Start Guides
III.C.4.21 Distance Education Video Guides
III.C.4.22 Distance Education Online Learning Certificate
III.C.4.23 Distance Education Online Learning Certificate
III.C.4.24 Distance Education Canvas Captioning
III.C.4.25 Distance Education Online Course Surveys
III.C.4.26 Distance Education Turnitin
III.C.4.27 Distance Education Zoom-1
III.C.4.28 Distance Education Zoom-2
III.C.4.29 Buzz Newsletter Dec 2020
III.C.4.30 Buzz Newsletter Aug 2021
III.C.4.31 Buzz Newsletters
III.C.4.32 Distance Education Advisory Committee Agenda Notes 26 April 2022
III.C.4.33 Distance Education Advisory Committee Notes 26 October 2021
III.C.4.34 Distance Education Division Representatives
III.C.4.35 Function Map "Distance Education" p 15
III.C.4.36 Canvas Login
III.C.4.37 Canvas Support Guides

Evidence Attachments

Dist. Function Map Booklet.pdf
III.C.4.ACT_homepage_screenshot_2023_06_29.pdf
III.C.4_ACT_help_webpage_screeenshot_2022_03_24.pdf
III.C.4_ACT_homepage_screenshot_2023_06_29.pdf
III.C.4_ACT_training_guides_screenshot_2022_03_24.pdf
III.C.4_canvas_instructional_continuity_home_spring_2020.pdf
III.C.4_canvas_instructional_continuity_modules_spring_2020.pdf
III.C.4_DE_Buzz_newsletter_2020_Dec.pdf
III.C.4_DE_buzz_newsletter_2021_Aug.pdf
III.C.4_DE_buzz_newsletters_screenshot_2022_10_23.pdf
III.C.4_DE_canvas_captioning_screenshot_2022_10_23.pdf
III.C.4_DE_canvas_how_to_submit_assignment_screenshot_2022_10_23.pdf
III.C.4_DE_canvas_login_screenshot_2022_10_23.pdf
III.C.4_DE_canvas_support_guides_screenshot_2022_10_23.pdf
III.C.4_DE_canvas_title_5_module_spring_2020.pdf
III.C.4_DE_canvas_title_5_training_modules_spring_2020.pdf
III.C.4_DE_contact_us_screenshot_2022_10_23.pdf
III.C.4_DE_dedrs_screenshot_2022_10_23.pdf
III.C.4_DE_faqs_screenshot_2022_10_23.pdf
III.C.4_DE_getting_started_instructor_checklist.pdf
III.C.4_DE_olc_screenshot_2022_10_23.pdf
III.C.4_DE_online_course_surveys_screenshot_2022_10_23.pdf
III.C.4_DE_online_teaching_certification_screenshot_2022_10_23.pdf
III.C.4_DE_principles_online_learning_screenshot_2022_10_23.pdf
III.C.4_DE_quick_start_guides_screenshot_2022_10_23.pdf
III.C.4_DE_student_online_training_2022_10_23.pdf
III.C.4_DE_turnitin_screenshot_2022_10_23.pdf
III.C.4_DE_video_guides_screenshot_2022_10_23.pdf
III.C.4_DE_welcome_page_2022_11_11.pdf
III.C.4_DE_zoom_1_screenshot_2022_10_23.pdf
III.C.4_DE_zoom_2_screenshot_2022_10_23.pdf
III.C.4_DEAC_Agenda_Notes_2022_04_26.pdf
III.C.4_DEAC_Meeting_Notes_2021_10_26.pdf
III.C.4_FC_DE_homepage_screenshot_2023_06_29 copy.pdf

III.C.5

The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Narrative

Evidence of Meeting the Standard
The following board policies and administrative procedures require that employees and students use technology in an appropriate manner.

Title	Board Policy	Administrative Procedure
Public Records	3300	3300
Records Retention and Destruction	3310	3310
Computer and Electronic Communication Systems	3720	3720
Data Security Standards for End Users		3722
Web Sites	3740	3740
Use of Copyrighted Material		3750
Distance Education		4105
Student Records, Directory Information, and Privacy	5040	5040
Personal Use of District Property, Facilities and Equipment	6310	
Accessibility of Information Technology		6365
Security for District Property	6520	6520

(III.C.5.1; III.C.5.2; III.C.5.3; III.C.5.4; III.C.5.5; III.C.5.6; III.C.5.7; III.C.5.8, III.C.5.9; III.C.5.10; III.C.5.11; III.C.5.12, III.C.5.13; III.C.5.14; III.C.5.15; III.C.5.16; III.D.5.17)

The District Technology Committee (DTC) advises employees on computing and telecommunication technology (III.C.5.18; III.C.5.19). DTC helps the College develop and carry out technology plans, policies and procedures.(III.C.5.20; III.C.5.21, pp.24-25). With participation from administrators, classified professionals, instructors, and students, DTC creates guidelines for classroom technology, mobile computing, social media use, websites, and emergency notifications (III.C.5.22; III.C.5.23; III.C.5.24; III.C.5.25; III.C.5.26). At the College level, ACT is in charge of enforcing policies for computer labs and acceptable technology use.(III.C.5.27; III.C.5.28). The Board Policy on Student Conduct covers appropriate use of "the District's computer systems or electronic communications systems" (III.C.5.29; III.C.5.30).

Analysis and Evaluation
The College meets the standard. We have policies and procedures that guide the appropriate use of technology in teaching and learning. District Information Services and the District Technology Committee implement Board policies and procedures and advise the Board when updates are

needed. Our campus-level Academic Computing Services ensures that students' and employees' technology use is appropriate for an institution of higher learning.

List of evidence
III.C.5.1 BP 3300 Public Records
III.C.5.2 AP 3300 Public Records
III.C.5.3 BP 3310 Records Retention and Destruction
III.C.5.4 AP 3310 Records Retention and Destruction
III.C.5.5 BP 3720 Computer Electronic Communication Systems
III.C.5.6 AP 3720 Computer Electronic Communication Systems
III.C.5.7 AP 3722 Data Security Standards End Users
III.C.5.8 BP 3740 Web Sites
III.C.5.9 AP 3740 Web Sites
III.C.5.10 AP 3750 Use of Copyrighted Material
III.C.5.11 AP 4105 Distance Education
III.C.5.12 BP 5040 Student Records Directory Information Privacy
III.C.5.13 AP 5040 Student Records Directory Information Privacy
III.C.5.14 BP 6310 Personal Use of District Property Facilities Equipment
III.C.5.15 AP 6365 Accessibility of Information Technology
III.C.5.16 BP 6520 Security of District Property
III.C.5.17 AP 6520 Security of District Property
III.C.5.18 District Technology Committee Charter
III.C.5.19 Information Technology Governance Framework 2021
III.C.5.20 District Technology Committee Minutes 8 October 2022
III.C.5.21 Functional Map "IT Infrastructure" pp 24-25
III.C.5.22 District Technology Committee Instructional Technology Classroom Standards
III.C.5.23 District Technology Committee Mobile Computing Guidelines
III.C.5.24 District Technology Committee Social Media Guidelines
III.C.5.25 District Technology Committee Website Guidelines
III.C.5.26 District Technology Committee Regroup Policy
III.C.5.27 Computer Labs Policies 1
III.C.5.28 Computer Labs Policies 2
III.C.5.29 BP 5500 Standards of Student Conduct and Discipline
III.C.5.30 AP 5500 Standards of Student Conduct and Discipline

Conclusions on Standard III.C: Technology Resources
The College works with the District to anticipate and plan for future technology needs, while also maintaining and upgrading existing systems. We make sure that students and employees have access to our online services and utilities, and we offer numerous training sessions and tutorials for students, instructors, and staff members. Written policies govern technology use by students and employees. Our technology professionals develop and implement replacement and maintenance schedules.

Evidence Attachments

Dist. Function Map Booklet.pdf
III.C.4_IT_banner_training_page_2022_11_02.pdf
III.C.4_IT_homepage_screenshot_2022_11_02.pdf
III.C.5.1_BP_3300_public_records.pdf
III.C.5.1_BP_3300_public_records.pdf
III.C.5_AP_3300_Public_Records.pdf
III.C.5_AP_3310_Public_Records.pdf
III.C.5_AP_3720_Computer_Electronic_Communication_Systems.pdf

III.C.5_AP_3722_Data_Security_Standards_End_Users.pdf
III.C.5_AP_3740_Web_Sites.pdf
III.C.5_AP_3750_Use_Copyrighted_Material.pdf
III.C.5_AP_4105_Distance_Education.pdf
III.C.5_AP_5040_Student_Records_Directory_Info_Privacy.pdf
III.C.5_AP_5500_Standards_Student_Conduct_Discipline.pdf
III.C.5_AP_6365_Accessibility_Info_Tech.pdf
III.C.5_AP_6520_Security_District_Property.pdf
III.C.5_BP_3300_public_records.pdf
III.C.5_BP_3310_Public_Records.pdf
III.C.5_BP_3720_Computer_Electronic_Communication_Systems.pdf
III.C.5_BP_3740_Web_Sites.pdf
III.C.5_BP_5040_Student_Records_Directory_Info_Privacy.pdf
III.C.5_BP_5500_Standards_Student_Conduct_Discipline.pdf
III.C.5_BP_6310_Personal_Use_District_Property_Facilities_Equip.pdf
III.C.5_BP_6520_Security_District_Property.pdf
III.C.5_DIST_IT_governance_framework_2021.pdf
III.C.5_DTC_charter.pdf
III.C.5_DTC_instructional_tech_classroom_standards.pdf
III.C.5_DTC_minutes_2022_10_18.pdf
III.C.5_DTC_minutes_2022_10_18.pdf
III.C.5_DTC_mobile_computing_guidelines_2018_01_22.pdf
III.C.5_DTC_regroup_policy.pdf
III.C.5_DTC_social_media_guidelines_2018_01_22.pdf
III.C.5_DTC_website_guidelines_2018_01_22.pdf
III.C.5_FCNet_computer_labs_policies_1_2022_10_23.pdf
III.C.5_FCNet_computer_labs_policies_2_2022_10_23.pdf
III.C.5_table.pdf
III.C.5_table.pdf
Screen Shot 2023-07-10 at 2.41.20 PM.png
Screen Shot 2023-07-10 at 2.41.20 PM.png
Screen Shot 2023-08-04 at 1.32.34 PM.png

III.D Financial Resources

Narrative

Evidence Attachments

III.D.1 Planning

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Narrative

Evidence of Meeting the Standard

The annual budget is vetted at multiple levels of shared governance: the Board of Trustees, the District Consultation Council, and the Council on Budget and Facilities (III.D.1.1; III.D.1.2, pp.1-3; III.D.1.3, pp.1-3). These shared governance bodies make sure that funds are allocated in ways that support and sustain all learning programs and services, and make our institution more effective. The District uses a Resource Allocation Model to distribute funds among the District's instructional units according to each unit's enrollments and other metrics in the State's Student-Centered Funding Formula.

College and District finance professionals manage the College's financial resources. They adhere to Generally Accepted Accounting Principles and the District Budget Allocation Handbook (III.D.1.4, "Accounting," pp.3-4, "Budgeting," p.7; III.D.1.5). The Banner position control module allows them to track the largest portion of the budget, which is salaries and benefits. The program review process helps the College prioritize spending (III.D.1.6, pp.15-16). The College's head budget officer, the Vice President of Administrative Services, meets with District finance professionals twice a month to monitor expenditures.

At the campus level, allocation of discretionary funds occurs in shared governance bodies, especially the President's Advisory Council and the Planning and Budget Steering Committee (III.D.1.7; III.D.1.8). These bodies make allocation decisions not decided by the District budget, for example, one-time funds that come from the State, and funds allocated through the campus-level program review process. College finance administrators also use these meetings to give updates on the latest fiscal developments in Sacramento and Anaheim (III.D.1.9, p.1; III.D.1.10).

College and District governance bodies, especially budget subcommittees, scrutinize and discuss budget allocations continuously throughout the year. The District Council on Budget and Facilities (CBF) created a work group that developed the current Resource Allocation Model with input from representatives from all constituencies. CBF monitors budget action and the State level and makes funding recommendations for one-time allocations.(III.D.1.11; III.D.1.12). District finance professionals communicate the steps in the budget process through open budget forums and regular updates at Board of Trustees meetings (III.D.1.13; III.D.1.14, pp.227-229).

As Figure III.D.1 shows, the District has not come close to spending more money than it takes in. Our reserves have been much higher than the 5% threshold set by the Budget Allocation Handbook (III.D.1.15, pp.7, 15, 17). By Board policy, "The District's unrestricted general fund reserves shall be no less than two months of total general fund expenditures in compliance with the emergency conditions application requirements" (III.D.1.16).

Figure III.D.1

Fiscal Year	Proposed budget document	Unrestricted General Fund expenditures budgeted (excluding contingencies)	Board Policy reserves plus other unallocated Districtwide funds in dollars	Board Policy reserves plus other unallocated Districtwide funds in dollars (as % of UGF expenditures)	Total ending fund balance
FY 22/23	page 81	$297.37M	$42.41M	14%	$133.81M
FY 21/22	page 73	$270.15M	$38.43M	14%	$107.35M
FY 20/21	page 74	$238.82M	$40.84M	17%	$93.55M
FY 19/20	page 69	$245.26M	$40.77M	17%	$102.36M
FY 18/19	page 66	$224.49M	$20.07M	9%	$86.59M

(III.D.1.17, p.81; III.D.1.18, p.71; III.D.1.19, p.74; III.D.1.20, p.69; III.D.1.21, p.66)

Analysis and Evaluation
The College meets the Standard. Budget resources are distributed through a shared governance process and a program review process that makes decisions about program development and enhancement, facilities maintenance, and fund allocations. In these processes, we do not run budget deficits, but rather surpluses. We only borrow in order to pay for large construction and campus expansion projects, funded via voter-approved ballot measures and subsequent bond issues. We manage taxpayers' money with a conservative philosophy, which means holding enough of the budget in reserve so that we can stay dry during a rainy day. Since March 2020, rain has been in the forecast. We have not gotten soaked yet and we have an umbrella. Budget allocation occurs within an established workflow among several shared governance groups with representation from all College constituents. This, along with regular District-wide communication about the particulars of every annual budget, ensures the integrity of our budget process and the financial stability of our District. Our financial resources are sufficient.

List of evidence
III.D.1.1 BP 6200 Budget Preparation
III.D.1.2 District Consultation Council Summary 26 September 2022 pp 1-3
III.D.1.3 Council on Budget and Facilities Summary 12 September 2022 pp 1-3
III.D.1.4 Function Map "Accounting" pp 3-4 "Budgeting" p 7
III.D.1.5 District Budget Allocation Handbook
III.D.1.6 Integrated Planning Manual "Budget Allocation" pp 15-16
III.D.1.7 President's Advisory Council Homepage Screenshot 30 June 2023
III.D.1.8 Planning and Budget Steering Committee Homepage Screenshot 30 June 2023
III.D.1.9 President's Advisory Council Minutes 11 May 2022 p 1

III.D.1.10 Planning and Budget Steering Committee Notes 1 September 2012
III.D.1.11 Council on Budget and Facilities Summary 14 October 2019
III.D.1.12 District Consultation Council Summary 27 September 2021
III.D.1.13 District Budget Allocation Model Forum Slide Deck 2020-2021
III.D.1.14 Board of Trustees Minutes 13 September 2022 pp 227-229
III.D.1.15 District Budget Allocation Handbook pp 7, 15, 17
III.D.1.16 BP 6250 Budget Management
III.D.1.17 District Budget 2022-23 p 81
III.D.1.18 District Budget 2021-22 p 71
III.D.1.19 District Budget 2020-21 p 74
III.D.1.20 District Budget 2019-20 p 69
III.D.1.21 District Budget 2018-19 p 66

Evidence Attachments

Dist. Function Map Booklet.pdf
III.D.1_BOT_minutes_2022_09_13.pdf
III.D.1_BP_6200_budget_preparation.pdf
III.D.1_BP_6250_budget_management.pdf
III.D.1_BP_6300_fiscal_management.pdf
III.D.1_BP_6320_investments.pdf
III.D.1_CBF_Agenda_Packet_10_11_22.pdf
III.D.1_CBF_minutes_2022_09_12.pdf
III.D.1_CBF_summary_2019_10_14.pdf
III.D.1_DCC_summary_2021_09_27.pdf
III.D.1_DCC_summary_2022_09_26.pdf
III.D.1_DIST_budget_2018_19.pdf
III.D.1_DIST_budget_2019_20.pdf
III.D.1_DIST_budget_2020_21.pdf
III.D.1_DIST_budget_2021_22.pdf
III.D.1_DIST_budget_allocation_handbook_2021.pdf
III.D.1_DIST_budget_allocation_handbook_2021_Sept_update.pdf
III.D.1_DIST_budget_allocation_model_2020_21.pdf
III.D.1_DIST_proposed_budget_2022_23.pdf
III.D.1_PAC_homepage_screenshot_2023_06_30.pdf
III.D.1_PAC_minutes_2022_05_11_(1).pdf
III.D.1_PAC_minutes_2022_05_11.pdf
III.D.1_PBSC_homepage_screenshot_2023_06_30.pdf
III.D.1_PBSC_notes_2021_09_01.pdf
III.D.1_quarterly_financial_status_report_2016_06_30.pdf
III.D.1_quarterly_financial_status_report_2017_06_30.pdf
III.D.1_quarterly_financial_status_report_2018_06_30.pdf
III.D.1_quarterly_financial_status_report_2019_03_31.pdf
III.D.1_quarterly_financial_status_report_2020_03_31.pdf
III.D.1_quarterly_financial_status_report_2021_03_31.pdf
III.D.1_quarterly_financial_status_report_2022_03_31.pdf
III.D.4_FC_integrated_planning_manual_2021.pdf

III.D.2

The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Narrative

Evidence of Meeting the Standard

The shared governance bodies that revise the College mission statement and goals are the same bodies that make budget allocation decisions (III.D.2.1, p.2; III.D.2.2, p.2; III.D.2.3; III.D.2.4, p.2). This is no coincidence, because budgeting reveals mission. Within the District budget process, the College makes decisions about how to spend emergency funding, how to allocate equipment and maintenance funds, and whether and how to fund program review requests. The College makes employee hiring decisions in collaboration with District leaders and approval of the Chancellor. The College is also guided by its mission when making decisions about hourly employees, supplies and materials, services and other operating expenses (such as travel), and capital outlay (such as equipment) (III.D.2.5, pp.15-16; III.D.2.6, p.7).

In their yearly program review updates or self-studies, instructional, instructional support, and student services areas request money to undertake new programs or projects, to maintain current programs, to provide employee training, and for other items tied to their strategic plans. The Program Review and Planning Committee (PRPC) vets these requests to make sure they fulfill the College's mission and goals (III.D.2.7; III.D.2.8). Funding requests endorsed by PRPC go to the Planning and Budget Steering Committee (PBSC), which makes funding recommendations to the President's Advisory Council, who ultimately decides (III.D.2.9; III.D.2.10; III.D.2.11; III.D.2.12).

The College follows District policies and procedures that ensure sound financial practices and financial stability. Those policies and procedures are routinely reviewed and updated (III.D.2.13). The main institutional planning documents are the Educational and Facilities Master Plan and Five-Year Capital Outlay Plan, which guide the District's financial plans (III.D.2.14; III.D.2.15). District financial officers disseminate information through regular updates at Board of Trustees meetings, Council on Budget and Facilities (CBF) meetings, and open budget forums (III.D.2.16; III.D.2.17; III.D.2.18, pp.6-7; III.D.2.19; III.D.2.20). CBF meetings, for example, convene representatives from all constituencies to ensure that the District ending balance is within its projected range and to ask questions of budget officials. At CBF meetings, District Fiscal Affairs professionals disseminate regular updates about the annual progress of the State budget, from the Governor's January proposal, to the May Revise, to the June enactment, to the end of the fiscal year in July (III.D.2.21; III.D.2.22; III.D.2.23; III.D.2.24; III.D.2.25; III.D.2.26; III.D.2.27). At the campus level, the Planning and Budget Steering Committee performs a parallel role to CBF, keeping campus constituencies informed and prompting discussions about budget developments and how they will have an impact on our spending priorities (III.D.2.28, p.2; III.D.2.29, p.1)

District finance officers inform the Board of Trustees with regular budget updates, and the Board holds regular budget study sessions (III.D.2.30, pp.2ff.). Annual budget forums are open to all employees and students so they can learn about ongoing budget developments (III.D.2.31, p.3; III.D.2.32).

Analysis and Evaluation

The College meets the standard. Financial planning is integrated with the College's mission and goals and is linked with the District's institutional planning via many shared government bodies. The District adheres to a conservative budget management ethos that ensures financial stability.

District and College budget professionals share budget information widely and regularly.

List of evidence
III.D.2.1 President's Advisory Council Minutes 12 October 2022 p 2
III.D.2.2 President's Advisory Council Minutes 26 October 2022 p 2
III.D.2.3 Faculty Senate Minutes 20 October 2022
III.D.2.4 President's Advisory Council Minutes 30 November 2022 p 2
III.D.2.5 Integrated Planning Manual pp 15-16
III.D.2.6 Functional Map "Budgeting" p 7
III.D.2.7 Program Review Strategic Action Plans Template
III.D.2.8 Program Review Instructional Template
III.D.2.9 Planning and Budget Steering Committee President's Advisory Council Program Review Funding Recommendations 25 September 2019
III.D.2.10 Planning and Budget Steering Committee President's Advisory Council program Review Annual Update Funding Recommendations
III.D.2.11 Planning and Budget Steering Committee President's Advisory Council Program Review Funding Recommendations 11 May 2022
III.D.2.12 Planning and Budget Steering Committee PAC Program Review Funding Recommendations List 11 May 2022
III.D.2.13 List of Recent Revisions to BPs and APs 5 April 2023
III.D.2.14 Educational and Facilities Master Plan
III.D.2.15 Five-year capital outlay plan, 2024-2028
III.D.2.16 Board of Trustees Budget Study Session 28 June 2022
III.D.2.17 District Consultation Council Summary 28 February 2022
III.D.2.18 District Consultation Council Agenda 22 August 2022 pp 6-7
III.D.2.19 Budget Allocation Forum 2023
III.D.2.20 Budget Allocation Forum Flyer 26 April 2022
III.D.2.21 Council on Budget and Facilities Summary 14 February 2022
III.D.2.22 Council on Budget and Facilities Summary 14 March 2022
III.D.2.23 Council on Budget and Facilities Summary 11 April 2022
III.D.2.24 Council on Budget and Facilities Summary 9 May 2022
III.D.2.25 Council on Budget and Facilities Summary 13 June 2022
III.D.2.26 Council on Budget and Facilities Summary 9 September 2022
III.D.2.27 District Consultation Council Summary 26 September 2022
III.D.2.28 Planning and Budget Steering Committee Notes 2 February 2022 p 2
III.D.2.29 President's Advisory Council Minutes 9 February 2022 p 1
III.D.2.30 Board of Trustees Agenda 28 June 2022 pp 2ff
III.D.2.31 Budget Allocation Model Forum 2020-21 p 3
III.D.2.32 Budget Allocation Model Forum 2023

Evidence Attachments

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III.D.2_BOT_agenda_2022_06_28.pdf
III.D.2_Budget_Allocation_Model_Forum_Flyer_2022_04_26.pdf
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III.D.2_CBF_summary_2022_06_13.pdf
III.D.2_CBF_summary_2022_09_09.pdf
III.D.2_DCC_agenda_2022_08_22.pdf
III.D.2_DCC_summary_2022_02_28.pdf
III.D.2_DCC_summary_2022_09_26.pdf
III.D.2_DIST_BOT_budget_study_session_2022_06_28.pdf
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III.D.2_DIST_budget_allocation_model_2020_21.pdf
III.D.2_DIST_five_year_capital_outlay_plan_2024_28.pdf
III.D.2_DIST_revised_BPs_APs_email_2023_04_06.pdf
III.D.2_EFMP_FC_nocccd_fullerton_booklet.pdf
III.D.2_FACSEN_minutes_2022_10_20.pdf
III.D.2_FC_Integrated_Planning_Manual_2021_05_12.pdf
III.D.2_PAC_minutes_2022_02_09.pdf
III.D.2_PAC_Minutes_2022_10_12.pdf
III.D.2_PAC_Minutes_2022_10_26.pdf
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III.D.2_PBSC_PAC_pro_rev_funding_rec_2019_09_25.pdf
III.D.2_PBSC_PAC_pro_rev_recs_annual_updates_2021_05_12.pdf
III.D.2_PBSC_PAC_program_review_funding_recs_2022_05_11.pdf
III.D.2_PBSC_PAC_program_review_funding_recs_list_2022_05_11.pdf
III.D.2_PRPC_instructional_template_2021_fall.pdf
III.D.2_PRPC_strategic_action_plans_template_2021_22.pdf

III.D.3

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Narrative

Evidence of Meeting the Standard

Every year professionals in Campus Accounting and Administrative Services work closely with District Finance and Facilities professionals to carry out a budget process that combines top-down planning with bottom-up input. From the bottom up, the program review and planning process allows faculty members, classified professionals, and managers to make funding requests (III.D.3.1). These requests work their way up the organizational structure from the Program Review and Planning Committee to the Planning and Budget Steering Committee to the President's Advisory Committee (PAC), the highest shared governance body on campus. PAC approves funding requests that are based on data analysis and support the College's mission and goals (III.D.3.2; III.D.3.3, pp.13-15).

Employees and students participate in the top-down aspect of financial planning. District Fiscal Affairs holds annual budget forums open to students, employees, and members of the public (III.D.3.4; III.D.3.5). Student, staff and faculty representatives participate in shared governance bodies, especially the Council on Budget and Facilities (CBF), that discuss allocation of one-time funds, workforce development funds, lottery funds, and instructional equipment funds (III.D.3.6, pp.15-16; III.D.3.7, p.3; III.D.3.8, p.6).

The District Consultation Council discusses one-time funding allocations, reviews multi-year fiscal projections, and studies how changing State allocations will have and impact on the District budget (III.D.3.9, p.1; III.D.3.10, p.2; III.D.3.11, pp.1-4). Shared governance bodies and Fiscal Affairs professionals follow the annual timeline described in the NOCCCD Budget Allocation Handbook (III.D.3.12; III.D.3.13, "Budgeting," p.7). CBF adheres to budget development guidelines set by Board policy, beginning with the Governor's January budget, accounting for the May revise, presenting a proposed budget to the Board in September, filing quarterly financial reports, and receiving the outside audit in December (III.D.3.14; III.D.3.15, pp.1-2; III.D.3.16, pp.223-229; III.D.3.17; III.D.3.18).

Analysis and Evaluation

The College meets the standard. Through our consistent emphasis on transparency, shared governance, and a regular budget calendar, we include a broad range of participants in budget development and financial planning. Through program review, faculty members and classified professionals have input into funding decisions. Through shared governance, all College constituent groups have representatives at the table when funds are discussed and approved.

List of evidence
III.D.3.1 Program Review Instructional Handbook
III.D.3.2 President's Advisory Council Minutes 11 May 2022
III.D.3.3 FC Integrated Planning Manual pp 13-15
III.D.3.4 Budget Allocation Model Flyer 2024
III.D.3.5 Budget Allocation Model Flyer, 2023
III.D.3.6 FC Integrated Planning Manual pp 15-16
III.D.3.7 Council on Budget and Facilities Summary 12 September 2022 p 3
III.D.3.8 Council on Budget and Facilities Agenda Packet 14 November 2022 p 6
III.D.3.9 District Consultation Council Summary 22 November 2021 p 1
III.D.3.10 District Consultation Council Summary 25 October 2021 p 2

Evidence Attachments

III.D.4 Fiscal Responsibility and Stability

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Narrative

Evidence of Meeting the Standard
Institutional planning at the College is best illustrated by the Integrated Planning Manual, which shows how governance bodies interact to formulate plans and realistically apportion resources, such as through program review. Those bodies include the President's Advisory Council, Planning Budget and Steering Committee, Office of Institutional Effectiveness, and the three senates: faculty, classified, and student (III.D.4.1, p.11).

At the District level, the Council on Budget and Facilities (CBF) initiates budget discussions based on the latest budget news from statewide sources, such as the State Chancellor's Office, the Legislative Analyst's Office, and the Community College League (III.D.4.2). In recent years CBF has paid particular attention to informing constituent groups about the many effects of the State Chancellor's Student Centered Funding Formula (III.D.4.3; III.D.4.4).

In addition to enrollment-based funding, we also receive funding through grants, which are overseen by the District Grants Office and are accounted for in the annual budget (III.D.4.5; III.D.4.6, pp.67-78). Most grants have their own reporting and auditing requirements, to which the Grants Office attends. Fiscal Affairs professionals also track annual changes to categorical funds and include them in budget projections (III.D.4.7, "Accounting," pp.3-4; III.D.4.8, "Grants," pp.18-19).

Because most of our budget derives from enrollment, the District created a Fiscal Crisis & Management Assistance Team to study the dip in student enrollment due to the Covid pandemic and demographic trends in the K-12 population (III.D.4.9, pp.1-2). Shared governance bodies, such as CBF, and District and College finance professionals also responded to the enrollment dip by immediately factoring it into planning discussions and fiscal projections (III.D.4.10). In order to make plans for dealing with the dip, in Spring 2023 the College created the Strategic Enrollment Management and Retention Committee (III.D.4.11, p.10; III.D.4.12).

Analysis and Evaluation
The College meets the standard. Our District's budget process is characterized by realism and fiscal conservatism, which is why we have never come close to outspending our funding. The budgeting and planning processes are iterative, inclusive, and informed by the best available data so that our annual budgets and plans are based on prudent forecasts.

List of evidence
III.D.4.1 FC Integrated Planning Manual p 11
III.D.4.2 Council on Budget and Facilities Summary 14 February 2022
III.D.4.3 Council on Budget and Facilities Summary 12 February 2018
III.D.4.4 Council on Budget and Facilities Summary 12 March 2018
III.D.4.5 Grants Screenshot 1 November 2023
III.D.4.6 Proposed Budget 2022-23 pp 67-78
III.D.4.7 Function Map "Accounting" pp 3-4
III.D.4.8 Function Map "Grants" pp 18-19
III.D.4.9 District Consultation Council Summary 25 April 2022 pp 1-2
III.D.4.10 Council on Budget and Facilities Summary 12 September 2022
III.D.4.11 Faculty Senate Minutes 4 May 2023 p 10
III.D.4.12 President's Advisory Council Agenda 26 April 2023

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III.D.4_DIST_grants_screenshot_2023_01_11.pdf
III.D.4_DIST_proposed_budget_2022_23.pdf
III.D.4_FACSEN_minutes_2023_05_04.pdf
III.D.4_FC_integrated_planning_manual_2021.pdf
III.D.4_PAC_agenda_2023_04_26.pdf

III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Narrative

Evidence of Meeting the Standard

Board policies and procedures guide the responsible use of funds in the District and at the College (III.D.5.1; III.D.5.2). Internal controls are outlined in the District Purchasing Manual and the College Resource Guide (III.D.5.3; III.D.5.4). Purchasing is managed by Banner software, which creates approval queues and has firewall security features that maintain internal financial controls. The District trains employees on Banner purchase and requisition procedures, which include many layers of oversight and approvals (III.D.5.5; III.D.5.6). Throughout the year Fiscal Affairs professionals monitor purchases by various offices and departments to make sure that funds are properly spent before the end of the fiscal year (III.D.5.7).

Board Policy and Administrative Procedure 6400 requires that an independent accounting firm perform annual financial audits. On a regular basis the firm communicates with District professionals so that any problems can be corrected before the audit is published. The Board of Trustees must approve purchases over $1,000, and every quarter the Trustees review financial statements and annual audits (III.D.5.8; III.D.5.9; III.D.5.10; III.D.5.11; III.D.5.12). The District has consistently received an audit report of "no significant deficiencies or material weaknesses," which is accountant-ese for "a clean bill of health" (III.D.5.13; III.D.5.14, p.5; III.D.5.15, p.217).

The District uses Banner Ellucian as its accounting system of record. Banner tracks the District's revenues, expenses, corresponding transactions, and fund balances. Professionals in District Accounting, Fiscal Services, and Campus Accounting oversee and manage business transactions. Transactions have a built-in separation of duties and double approvals to prevent errors or abuse. Banner's financial and budget reports are current and widely available throughout the District (III.D.5.16; III.D.5.17; III.D.5.18; III.D.5.19, "Accounting," pp.3-4). In order to fine tune financial processes, the Council on Budget and Facilities reviews financial policies and procedures and assesses how well the Resource Allocation Model is working (III.D.5.20). District Finance & Facilities undergoes regular administrative review to identify areas in financial management needing improvement.(III.D.5.21, pp.10-17)

District financial officers regularly update campus managers about new accounting methods (III.D.5.22). At the College level, the Vice President of Administrative Services informs shared governance bodies when budgets are Board-approved and when purchasing orders are due (III.D.5.23; III.D.5.24; III.D.5.25).

Analysis and Evaluation

The College meets the standard. Policies, procedures, and practices are in place to ensure responsible financial management within the College and the District. Internal controls are documented, taught, and abided by, as shown by regularly satisfactory accounting audits. We habitually evaluate our financial practices and use the results of these evaluations to make improvements.

List of evidence
III.D.5.1 BP 6300 Fiscal Management
III.D.5.2 BP 6330 Purchasing Warehouse

III.D.5.3 District Purchasing Manual
III.D.5.4 Business Office Supplemental Resource Guide
III.D.5.5 Banner 9 Training Purchase Requisition Procedures
III.D.5.6 Purchase requisition procedures on Banner
III.D.5.7 Purchasing Year End Memo 2023
III.D.5.8 BP 6400 Financial Audits
III.D.5.9 AP 6400 Financial Audits
III.D.5.10 District Financial Audit 2021
III.D.5.11 Foundation Audit 2021
III.D.5.12 Measure J Audit 2021
III.D.5.13 News from the Board 8 November 2022
III.D.5.14 Business Office supplemental Resource Guide p 5
III.D.5.15 Board of Trustees minutes 25 January 2023 p 217
III.D.5.16 Banner Requisition Page Screenshot 7 December 2022
III.D.5.17 Banner Transaction Page Screenshot 7 December 2022
III.D.5.18 Banner Information Page Screenshot 7 December 2022
III.D.5.19 Function Map "Accounting" pp 3-4
III.D.5.20 Council on Budget and Facilities Agenda Packet 14 November 2022 pp 5-6
III.D.5.21 District Finance & Facilities Administrative Review March 2022 pp 10-17
III.D.5.22 FC Managers' Meeting Agenda 6 February 2023
III.D.5.23 VPAS Budget Approval Email 14 September 2022
III.D.5.24 VPAS Purchasing Deadline Email 3 April 2023
III.D.5.25 VPAS Year-End Closing Email 7 April 2023

Evidence Attachments

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III.D.5_BOT_minutes_2022_01_25.pdf
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III.D.5_DIST_year_end_purchasing_memo_2023_03_13.pdf
III.D.5_FC_business_office_supplemental_resource_guide_2021_04_30.pdf
III.D.5_FC_mgrs_mtg_2023_02_06.pdf
III.D.5_NOCCCD_audit_2021_06_30.pdf
III.D.5_NOCCCD_fc_foundation_audit_2021_06_30.pdf
III.D.5_NOCCCD_measure_j_audit_2021_06_30.pdf
III.D.5_purchase_requisition_procedures_Banner_9_training.pdf
III.D.5_purchase_requisition_procedures_Banner_9_training.pdf
III.D.5_VPAS_budget_approval_email_2022_09_14.pdf
III.D.5_VPAS_purchase_deadline_email_2023_04_03.pdf
III.D.5_VPAS_purchase_deadline_email_2023_04_07.pdf
III.D.8_DIST_administrative_review_finance_facilities_2022.pdf

III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Narrative

Evidence of Meeting the Standard

Through the shared governance process, the College and District make sure that the annual budget and related documents receive a high level of scrutiny. Budget officers from the three campuses and the District meet monthly before Board meetings "to review and discuss implementation of policies related to fiscal resources, develop budget assumptions, coordinate practices related to fiscal services, and review and share information on NOCCCD and state budgets" (III.D.6.1). Fiscal Affairs professionals are in regular communication with external auditing firms, so that the District can keep the budget accurate and credible by correcting small discrepancies before the budget is completed. Managers and administrators use Banner position control modules to keep track of employee salaries and benefits, by far the largest portion of the budget. The Council on Budget and Facilities meets monthly to track State budget news and discuss adjustments proposed by College and District budget officers (III.D.6.2, pp.1-2; III.D.6.3, pp.1-3).

Students and employees are invited to annual budget forums, which have convened in cyberspace since the onset of the pandemic (III.D.6.4). Every constituent group has representation on shared governance bodies that review the budget and ask questions of budget officers (III.D.6.5; III.D.6.6; III.D.6.7; III.D.6.8). The annual program review process allows departments and offices to make direct requests for resources that will improve learning and student services (III.D.6.9; III.D.6.10).

Analysis and Evaluation

The College meets the standard. The annual District Budget is the College's main financial document, and it has a high degree of credibility and accuracy. Its credibility does not immunize it from discussion or debate, which occurs in several shared governance bodies at the College and District level. The discussions focus on budget trends and the fair allocation of resources.

List of evidence
III.D.6.1 NOCCCD Organizational Groups Screenshot 17 November 2022
III.D.6.2 Council on Budget and Facilities Summary 13 June 2022 pp 1-2
III.D.6.3 Council on Budget and Facilities Summary 12 September pp 1-3
III.D.6.4 Budget Allocation Model Forum 2023
III.D.6.5 Planning and Budget Steering Committee Notes 17 October 2020
III.D.6.6 President's Advisory Council Minutes 9 February 2022
III.D.6.7 District Consultation Council Summary 28 February 2022
III.D.6.8 Council on Budget and Facilities Summary 13 June 2022
III.D.6.9 Program Review Non-Instructional Annual Update Form 2021
III.D.6.10 Program Review Instructional Annual Update Form 2020

Evidence Attachments

III.D.6_CBF_summary_2022_06_13.pdf
III.D.6_CBF_summary_2022_09_12.pdf
III.D.6_DCC_summary_2022_02_28.pdf

III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Narrative

Evidence of Meeting the Standard
The District follows Board Policy 6400 by undergoing external audits every year, which includes audits of bond measures, grants, and foundations (III.D.7.1; III.D.7.2). Due to rigorous internal controls and purchasing processes, and due to regular communication among budget officers (who meet monthly at the District) and external auditors, we have received clean auditor's reports for many years, with no material misstatements or deficiencies. Before publication of the auditors' reports, minor issues are resolved to meet the auditors' standards (III.D.7.3, p.93; III.D.7.4, p.98; III.D.7.5, p.99; III.D.7.6, p.100; III.D.7.7, p.99; III.D.7.8, p.101; III.D.7.9, p.95; III.D.7.10; III.D.7.11; III.D.7.12, "Auditing," p.6). Auditor's reports are reviewed by the Board of Trustees on an annual basis (III.D.7.13, p.217; III.D.7.14, p.1).

Analysis and Evaluation
The College meets the standard. Our District's application of rigorous accounting standards and open communication with external auditors ensures that audit findings are comprehensive, timely, and communicated appropriately.

List of evidence
III.D.7.1 BP 6400 financial audits
III.D.7.2 AP 6400 financial audits
III.D.7.3 District Financial Statements June 2016 p 93
III.D.7.4 District Financial Statements June 2017 p 98
III.D.7.5 District Financial Statements June 2018 p 99
III.D.7.6 District Financial Statements June 2019 p 100
III.D.7.7 District Financial Statements June 2020 p 99
III.D.7.8 District Financial Statements June 2021 p 101
III.D.7.9 District Financial Statements June 2022 p 95
III.D.7.10 Measure J Audit 2021
III.D.7.11 Foundation Audit 2020
III.D.7.12 Function Map "Auditing" p 6
III.D.7.13 Board of Trustees Minutes 25 January 2022 p 217
III.D.7.14 News from the Board 24 January 2023 p 1

Evidence Attachments

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III.D.7_COC_minutes_2022_03_02.pdf
III.D.7_DIST_financial_statements_june_2016.pdf
III.D.7_DIST_financial_statements_june_2017.pdf
III.D.7_DIST_financial_statements_june_2018.pdf

III.D.7_DIST_financial_statements_june_2019.pdf
III.D.7_DIST_financial_statements_june_2020.pdf
III.D.7_DIST_financial_statements_june_2021.pdf
III.D.7_DIST_financial_statements_june_2022.pdf
III.D.7_DIST_nocccd_financial_audit_2021_06_30.pdf
III.D.7_FC_foundation_financial_audit_2020_06_30.pdf
III.D.7_NOCCCD_Measure_J_Audit_2021_06_30.pdf

III.D.8

The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Narrative

Evidence of Meeting the Standard

As Section III.D.5 discussed, Banner Ellucian software allows District and College finance professionals to assure that internal controls are effective. The District's financial systems, internal controls, and fiscal processes are regularly evaluated by internal audits and administrative reviews (III.D.8.1). At the College level, the Bursar's Office conducts internal audits and studies its own practices through program review (III.D.8.2, "Bursar," pp.7-8; III.8.D.3). The District's internal controls ensure budgets are adhered to, board policies and procedures are enacted, and financial reports are accurate. Internal controls include risk assessments and a full administrative review of the Finance and Facilities Department every three years (III.D.8.4; III.D.8.5; III.D.8.6, p.3). The audits performed by District professionals review financial controls, reporting, and business processes. Control weaknesses and areas of concern identified through internal audits and administrative reviews are routinely addressed by Fiscal Affairs managers. Improvements to strengthen internal controls are implemented based on internal audit reports, discussions with Fiscal Affairs managers, and annual administrative reviews reported to the Chancellor's Staff (III.D.8.7; III.D.8.8, p.23). As part of the annual external audit, external auditors screen the District's financial controls for material weaknesses, significant deficiencies, and noncompliance (III.D.8.9; III.D.8.10).

Analysis and Evaluation

The College meets the standard by using a valid and effective internal financial control process, which is annually assessed and improved by College and District managers.

List of evidence
III.D.8.1 District Internal Audit Homepage 6 July 2023
III.D.8.2 Function Map: "Bursar" pp 7-8
III.D.8.3 Bursar's Office Comprehensive Program Review 2018-19
III.D.8.4 Finance & Facilities Administrative Review March 2022
III.D.8.5 District Risk Assessment Table 2021
III.D.8.6 District Consultation Council Summary 24 April 2023 p 3
III.D.8.7 District Internal Audit Plan 2022-23
III.D.8.8 Function Map "Institutional Effectiveness" p 23
III.D.8.9 District Financial Audit 2021
III.D.8.10 BP 6400 Financial Audits

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III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Narrative

Evidence of Meeting the Standard

Because of its careful cash flow management, our District consistently pays all its bills and meets monthly payrolls in full. Every quarter the District files with the State Chancellor's Office a Financial Status Report (CCFS-311Q) showing the unrestricted general fund revenue, expenditure, cash balance, and fund balance (III.D.9.1). Board Policy 6250 Budget Management requires that "unrestricted general fund reserves shall be no less than 5% of unrestricted general fund expenditures" (III.D.9.2). The table below shows that the North Orange District has operated well above that percentage for the past five years (and long before that).

Table III.D.9.1

Fiscal Year	Proposed budget document	Unrestricted General Fund expenditures budgeted (excluding contingencies)	Board Policy reserves plus other unallocated Districtwide funds, in dollars	Board Policy reserves plus other unallocated Districtwide funds, as % of UGF expenditures	Total ending fund balance
FY 22/23	page 81	$297.37M	$42.41M	14%	$133.81M
FY 21/22	page 73	$270.15M	$38.43M	14%	$107.35M
FY 20/21	page 74	$238.82M	$40.84M	17%	$93.55M
FY 19/20	page 69	$245.26M	$40.77M	17%	$102.36M
FY 18/19	page 66	$224.49M	$20.07M	9%	$86.59M

(III.D.9.3, p.81; III.D.9.4, p.73; III.D.9.5, p.74; III.D.9.6, p.69; III.D.9.7, p.66)

District Fiscal Affairs professionals check daily cash balance reports to ensure that regular operations are funded (III.D.9.8). In recent years, monthly expenses have been recurring at about $25 million, so Fiscal Affairs professionals make sure there is at least a $50 million balance in our General Fund with the Orange County Treasurer. Since the 2017 ISER, cash flow has not been an issue. Cash flow was an issue during the previous accreditation cycle that covered the lean budget years following the 2010 State budget cuts. At that time, Fiscal Affairs conducted detailed monthly cash flow projections to make sure the District stayed solvent. At times, daily cash flow analyses were needed. Fiscal Affairs stays ready to take the same measures if the State budget

tightens over the next few years, but since the early 2010s monthly cash projections have not been necessary (III.D.9.9).

The District takes the same safety-first approach to Financial Aid funds, avoiding disbursing any funds that are not immediately available. For large, state-funded construction projects, the District transfers all cash payments before the project is approved. Fiscal Affairs professionals monitor the bond fund to determine when to recommend issuing new bonds. The District conducts a regular external actuarial evaluation of its future liability to retirees (III.D.9.10; III.D.9.11, pp.7-13). The District Retirement Board of Authority periodically reviews the retirement trust fund to make sure it is operating in sync with the Board's investment objectives (III.D.9.12). Liability for Other Post-Employment Benefits is covered in Standard III.D.12.

Our District manages risk through self-insurance as a member of Alliance of Schools for Cooperative Insurance Programs (ASCIP) Joint Powers Authority, a not-for-profit self-insurance group that provides broad coverage at a competitive cost. ASCIP provides loss control services and coverage for general liability, automobile liability, professional liability, property loss, equipment breakdown, employee dishonesty, and worker's compensation (III.D.9.13, p.125). ASCIP carries out a periodic physical inspection of College buildings and facilities to identify necessary actions to reduce risk (III.D.9.14).

Analysis and Evaluation
The College meets the standard. As sections III.D.5 and 6 detailed, the District budget process is a centerpiece of shared governance. The participation of employees and students at the Board level, the District level, and the College level reinforces the District's ability to maintain financial solvency. This means maintaining a sufficient annual reserve fund to make sure that cash outlays do not lead us into deficit spending, and that cash flows are managed to stay solvent quarter to quarter. For the past two decades financial stability and prudent budgeting have been hallmarks of our District. But there is always risk, which is why the District pays for comprehensive insurance coverage through ASCIP, and brings in outside auditors to assure the long-term viability of retirement funds. In the past, our District's fiscal conservatism has allowed us to sail through budgetary storms, and we expect to weather the storms clouding the horizon.

List of evidence
III.D.9.1 California Community Colleges Chancellor's Office Quarterly Financial Status Report CCFS-311Q Third Quarter 2022-2023
III.D.9.2 BP 6250 budget management
III.D.9.3 District Budget 2022-23 p 81
III.D.9.4 District Budget 2021-22 p 71
III.D.9.5 District Budget 2020-21 p 74
III.D.9.6 District Budget 2019-20 p 69
III.D.9.7 District Budget 2018-19 p 66
III.D.9.8 District Daily Cash Balance 19 October 2022
III.D.9.9 District Cash Flow 2021-22
III.D.9.10 District CalPERS CalSTRS Projections 2022
III.D.9.11 District Actuarial Study 30 June 2022 pp 7-13
III.D.9.12 Retirement Board of Authority Investment Policy Statement Review 16 November 2022
III.D.9.13 Board of Trustees Minutes Alliance of Schools for Cooperative Insurance Programs 14 June 2022 p 125
III.D.9.14 POMS Alliance of Schools for Cooperative Insurance Programs inspection 2016

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III.D.9_BP_6250_Budget_Management.pdf
III.D.9_DIST_2021_22_cash_flow.pdf
III.D.9_DIST_311Q_certified_report_q3_2022_23.pdf
III.D.9_DIST_actuarial_study_2022_06_30.pdf
III.D.9_DIST_budget_2018_19.pdf
III.D.9_DIST_budget_2019_20.pdf
III.D.9_DIST_budget_2020_21.pdf
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III.D.9_DIST_CalPERS_STRS_projections_2022_10_10.pdf
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III.D.9_RBA_investment_policy_statement_review_2022_11_16.pdf
III.D.9_RM_Declaration_Page_ASCIP_MOC_Workers_Compensation_2022_07_12.pdf
III.D.9_RM_Declaration_Pages_NOCCD_ASCIP_MOC_Property_Liability_2022_07_01.pdf

III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Narrative

Evidence of Meeting the Standard
Board policy and District procedures require finance professionals to follow federal and state accounting regulations and standards, and to submit quarterly financial reports and purchase orders to the Trustees for approval (III.D.10.1; III.D.10.2; III.D.10.3; p.24; III.D.10.4, p.1). College and District managers review and approve payments to contracted parties and other financial transactions (III.D.10.5). Purchasing decisions follow steps outlined in the District Procurement and Contracts Manual, and all budget transfers above $10,000 must be Board-approved (III.D.10.6). The largest portion of the District's income comes from State apportionments, which are deposited in the Orange County Treasurer's Office.

In addition to State apportionments, the College receives and manages funds from other sources. Financial Aid funds are managed and disbursed to students by the College Financial Aid Office (FAO) according to federal and State requirements (III.D.10.7, "Financial Aid," pp.16-18). To manage the flow of financial aid grants and awards, FAO and Veterans' Resource Center professionals use Campus Logic software to verify applicant eligibility. They use Bank Mobile to make sure cash transfers get to students accurately and on time. Students without a Bank Mobile account can route their disbursements to their own bank accounts (III.D.10.8, p.123). When issues arise, such as the pandemic-related uptick in financial aid fraud, the College and the District took action to identify and disenroll the "phantom" students created by scammers. Admissions & Records coordinated with the Financial Aid Office to filter out fraudsters who had evaded CCC Apply and District filters. Both offices assigned professionals to identify and assess potentially fake registrants, and removed them on a case-by-case basis, providing monthly updates to US Department of Education investigators. The Vice President of Instruction enlisted the help of faculty, especially those teaching online, to ferret out names on their rosters who did not show up in the classroom or participate in the online environment (III.D.10.9). The District Council on Budget and Facilities kept all constituent groups informed and involved in the response to phantom students (III.D.10.10).

External grants are another source of income. Employees who apply for grants go through District grant approval and disbursal processes, which ensure the funds are used properly (III.D.10.11; III.D.10.12; III.D.10.13; III.D.10.14; III.D.10.15, "Grants," pp.18-19). Many College employees are interested in applying for grants, so shared governance groups participate in making improvements to the grant process (III.D.10.16, p.6; III.D.10.17, p.4). Each grant adheres to its particular reporting and auditing requirements and is overseen by the District Grants Director (III.D.10.18, "Accounting," pp.3-4). All grants are accounted in the annual District budget. (III.D.10.19, pp.64-78). At the College level division deans oversee grant application and reporting, for example Perkins grants and Strong Workforce grants (III.D.10.20; III.D.10.21; III.D.10.22; III.D.10.23).

Under the Board policy for authorized signatures, the Vice President of Administrative Services is responsible for contractual relationships, such as food services, bond program contracts with architects and contractors, and facility rentals (III.D.10.24; III.D.10.25). The College requires monthly, quarterly, or annual financial statements from the contracted party.

Auxiliary organizations, such as student clubs and Associated Students government, raise funds according to the College's fundraising guidelines and the funds are managed by the Bursar's

Office, which maintains the accounts that store the money raised by student organizations and departments (III.D10.26; III.D.10.27; III.D.10.28, "Bursar," pp.7-8).

The Friends of Fullerton College Foundation raises money for student scholarships and is subject to Board oversight, which means undergoing regular financial audits (III.D.10.29; III.D.10.30; III.D.10.31, "Foundation," p.18). Because the Foundation offers annual scholarships to dozens of students, its activities are of interest to many campus constituencies, so the Foundation regularly reports to the President's Advisory Council (III.D.10.32).

The Board's policy on investments directs District Fiscal Affairs to invest surplus funds in low-risk instruments, such that the principal will not be affected and the funds will remain liquid in case we need them in a hurry (III.D.10.33, pp.33-35). The College invests in certificates of deposit, which are FDIC-insured. The annual auditor's report details the District's portfolio of low-risk investments, such as bonds and mutual funds (III.D.10.34). The Retirement Board adheres to an equally prudent investment philosophy (III.D.10.35).

Analysis and Evaluation
We meet the standard. The College's financial resources are entwined with those of the District, and so is the oversight of financial resources. Strict and regular oversight occurs at many levels, beginning with the Trustees, who approve purchase orders, quarterly statements, and annual audits. District Fiscal Affairs, Campus Accounting, the Bursar's Office, the Financial Aid Office, and Division deans all have a role in internal financial controls, which include financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundations, and institutional investments and assets.

List of evidence
III.D.10.1 BP 6300 Fiscal Management
III.D.10.2 AP 6300 Fiscal Management
III.D.10.3 Board of Trustees Minutes 8 November 2022 p 24
III.D.10.4 News from the Board 24 January 2023 p 1
III.D.10.5 AP 6150 Designation of Authorized Signatures
III.D.10.6 District Procurement and Contracts Manual 2020
III.D.10.7 Function Map "Financial Aid" pp 16-18
III.D.10.8 Financial Aid Policy and Procedure Manual 2022-23 p 123
III.D.10.9 Vice President of Instruction Memo to Faculty 13 January 2023
III.D.10.10 Council on Budget and Facilities summary 8 November 2021
III.D.10.11 AP 3280 Grants
III.D.10.12 District Grants Development Approval Monitoring Process
III.D.10.13 District Grant Concept Paper Blank
III.D.10.14 District Grant Agreement Cover Page Blank
III.D.10.15 Function Map "Grants" pp 18-19
III.D.10.16 Faculty Senate Minutes 29 September 2022 p 6
III.D.10.17 Faculty Senate Minutes 6 October 2022 p 4
III.D.10.18 Function Map: "Accounting" pp 3-4
III.D.10.19 District Proposed Budget 2022-23 pp 64-78
III.D.10.20 FC Perkins Strong Workforce Application Guidelines 2023-24
III.D.10.21 NOCCCD Perkins Fiscal Reporting 2021-22
III.D.10.22 NOCCCD Perkins Strong Workforce Application 2023-24
III.D.10.23 NOCCCD Strong Workforce Local Fiscal Reporting 2021-22
III.D.10.24 BP 6150 Designation of Authorized Signatures
III.D.10.25 AP 6150 Designation of Authorized Signatures
III.D.10.26 Fundraising Guidelines
III.D.10.27 Bursar Auxiliary Account Request
III.D.10.28 Function Map: "Bursar" pp 7-8

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III.D.10_RBA_investment_policy_statement_review_2022_11_16.pdf
III.D.10_VPI_FA_fraud_email_to_faculty_2023_01_13.pdf

III.D.11 Liabilities

The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Narrative

Evidence of Meeting the Standard

As Section III.D.9 described, our District budget has historically finished the fiscal year with reserve funds far above the mandatory 5% level. Solvency has always been the minimum expectation, but there are always long-term threats to solvency that require constant management. For example, District Fiscal Affairs professionals inform shared governance bodies of constantly changing (usually growing) pension obligations, which are accounted in the budget (III.D.11.1, Appendix B, pp.196-200). These updates allow those bodies to consider the long-range ramifications of each year's budget, which is by definition short-range (III.D.11.2, p.3; III.D.11.3, pp.3-4; III.D.11.4, p.2; III.D.11.5, p.3; III.D.11.6, "Budgeting," p.7). To make sure these expenses do not draw away funds from instruction and student services, the Board of Trustees acted to move retirement and other post-employment benefit funds into an irrevocable trust, which is annually assessed for soundness by an actuarial firm (III.D.11.7, pp.7-13). The Trustees also created a Retirement Board to oversee the funds (III.D.11.8).

Every year, salaries and benefits comprise around 90% of the District budget, so keeping those expenses relatively predictable is important for financial planning. The Budget process and the final budget document show prudent planning based on the District's pension and other post-employment benefit obligations (III.D.11.9, p.32). The contracts negotiated between the District and the three unions cover several years at once, meaning that short-term salary and benefit expenses are known quantities, which finance professionals can factor into each year's budget (III.D.11.10; III.D.11.11; III.D.11.12).

Analysis and Evaluation

We meet the standard. Past performance is no guarantee of future performance, but our practice of staying financially solvent creates a reasonable expectation that it will remain solvent in the future. Unlike General Motors, which over time turned into – as the saying goes – a pension plan with a car company, our District and College budget managers have made sure that we remain a college, not a pension plan, but a college that offers employees a competitive salary and benefits package.

List of evidence
III.D.11.1 District Proposed Budget 2022-23 Appendix B pp 196-200
III.D.11.2 Council on Budget and Facilities Summary 13 September 2021 p 3
III.D.11.3 District Consultation Council Summary 27 September 2021 pp 3-4
III.D.11.4 District Consultation Council Summary 25 October 2021 p 2
III.D.11.5 Council on Budget and Facilities Summary 8 November 2021 p 3
III.D.11.6 Functional Map "Budgeting" p 7
III.D.11.7 District Actuarial Study 30 June 2022 pp 7-13
III.D.11.8 Retirement Board of Authority bylaws 29 October 2020
III.D.11.9 District Proposed Budget 2022-23 p 32
III.D.11.10 United Faculty contract 2022-24
III.D.11.11 California School Employees Association contract 2021-24
III.D.11.12 Adjunct Faculty United contract 2021-23

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III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Narrative

Evidence of Meeting the Standard
The position control module on Banner allows College and District administrators to track employees' absences and sick days, as well as instructors' load banking. As new salary schedules and benefits structures are negotiated through collective bargaining, the results are programmed into Banner (III.D.12.1, "Human Resources," pp.21-22; III.D.12.2, "Payroll," p.27).

Once they reach 15 years of service, non-faculty employees hired before 2019, and faculty hired before 2021, become vested in retiree health insurance and pension benefits. (Retiree health and pension benefits do not apply to employees hired after that date.) On a biennial basis the District reports on the management of the funds that pay for these benefits (III.D.12.3). The Board of Trustees reviews these reports to ensure the managed funds are covering ongoing expenses (III.D.12.4, p.24). Since the 2016 agreement between the District and the three employee unions, these benefits funds have been in an irrevocable trust that complies with Governmental Accounting Standards Board (GASB) Statements 74 and 75 (III.D.12.5; III.D.12.6, p.132; III.D.12.7). The Retirement Board of Authority meets semiannually to monitor the trust's performance (III.D.12.8; III.D.12.9). The District contracts with an outside firm to do an annual actuarial study of retiree health liabilities, according to guidelines set by the Government Accounting Standards Board (III.D.12.10; III.D.12.11).

Analysis and Evaluation
The College meets the standard. College and District budget managers allocate and manage sufficient funds to cover the future financial liabilities and obligations owed to employees and retirees. We follow best practices for active management and accounting.

List of evidence
III.D.12.1 Function Map "Human Resources" pp 21-22
III.D.12.2 Function Map "Payroll" p 27
III.D.12.3 Retirement Board of Authority Annual Report 2022
III.D.12.4 Board of Trustees Minutes 8 November 2022 p 24
III.D.12.5 Board of Trustees Irrevocable Trust Resolution 12 May 2015
III.D.12.6 Board of Trustees Minutes 23 February 2016 p 132
III.D.12.7 News from the Board 8 November 2022
III.D.12.8 Retirement Board of Authority Agenda 13 April 2022
III.D.12.9 Retirement Board of Authority Minutes 21 September 2021
III.D.12.10 Actuarial Study of Retirement Health Liabilities Under GASB 74 / 75 10 October 2022
III.D.12.11 District Retiree Benefits Actuarial Reports Screenshot 7 July 2023

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III.D.12_NOCCCD_retirement_board_agenda_2022_04_13.pdf

III.D.13

On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Narrative

Evidence of Meeting the Standard
We do not have any locally incurred debt instruments.

Analysis and Evaluation
Standard III.D.13 does not apply to Fullerton College.

Evidence Attachments

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III.D.14

All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Narrative

Evidence of Meeting the Standard
As Standard III.D.10 detailed, the Bursar's Office manages the financial resources for all auxiliary activities, such as clubs and student government, following our fund-raising guidelines and adhering to generally accepted accounting standards (III.D.14.1; III.D.14.2, "Bursar," pp.7-8). The Friends of Fullerton College Foundation is overseen by a board that meets quarterly and publishes an annual income statement and an annual external audit (III.D.14.3; III.D.14.4; III.D.14.5). The District Educational Services and Technology office manages grant applications, disbursements, and reporting requirements (III.D.14.6; III.D.14.7).

District voters passed Measure X in 2002 for $239 million and Measure J in 2014 for $574 million. Measure J continues to fund facilities modernization and construction. A Citizens Oversight Committee reviews the expenditures funded by bonds, ensuring that District spending is consistent with the purpose voters understood when they voted for the bond measures (III.D.14.8; III.D.14.9; III.D.14.10; III.D.14.11). The District Bond Program Management Committee contracts with the MAAS Co. to keep track of construction schedules (III.D.14.12).

The Vice Chancellor of Finance and Facilities regularly inform the Trustees' decisions about bonds (III.D.14.13). District and College budget professionals work directly with auditors, who have confirmed the District's bond management annually (III.D.14.14, p.21). In 2022 we completed the first major Measure J project, the 2400 instructional building, which opened on schedule as part of our Educational and Facilities Master Plan (III.D.14.15).

Funding for auxiliary activities is overseen by the College Bursar's Office, whose Fundraising Guidelines inform bodies such as Associated Students and the Veterans' Resource Center about proper management of donated monies (III.D.14.16; III.D.14.17, "Auxiliary Services," p.6). Financial Aid grants are overseen by the Financial Aid Office (FAO), which verifies that funds are disbursed and are paying for allowed student expenses. FAO coordinates with Admissions & Records to make sure that all recipients of financial aid grants are verified, actual students, providing monthly reports to the U.S. Department of Education (III.D.14.18, "Financial Aid," pp.16-18). When FAO discovered a sharp increase in scammers taking advantage of online classes during the pandemic, the College and District acted quickly to tighten student verification and recover funds (III.D.14.19; III.D.14.20).

Several career and technical education programs receive grants, such as Perkins and Strong Workforce grants. District Fiscal Services maintains fiscal oversight of these grant funds by reviewing quarterly reports submitted by the College to validate that resources are being used as intended (III.D.14.21, pp.3-5; III.D.14.22).

Analysis and Evaluation
The College meets the standard. The College and District take their debt obligations seriously by taking great care to plan for their best use and account for the flow of funds and the retirement of debts. The Bursar makes sure that funds raised in the College's name are used appropriately. The College and the District have processes in place to make sure that employees and students who receive grants and financial aid use the money with integrity.

List of evidence

III.D.14.1 Fullerton College Fundraising Guidelines
III.D.14.2 Function Map "Bursar" pp 7-8
III.D.14.3 Friends of Fullerton College Foundation Board Minutes 29 March 2023
III.D.14.4 Friends of Fullerton College Foundation Income Statement 30 June 2022
III.D.14.5 Friends of Fullerton College Foundation Audit 30 June 2022
III.D.14.6 District Educational Services and Technology Screenshot 16 January 2023
III.D.14.7 AP 3280 Grants
III.D.14.8 Measure J Budget Updates Cash Flow Projections 28 March 2022
III.D.14.9 Citizens' Oversight Committee Minutes 2 March 2022
III.D.14.10 Citizens' Oversight Committee Agenda 6 September 2023
III.D.14.11 Citizens' Oversight Committee Capital Projects Report 6 September 2023
III.D.14.12 Bond Program Management Team Minutes 19 September 2023
III.D.14.13 News from the Board 27 September 2022
III.D.14.14 Measure J Audit 30 June 2022 p 21
III.D.14.15 Educational and Facilities Master Plan
III.D.14.13 Fundraising Guidelines
III.D.14.17 Function Map "Auxiliary Services" p 6
III.D.14.18 Function Map "Financial Aid" pp 16-18
III.D.14.19 Council on Budget and Facilities Summary 8 November 2021
III.D.14.20 Vice President of Instruction Memo to Faculty 13 January 2023
III.D.14.21 Perkins Fiscal Reporting 2021-22 Quarter 1
III.D.14.22 Strong Workforce Program Local Share Fiscal Reporting 2021-2022 Quarter 4

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III.D.14_EFMP_FC_nocccd_fullerton_booklet.pdf
III.D.14_FC_foundation_board_minutes_2023_03_09.pdf
III.D.14_FC_foundation_final_audit_report_2020_06_30.pdf
III.D.14_FC_foundation_income_statement_2021-22.pdf
III.D.14_FC_fundraising_guidelines.pdf
III.D.14_NOCCCD_COC_minutes_2022_03_02.pdf
NOCCCD_measure_j_bond_audit_2022_06_30.pdf

III.D.15

The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Narrative

Evidence of Meeting the Standard

Because 70% of our students rely on financial assistance to pay their fees, the College's Financial Aid Office (FAO), Veterans' Resource Center (VRC), and Admissions & Records Office (A&R) have systems in place to minimize defaults and fraud (III.D.15.1; III.D.15.2). FAO keeps track of student loan revenue streams by following best practices recommended by the Educational Credit Management Corporation, a not-for-profit debt recovery firm recommended by the California Chancellor's Office, which requires default rates for all participating colleges to stay below 30% (III.D.15.3; III.D.15.4). Our most recently-available rates, up to 2019, are well below 30%.

Year	Default rate
2019	9.3%
2018	22.4%
2017	15.9%

To minimize the number of students who end up in default, we have contracted with Parker, Pierson and Associates, the firm that advises the state chancellor's office on financial aid defaults (III.D.15.5, pp.81-82). The FAO's Default Prevention Committee meets regularly to reduce the default rate.(III.D.15.6; III.D.15.7; III.D.15.8). The Committee reports their progress to District shared governance bodies (III.D.15.9).

The FAO follows all Title IV guidelines for verification and disbursement of federal aid, and also follows the guidelines for State aid programs, such as Cal Grants. The FAO verifies student eligibility for various Federal and State grants, loans, and work-study programs, and authorizes awards based on individual needs and applicable laws and regulations (III.D.15.10, "Financial Aid," pp.16-18).

Analysis and Evaluation

The College meets the standard. The College has systems in place to ensure that financial aid and veterans' assistance funds are handled in compliance with federal law. These systems also ensure that the College complies with federal laws by identifying and ameliorating deficiencies such as fraud and spikes in default rates.

List of evidence
III.D.15.1 Financial Aid Office Homepage Screenshot 7 July 2023
III.D.15.2 Veterans' Resource Center Homepage Screenshot 7 July 2023
III.D.15.3 ECMC Slide Presentation 6 April 2022

Evidence Attachments

III.D.16 Contractual Agreements

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Narrative

Evidence of Meeting the Standard

The process for drawing up contracts with outside parties is governed by board policies on purchasing, warehousing, contracts, and capital construction (III.D.16.1; III.D.16.2; III.D.16.3). These policies were written to be consistent with Education Code Section 81641, 81820, Public Contracts Code 53060, and Title 5, Section 57150. All contracts are approved and overseen by the Board, which must also approve modifications to existing contracts (III.D.16.4; III.D.16.5). District purchasing professionals maintain the Vendors and Contractors web pages (III.D.16.6; III.D.16.7). District and College finance professionals follow the Procurement and Contracts Manual, which specifies bidding requirements, purchase limits, buyer assignments, internal controls, invoicing, payments, and contract amendments or changes (III.D.16.8).

Capital Projects professionals make sure that College construction contracts comply with the California Uniform Construction Cost Accounting Act (III.D.16.9, "Capital Projects," pp.10-11). The Vice President of Administrative Services and District Fiscal Affairs professionals use the Planet Bids portal to manage competitive bidding among construction and architectural firms (III.D.16.10). Common to all College contracts are clauses that protect the College from fraud and waste, such as the right to terminate the contract for non-compliance, provisions for default, and dispute resolution procedures (III.D.16.11; III.D.16.12). Depending on the nature of service, contractors must agree to College guidelines, fill out an IRS questionnaire, fill out an independent contractor questionnaire, and sign an independent contractor agreement, all of which documents are vetted by professionals at the College and District levels (III.D.16.13; III.D.16.14; III.D.16.15; III.D.16.16; III.D.16.17). Guest speakers on campus are required to sign a contract that protects the College from liability (III.D.16.18).

College agreements are processed through the District Purchasing Department and submitted to the Board for approval (III.D.16.19, p.25; III.D.16.20). Managers who initiate a contract are responsible for oversight and performance. Termination clauses apply when a contract is not meeting the scope and standards of the agreement (III.D.16.21, p.21). Bond-related contract issues are resolved in coordination and consultation with NOCCCD bond and/or construction attorneys.

Analysis and Evaluation

The College meets the standard. The College makes contracts when it needs outside expertise and logistics support so we can fulfill our mission and goals. The largest ongoing contracts are for food service, construction, the bookstore, and facilities rental. These operations are critical to fulfilling our mission and goals and involve spending taxpayers' money, so the College has robust institutional processes to manage ongoing contracts.

List of evidence
III.D.16.1 BP 6330 Purchasing Warehouse
III.D.16.2 BP 6340 Bids and Contracts
III.D.16.3 BP 6600 Capital Construction
III.D.16.4 News from the Board 13 December 2022
III.D.16.5 News from the Board 28 February 2023
III.D.16.6 Vendors Contractors Bid Proposal Page 10 November 2022
III.D.16.7 Vendors Contractors Page 30 November 2022

Conclusions on Standard III.D: Fiscal Resources

The District and College provide financial resources at a sufficient level to allow us to carry out our mission to advance student learning and offer students many flexible pathways to reach their education and career goals. Numerous checks and systems ensure that funds are used with integrity and in ways that do not jeopardize our long-range financial stability. We account for debts in the long and short terms, and we set aside sufficient funds to meet future obligations to our current and former employees. Years of satisfactory audit reports show the effectiveness of our internal control mechanisms. All aspects of our financing are formally supervised, including grants, financial aid, externally funded programs, contracts with vendors, foundations, auxiliary organizations, and other institutional assets. Financial planning and budgeting follows a regular schedule and involve all constituencies through several shared governance bodies.

Evidence Attachments

Dist. Function Map Booklet.pdf
III.D.16_AP_6150_designation_authorized_signatures.pdf
III.D.16_BOT_approved_minutes_2022_11_08.pdf
III.D.16_BOT_news_2022_12_13.pdf
III.D.16_BOT_news_2023_02_28.pdf
III.D.16_BOT_news_from_the_board_2022_11_08.pdf
III.D.16_BP_6330_purchasing_warehouse.pdf
III.D.16_BP_6340_bids_contracts.pdf
III.D.16_BP_6600_capital_construction.pdf
III.D.16_DIST_bookstore_contract_2021_09_14.pdf
III.D.16_DIST_general_terms_conditions_contractor_guidelines_2017_08_29.pdf
III.D.16_DIST_guest_speaker_referee_agreement.pdf
III.D.16_DIST_independent_contractor_agreement_2019_06_04.pdf
III.D.16_DIST_independent_contractor_employee_questionnaire.pdf
III.D.16_DIST_independent_contractor_guidelines.pdf
III.D.16_DIST_pro_bono_contract_2017_02_26.pdf
III.D.16_DIST_procurement_contracts_manual_2020_01_06.pdf
III.D.16_DIST_vendors_contractors_bid_proposal_opp_page_2022_11_10.pdf
III.D.16_DIST_vendors_contractors_page_2022_11_30.pdf
III.D.16_DIST_vendors_contractors_planet_bids_2022_11_30.pdf

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

Narrative

Evidence Attachments

IV.A Decision-Making Roles and Processes

Narrative

Evidence Attachments

IV.A.1

IV.A.1 Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Narrative

Evidence of Meeting the Standard

Program Review

College leadership and shared governance bodies encourage new ideas from all members of the campus community. Faculty and staff members work in programs that are evaluated every four years through the program review process. Members of the program discuss the program's strengths and weaknesses, gather ideas to improve the program, and explain their requests for resources that will support the improvements, as outlined in the program review handbook (IV.A.1.1). These improvements stem from emerging and innovative practices in teaching and learning gathered through research, conference attendance, and faculty inquiry groups.

Professional Learning & Instructional Success Teams

Professional Learning supports and funds many project, events, and initiatives that are developed or proposed from the work and findings of program review, including Faculty Inquiry Groups (FIGs) and conference attendance (IV.A.1.2). Some of what is produced from these discussions and projects are presented at FLEX day, which is coordinated by Professional Learning; in particular, the theme of Spring 2023 FLEX was supporting a sense of belonging (IV.A.1.3)

The College, through the Professional Learning Office, has instituted new and innovative ways of bringing professional learning to faculty and staff, including dedicated Instructional Success Teams (ISTs) for each division. An instructional success team consists of the following roles: Professional Learning Coach, Equity Coach, Data Coach and Student Services Coach These teams keep up to date with best practices in teaching and learning informed by research and data to address equity gaps among various disciplines and programs (IV.A.1.4).

Most recently, Fullerton College was awarded the Innovative Activity Award from the California Community College Council for Staff Development in October 2022. This year's award recognized culturally responsive teaching for faculty (IV.A.1.5).

President's Office Hours and Forums

Twice a month the campus community is invited to connect with the college president in two ways: The President's Open Office Hours and The President's Open Forum. These opportunities encourage communication and collaboration across the campus and are offered in-person and through Zoom. Through these forums, the President has the opportunity to hear from the campus community about innovative ideas (IV.A.1.6).

The College During the Pandemic

Like all educational institutions in early 2020, Fullerton College made a hard and necessary pivot in delivery of instruction and offering of services during the COVID-19 pandemic. It took all stakeholders working together, mostly virtually, to offer various student services and to train faculty in online teaching for instructional continuity. Professional Learning reallocated resources to train over 300 (full-time and part-time) instructors during Spring and Summer 2020 through the College's Online Teaching Certificate Program. These efforts were achieved with swift coordination between faculty leadership in Professional Learning, the Director of Distance Education, and the Office of the Vice President of Instruction (IV.A.1.7; IV.A.1.8; IV.A.1.9).

Students' basic needs were a high priority for the college to address during this time. For their technological needs the college purchased and inventoried laptops, WIFI hotspots, and noise-canceling headphones (IV.A.1.10). For health and wellness, the college transformed the mode of picking up groceries and personal necessities from the food bank to a drive through method (IV.A.1.11; IV.A.1.12). Leadership from the institution's Academic Computing Technology (ACT) department was instrumental in this important task. Other student support services, including the tutoring center, health center, transfer center, and counseling services were offered via Zoom to support students as they navigated being a fully or mostly online student during a pandemic (IV.A.1.13; IV.A.1.14).

Student Support Services
From the College's early stages of its gradual return to campus to a more substantial in-person campus operation, the institution recognized that virtual delivery of many student services had become a preference among many students. The college continues to offer virtual options for many of its services, via Zoom, chat, and phone. These newer or enhanced modalities have provided more access and more innovative practices for interacting with students.

Support for Instruction and Distance Education
Distance education at Fullerton College is supported by a team of Distance Education Division Representatives (DEDRs) and coordinated by the Director of Distance Education (IV.A.1.15). During the pandemic, the DEDRs kept in close contact with department faculty within their divisions. The DEDRs worked with faculty by testing out and acquiring software programs that supported student learning, specific to a discipline and effective via an online mode of instruction.

Analysis and Evaluation
The College meets the standard. The shared governance structure and decision-making processes were integral in helping many of the services and innovations in teaching and learning necessary for educational continuity during the first year of the pandemic. The leadership of Faculty Senate, Classified Senate, Associated Students, and the President's Advisory Council made the educational continuity a smooth transition as well as the gradual return to campus. The College continues to find effective and innovative ways to serve students in various modalities. Again, these suggestions, discussions, recommendations, and decisions are facilitated by College leadership in their respective shared governance structures.

List of Evidence
IV.A.1.1 Program Review Handbook
IV.A.1.2 Professional Learning Committee Notes, Dec. 2022
IV.A.1.3 FLEX Day Schedule, Spring 2023
IV.A.1.4 Instructional Success Teams Proposal
IV.A.1.5 4CSD Innovative Activity Award Email
IV.A.1.6 President's Office Hours
IV.A.1.7 OTC Spring Special Announcement
IV.A.1.8 OTC Spring Special Email
IV.A.1.9 OTC Spring Special Description
IV.A.1.10 Laptop Loan Program Announcement
IV.A.1.11 Healthy Hornet Announcement
IV.A.1.12 Healthy Hornet Drive Thru
IV.A.1.13 Student Services Transition to Online/Remote Services Announcement
IV.A.1.14 Student Services New Website Announcement
IV.A.1.15 Distance Education Division Representatives (DEDR) webpage

Evidence Attachments

A.14CSD Innovations Award.pdf

IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Narrative

Evidence of Meeting the Standard

Board Policy 3100, the Fullerton College organizational chart, and the District Function Map provide lines of authority at the College (IV.A.2.1; IV.A.2.2; IV.A.2.3). The philosophy of the district, as reflected in BP 1001, asserts, "The Board acknowledges the role of faculty, staff, and students in the shared governance process, as specified under Title 5" (IV.A.2.4)

Board Policy 2510 Participation in Local Decision-making outlines the roles in which Faculty Senate, Staff, and The Associated Students have in participating in the decision-making process (IV.A.2.5).

The Fullerton College Integrated Planning Manual (pg. 24 & 26) describes how administrators, faculty members, staff professionals and students participate in making decisions, and it describes the many shared governance bodies on campus (IV.A.2.6).

Students participate through Associated Students Senate and by serving on governance bodies such as the President's Advisory Council (PAC), Faculty Senate, and various senate committees. Furthermore, Associated Students work to construct A.S. Senate Resolutions by, first, conducting research on student experiences and finding other local information related to the topic, then finding patterns of concern and where support is needed, and then using this information to write a resolution. Much of the research is cited and included as evidence in certain resolutions. Examples include the support of the ethnic studies requirement, to LGBTQIA+ advocacy, and supporting the Math department in their consideration of changes to the curriculum, program, and pedagogy (IV.A.2.7).

Faculty participate through Faculty Senate, which elects faculty members to Senate subcommittees and faculty representatives on College committees, such as PAC, and District committees.

Classified professionals share in governance though the Classified Senate and through various campus committees and hiring committees. Managers serve on PAC and other campus committees and meet monthly with the President and the Vice Presidents (IV.A.2.8). Deans serve on campus committees and convene monthly in Dean's Council with the Vice President of Instruction. Deans also manage the staffing, schedules, budgets, and evaluations of their divisions by meeting regularly with their department coordinators and division faculty.

Analysis and Evaluation

The College meets the standard.

List of Evidence
IV.A.2.1 Board Policy 3100
IV.A.2.2 Fullerton College Organizational Chart
IV.A.2.3 District Function Map
IV.A.2.4 Board Policy 1001
IV.A.2.5 Board Policy 2510

IV.A.2.6 Fullerton College Integrated Planning Manual
IV.A.2.7 Associated Students Resolutions
IV.A.2.8 Fullerton College Integrated Planning Manual - Page 10

Evidence Attachments

1001bpfinalrevisedbot.pdf
2510bpfinalrevisedbot.pdf
3100bpfinalrevisedbot.pdf
A.3.5.6.FC-Integrated-Planning-Manual_2021.pdf
AssocaitesStudentsResolutions.pdf
Dist. Function Map Booklet.pdf
FCorgchart.pdf

IV.A.3

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Narrative

Evidence of Meeting the Standard

District Administrative Procedure 2430, Delegation of Authority to the Chancellor "delegates full responsibility and authority to the College Presidents ... to administer delegated policies" (IV.A.3.1). To meet this responsibility the College has developed procedures described in the Integrated Planning Manual. The flow chart on page eleven of the Manual illustrates how shared governance bodies communicate with each other to determine the College's needs, set goals for meeting those needs, and allocate resources accordingly (IV.A.3.2).

Fullerton College's Institutional Integrity Committee regularly evaluates and makes recommendations on the College's policies, processes, practices, procedures, and publications to ensure the integrity and effectiveness of the College's planning and decision-making process and its alignment with the College's mission. The leadership of this committee is made up of a two co-chairs (the Director of Institutional Effectiveness and a faculty member), five faculty members, three managers, three classified professionals, three student representatives, resource members, and a recorder (IV.A.3.3).

The President's Advisory Council (PAC) serves as the central participatory governance council of the college (IV.A.3.4). PAC's purpose is to receive and review college policy recommendations from any and all college groups, to obtain constituent opinions, to advise the president regarding policy recommendations, to provide a venue for college-wide initiatives and to mediate communication within the college community. PAC is chaired by the President. The rest of the Council's membership includes:

- Four faculty representative who are elected through Faculty Senate and serve a two-year term

- A Dean's Council representative

- A District Managers Association (DMA) representative

- A management representative

- Two Classified Professionals

- Two Associated Students representatives

The Planning and Budget Steering Committee (PBSC) makes recommendations to the President's Advisory Council (PAC) regarding planning and matters related to Fullerton College's fiscal resource allocations. PBSC is chaired by the Director of Institutional Effectiveness and the Vice President of Administrative Services (IV.A.3.5). The rest of the Committee's membership includes:

- Two faculty representatives, the Faculty Senate President, and Faculty Senate Past President, who serve a four-year term.

- Two management representatives (one Dean and one other manager)

- Two Classified Professionals, who serve a two-year term

- Two Associated Students representatives, who serve a one-year term.

Analysis and Evaluation

As outlined in the Fullerton College Integrated Planning Manual (FCIPM), administrators and faculty have a substantive voice in planning and budgeting through their participation in the Program Review Committee (PRC), President's Advisory Council (PAC), and the Planning and Budget Steering Committee (PBSC). Each program conducts a self-study by soliciting input from the program's faculty and staff. The self-studies are submitted to the PRC and the PRC reviews all reports. The PRC prepares and presents themes, a summary of strategic action plans, and resource requests to the Faculty Senate. After ratification at the Faculty Senate, these themes, plans, and requests are forwarded to PAC. PAC utilizes PBSC to review the resource requests and recommend actions to the college president, who will make final decisions.

The College meets the standard.

List of Evidence
IV.A.3.1 AP 2430
IV.A.3.2 FC Integrated Planning Manual
IV.A.3.3 Institutional Integrity Committee Information
IV.A.3.4 President's Advisory Council Information
IV.A.3.5 Planning and Budget Steering Committee Information

Evidence Attachments

A.3.FC-Integrated-Planning-Manual_2021.pdf
A.3dualcomms.png
A.3PACcomms.png
IV.A.3.AP2430.pdf
IV.A.3.IICinfo.pdf
IV.A.3.PBSCinfo.pdf

IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Narrative

Evidence of Meeting the Standard

The college abides by Board Policy and Administrative Procedure 4020 to ensure quality instruction and proper processes in making recommendations concerning curriculum, student learning programs, and services (IV.A.4.1; IV.A.4.2). Further, the college utilizes its own intra-curricular process in developing and preparing its curricula for review of the District Curriculum Coordinating Committee (DCCC) and then the curriculum recommendations go to the board of trustees for approval (IV.A.4.3; IV.A.4.4). There are different types of curriculum proposals: new courses or programs, major revisions of existing courses or programs, and minor revisions of existing courses. The number of steps in the approval process are determined by the type of proposal.

Curriculum Committee and Curriculum Processes

The college's curriculum committee follows an approval process that is clearly defined in the Fullerton College Curriculum Committee Handbook. Section 2 of the handbook outlines the responsibilities of each role that comprises the curriculum committee, including the Curriculum Chair, the Technical Review Chair, and Faculty Originator, for example (IV.A.4.5). Section 4 of the handbook describe the Curriculum Approval Process by stating, "Curriculum Proposals are processed online, inside CurricUNET. Faculty Originators must keep track of their proposals throughout the Curriculum Approval Process. Revisions may need to be made by the Faculty Originator at multiple stages throughout the process." Appendix A: Curriculum Approval Timelines of the handbook provides three figures that display a flowchart of the curriculum approval process dependent on the type of proposal. In Section 8 of its handbook, the curriculum committee includes and uses the development criteria for a program adopted from the Program and Course Approval Handbook from the California Community Colleges Chancellor's Office.

Student Learning Programs and Services

The College has invested a lot of time and effort in researching Zero Textbook Cost (ZTC) programs across several disciplines. A ZTC work group recommended the that the college apply for a ZTC program grant sponsored by the state; Dr. Perez endorsed the Phase 1 Statewide ZTC program grant proposal. The College's Enrollment and Re-engagement Workgroup presented ideas to re-engage with the community and surrounding cities to promote the College. Dual Enrollment is one of many efforts to increase enrollment and support a smooth transition for local high school students as they consider higher education. These efforts, too, are endorsed and the president, at the time, wished to pursue grant opportunities tied to increasing Dual Enrollment (IV.A.4.6).

Analysis and Evaluation

The College meets the standard.

List of Evidence
IV.A.4.1 BP 4020
IV.A.4.2 AP 4020
IV.A.4.3 DCCC Minutes 10 Feb 2023
IV.A.4.4 BOT Agenda 14 Mar 2023, Page 51
IV.A.4.5 FC Curriculum Committee Handbook
IV.A.4.6 President's Advisory Council Minutes 12 Oct 2022

Evidence Attachments

[A.4AP4020.pdf](A.4AP4020.pdf)
[A.4BP4020.pdf](A.4BP4020.pdf)
A.4FCCurrCommHandbook.pdf
A.4PAC-Minutes-2022-10-12.pdf
IV.A.4.BOTagenda14Mar2023.pdf
IV.A.4.DCCCmins10Feb2023.pdf

IV.A.5

Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Narrative

Evidence of Meeting the Standard

The District Board of Trustees operates under Board Policy 2510, Participation in Local Decision-Making, which states "the Board of Trustees is committed to its obligation to ensure that appropriate members of the District participate in developing recommended policies for board action, and administrative procedures for Chancellor action, under which the District is governed and administered." As such, each of the following constituencies shall participate in the decision-making processes of the district: Faculty Senate, Staff, including the Classified School Employee Association, Chapter 167, and Students through Associated Students (IV.A.5.1).

To receive expert advice, the Board relies on many District bodies staffed by the colleges. Like the Board resource table, these bodies are a cross-section of campus constituencies. For example, the District Technology Committee (DTC) convenes information technology managers and experts from all three campuses in order to make recommendations to the Board (IVA.5.2). Another shared governance committee, the District Curriculum Coordinating Council (DCCC) relies primarily on faculty expertise. DCCC screens curriculum proposals developed and vetted at the College-level and it recommends proposals for Board approval (IV.A.5.3).

Senate leaders communicate with college administrators on a regular basis, and each senate is represented on PAC so that the President can consult with each campus group to help them make decisions. Students are represented in shared government through the allocation one or more seats on various Senate and PAC committees (IV.A.5.4). A more specific example of expertise and decision making is the role that the Distance Education Advisory Committee (DEAC) plays across campus. Over the last decade, the DEAC was chaired by a member of the committee who had served at least one term and served at some level of leadership in distance education, including Online Teaching Certificate (OTC) trainers, OTC Coordinator, and now the Director of Distance Education (IV.A.5.5). The DEAC recently worked to build a workgroup to update the Distance Education Strategic Plan for the college for 2021-2025. Members of this workgroup represented faculty from several divisions, students support services, special programs, management, and Associated Students. The diverse perspectives and input helped develop a robust and forward-thinking strategic plan as the college navigated the pandemic and projected needs for a gradual return to campus (IV.A.5.6). The DE Strategic Plan was presented, read, and approved by the Faculty Senate in 2021 (IV.A.5.7).

Analysis and Evaluation

The College meets the standard.

List of Evidence
IV.A.5.1 BP 2510
IV.A.5.2 District Technology Committee Information & Framework
IV.A.5.3 District Curriculum Coordinating Committee Information
IV.A.5.4 Student Representatives on Committees
IV.A.5.5 Distance Education Advisory Committee Information
IV.A.5.6 Distance Education Strategic Plan 2021-2025
IV.A.5.7 Faculty Senate Minutes 20 May 2021, page 10

Evidence Attachments

A.5 DESP 2021-2025.pdf
[IV.A.5.BP2510.pdf](IV.A.5.BP2510.pdf)
IV.A.5.DCCCinfo.pdf
IV.A.5.DEACinfo.pdf
IV.A.5.DTCinfo.pdf
IV.A.5.FacSenMins20May2021.pdf
IV.A.5.GPSCinfo.pdf

IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Narrative

Evidence of Meeting the Standard
The decision-making process for the institution is documented in the College's Integrated Planning Manual and the District Function Map (IV.A.6.1; IV.A.6.2). There are many committees that hold regular meetings where recommendations are made to their respective shared governance body. These recommendations are used and any decisions made are communicated through a variety of online, virtual, and in-person modalities.
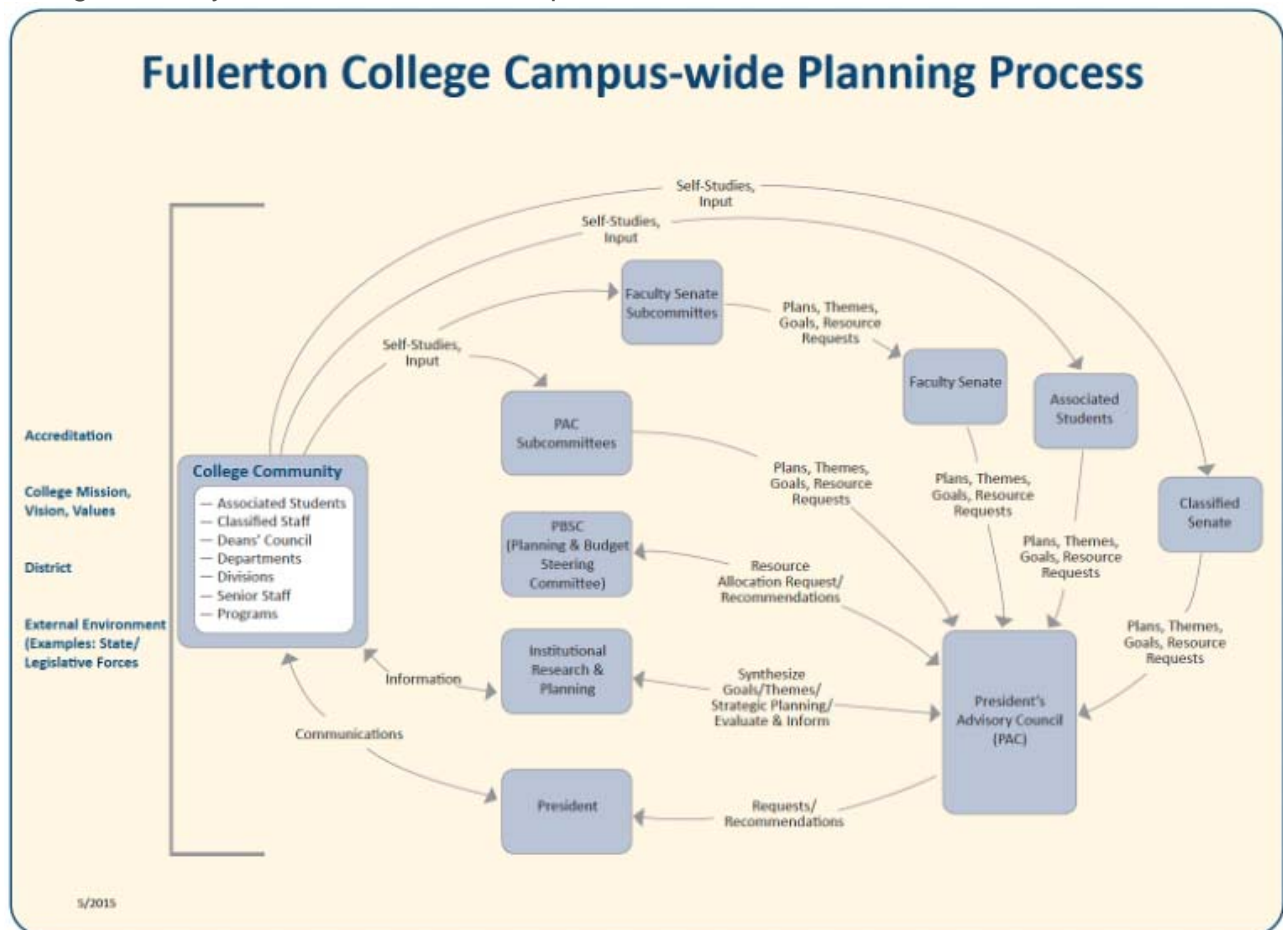
The college, mainly through its Office of Public Information, disseminates information of changes to policies, procedures, and processes through a variety of publications. The college's "News Center" webpage. On this webpage, there are four main sections where news and information can be disseminated: Campus News, Announcements, Achievements, and Events (IV.A.6.3). Additionally, upon board approval, updated board policy and administrative policy are sent to "allstaff" via e-mail from the district; the email indicates that the policy was updated and a PDF of the updated BP and/or AP are attached to the email (IV.A.6.4).

Every Monday the college's Office of Public Information sends out the "President's Weekly" which is a newsletter highlighting the college's achievements, special news items, upcoming events, and pertinent information that could impact students. For example, during the 2020-2021 and 2021-2022 academic year, vaccine mandates and recommendations changed over the course of

the two-year period. It was important to highlight the changes or updates to the vaccine and check-in requirements. One of the main sources for information and communication on these sometimes rapidly changing requirements and procedures was through the President's Weekly email/newsletter (IV.A.6.5; IV.A.6.6).

The College's website hosts a Committees Webpage, where all College committees post their agendas and minutes, and it is public facing so anyone can access these important documents with updated information on recommendations from the various committees and shared governance groups (IV.A.6.7).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.A.6.1 FC Integrated Planning Manual
IV.A.6.2 District Function Map
IV.A.6.3 College News Center
IV.A.6.4 AllStaff Communication-Policy Updates
IV.A.6.5 President's Weekly Archive
IV.A.6.6 President's Weekly 7 Sep 2023
IV.A.6.7 FC Committees Website

Evidence Attachments

A.6 FC-Integrated-Planning-Manual_2021 pg 11.pdf
campusplanning.png
IV.A.6.AlbaEmail.pdf
IV.A.6.DFM.pdf
IV.A.6.FCcommspage.pdf
IV.A.6.NewsCenter.pdf
IV.A.6.PresWeekly.pdf
IV.A.6.PWarchive.pdf

IV.A.7

Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Narrative

Evidence of Meeting the Standard
The District and College evaluates its leadership roles, policies, procedures, and processes using a variety of mechanisms, including Board Policies, Program Reviews, and the Institutional Integrity Committee; they adapt procedures and processes to adhere to new or revised regulations that come from the state or federal level.

Leadership Roles
Through the use of Program Review, student support services take an inventory of personnel in their respective offices. Each role lists the number of staff in each position title, the percentage of employment, months per year of employment, and source of funding. Section 2.4 of the program review template asks for a discussion of "appropriateness" of the staffing levels of the program. Section 2.6 asks about significant changes that have occurred that impact the service of the program. Finally, section 2.7 asks to describe any laws, regulations, trends, policies, and procedures or other influences that have an impact on the effectiveness of the program. As a culminating reflection, Section 3.4 asks for an analysis of section 2.1 through 2.8 to determine any challenges that exist in the program (IV.A.7.1).

Evaluating Decision-Making Policies, Procedure, and Processes
In evaluating policies, The District Consultation Council (DCC) is a district group, chaired by the Chancellor, that makes recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the District. Additionally, the District subscribes to the Community College League of California (CCLC) Policy and Procedure Service in order to keep policies and procedures up to date. DCC receives regular updates through the CCLC to assess its own policies as appropriate (IV.A.7.2).

The College regularly evaluates it's decision-making policies, procedures, and processes by reviewing recent changes in the College's structures, offices, and goals. One resource that the College uses to analyze its needs is the Institutional Effectiveness Report. The report recognizes the changes in governance structures as it relates to institutional planning and resource allocation. Further, the Integrated Panning Manual clearly lays out the procedures and processes that the College follows. The College recently completely a thorough update of the Manual, reflecting changes in the College over the last several years. The introduction to the new District Function Map format is another example of a resource that clearly lays out procedures and processes and the responsible parties (IV.A.7.3; IV.A.7.4; IV.A.7.5).

The Faculty Senate has recently done a review and revision of its constitution and bylaws in order to reflect the current culture and trends in shared governance (IV.A.7.6)

Communication of Evaluations and Use for Improvement
The findings of Program Reviews gets communicated through presentations to Faculty Senate and the President's Advisory Council (IV.A.7.7; IV.A.7.8), while the Institutional Integrity Committee, which reviews processes and procedures at the college, is a dual reporting committee and communicates its findings to the campus community through its presentations to President's Advisory Council and Faculty Senate (IV.A.7.9).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.A.7.1 Program Review Template, Non-Instructional
IV.A.7.2 District Consultative Council Minutes 22 Nov 2022
IV.A.7.3 Institutional Effectiveness Report
IV.A.7.4 Integrated Planning Manual
IV.A.7.5 District Function Map
IV.A.7.6 Faculty Senate Bylaws & Constitution Revisions
IV.A.7.7 Program Review Sharing with Faculty Senate
IV.A.7.8 Program Review Sharing President's Advisory Council
IV.A.7.9 Institutional Integrity Committee Sharing to Faculty Senate & PAC

Evidence Attachments

A.3.FC-Integrated-Planning-Manual_2021.pdf
Dist. Function Map Booklet.pdf
IV.A.7.DCCmins22Nov2022.pdf
IV.A.7.FacSenMinsBylaws.pdf
IV.A.7.FacSenMinsProgRev.pdf
IV.A.7.IICtoPACandFS.pdf
IV.A.7.NonInstrPR.pdf
IV.A.7.PRtoPAC.pdf
IV.C.8.nstitutional-Effectiveness-Report2021.pdf

IV.B Chief Executive Officer

Narrative

Evidence Attachments

IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Narrative

Evidence of Meeting the Standard
BP 7240, Section 2.0 outlines the role and responsibility of academic management employees pertaining to instructional or student services programs of the College. Additionally, Section 4.0 provides the titles of Executive Officers, including College President (IV.B.1.1) Additionally, the job description for the college president includes duties tied to effective leadership, planning, organizing, and assessing institutional effectiveness; further, many functions of the college rely on effective leadership from the president (IV.B.1.2; IV.B.1.3).

The President acts as the CEO and leader of the College and manages a team of executives, including vice presidents, directors, and managers who all work together in the smooth operation of the institution. The College's organizational chart (IV.B.1.4) illustrates how the vice presidents and managers who oversee and and manage various college functions, including Student Services, Instruction, and Facilities, report to the President. In this way, the President is responsible for both leading the executive team in performing essential functions of the college and receiving critical guidance to support their decision-making on key campus issues.

The President's Advisory Council (PAC), whose membership includes representation from across the institution, is a forum where the President receives recommendations and opinions on agenda items pertaining to planning, organizing, budgeting, and institutional effectiveness (IV.B.1.5; IV.B1.6). There are various committees of PAC that regularly meet and make recommendations to the PAC, where they are further discussed. Once an item or recommendation has been fully discussed, the President makes a final decision (IV.B.1.7). Last year, the (Interim) President presented the successes of the college in "being ranked the number one community college in transfers to California State University (CSU) Fullerton, and that 74% of CSU transfers were students of color." This achievement as well as support for students throughout the pandemic, where instructions and services were remote, were made possible through agile and effective decision making and leadership from the President and their administration (IV.B.1.8)

The integrated planning manual provides procedures and processes that various shared governance groups and constituencies utilize in order to make decisions at the College. The work of various committees and the recommendations that come from that work make their way to the President via one of the shared governance structures or the President's Advisory Council (PAC) (IV.B.1.9).

Analysis and Evaluation
The College meets the standard. The College's leadership structure defines the CEO's role in

List of Evidence
IV.B.1.1 BP 7240
IV.B.1.2 FC President Job Description
IV.B.1.3 District Function Map
IV.B.1.4 Organizational Chart
IV.B.1.5 PAC Information
IV.B.1.6 PAC Agenda & Minutes Index
IV.B.1.7 PAC Minutes 8 Dec 2021
IV.B.1.8 BOT Minutes 26 Apr 2022

Evidence Attachments

IV.B.2

The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Narrative

Evidence of Meeting the Standard
Board Policy 2430 authorizes the Chancellor to assign the responsibility of supervising College administration to the College President (IV.B.2.1). At Fullerton College, the President is accountable for managing a team comprised of three vice presidents who oversee instruction, student services, and administrative services, as well as a director of campus communications and a director of institutional effectiveness. Additionally, the Office of the President has two administrative assistants (IV.B.2.2).

The College's administrative structure has changed to serve students who benefit from, or otherwise utilize, services and programs that have developed over the last few years. These include the Promise Program, Dual Enrollment, and Guided Pathways. Each of these programs are assigned a Director of Partnerships and Programs who manages the operations of these programs, respectively (IV.B.2.3). Additionally, the college has recognized the importance of creating spaces for student affinity groups. Under the guidance of the the Student Support Services administration, the Office of Student Development and Engagement was developed and houses programs and provides affinity space for the LGBTQIA2S+, Grads2Be/Undocumented students, Umoja Community, and the Cadena Cultural Center (IV.B.2.4).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.B.2.1 BP 2430
IV.B.2.2 Organizational Chart
IV.B.2.3 Director of Educational Partnerships and Programs Job Description
IV.B.2.4 Office of Student Development and Engagement

Evidence Attachments

B.2. BP 2430 Delegation of Authority.pdf
B.2. FC Org Chart 2022-07-27.pdf
IV.B.2.DirOfEdPrtnrProgJobesc.pdf
Student Development and Engagement.pdf

IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:
• establishing a collegial process that sets values, goals, and priorities;
• ensuring the college sets institutional performance standards for student achievement;
• ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
• ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
• ensuring that the allocation of resources supports and improves learning and achievement; and
• establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Narrative
Evidence of Meeting the Standard

Collegial Process that Sets Values, Goals, and Priorities
The College's Institutional Integrity Committee (IIC) regularly evaluates and makes recommendations on the College's policies, processes, practices, procedures, and publications in order to ensure the integrity and effectiveness of the College's planning and decision-making process and its alignment with the College's mission (IV.B.3.1). The IIC draws its findings from reviewing the College's mission, vision, core values, and goals, and the college's processes, practices and procedures. College publications are interrogated to assure integrity in all representations of its mission, programs, and services. Analysis of Institutional Student Learning Outcome (ISLO) data to inform program and institutional decision making is crucial for the college's progress.

Institutional Performance Standards for Student Achievement
The Institutional Integrity Committee (IIC) provided a comprehensive presentation to PAC that aimed to provide insights into the Institutional-Set Standards. The primary focus of these standards is to ensure that the institution's performance aligns with the goal of enhancing student achievement. The committee addressed various factors that contribute to student success and outlined strategies that could help achieve these standards.

During the presentation, the committee "identified several subgroups whose outcomes were below the standard for multiple metrics, indicating a need to expand the current process for assessing institution-set standards with an eye towards equity" and "the IIC is working on a revised set of metrics to align better with college goals and initiatives as well as the method for evaluating performance" (IV.B.3.2).

Educational Planning is Integrated with Resource Planning and Allocation to Support Student Achievement and Learning
The Program Review and Planning Committee (PRPC) works to find shared themes that emerge from the various program reviews submitted. The committee identifies college themes that are then presented to the Faculty Senate for approval, forwarded to the President's Advisory Council (PAC) for endorsement, and used to guide the campus in developing college goals. In addition to the identified themes, the PRPC also provides a comprehensive list of requested resources (IV.B.3.3).

The (PRPC) examines the self-study reports to ensure that the resource requests are data-driven and that they have the potential to significantly enhance student learning and achievement. After analyzing the requests, the PRPC forwards its recommendations to PBSC for review. Following

this, PBSC reviews the recommendations and proposes spending suggestions to the President during PAC meetings.

Allocation of Resources Supports and Improves Learning and Achievement
The responsibility of making resource allocation decisions ultimately falls on the President, who depends on PAC and PBSC to ensure that all allocations contribute to enhancing student learning and achievement. The allocation of funds occurs when PAC and PBSC review the allocation requests that the Program Review Committee submits (IV.B.3.4). The President holds frequent meetings with their team, executives from the Faculty Senate, and the Deans' Council.

Procedures to Evaluate Overall Institutional Planning and Implementation Efforts to Achieve the Mission of the Institution
The IIC monitors minimum performance standards data and progress to performance goals and any changes in accreditation standards and trends. Additionally, the College produces an Institutional Effectiveness Report that informs executive administration on the progress of how the College is achieving the goals set in institutional set standards and the mission (IV.B3.5).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.B.3.1 Institutional Integrity Committee (IIC) Information
IV.B.3.2 IIC Presentation to PAC 27 Apr 2022
IV.B.3.3 Program Review and Planning Committee Handbook
IV.B.3.4 Integrated Planning Manual
IV.B.3.5 Institutional Effectiveness Report

Evidence Attachments

A.3.FC-Integrated-Planning-Manual_2021.pdf
B.3. Institutional Integrity Committee presentation to PAC 4.27.22.pdf
B.3._2021-FC-Institutional-Effectiveness-Report_Final.pdf
IICwebsite.pdf
IV.B.3.PRPCHandbook.pdf

IV.B.4

The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Narrative

Evidence of Meeting the Standard

The President collaborates with the staff and the Faculty Senate to appoint the Accreditation Liaison Officer (ALO) and the Accreditation Steering Committee (ASC). The ALO and ASC play a vital role in updating the President and the College community on any changes made to eligibility requirements, accreditation standards and processes, updates on the accreditation process at the college, including drafting the ISER.

The President appoints the manager co-chairs and the Faculty Senate elected faculty co-chairs for the ASC (IV.B.4.1). ASC members attended the 2022 Accreditation Institute hosted by the Academic Senate for California Community Colleges and ACCJC. Additionally, the District and the President hosted two sessions with an ACCJC Commissioner: one for training and one for a campus-wide informational and Q&A forum (IV.B.4.2; IV.B.4.3). All of these opportunities to ensure a comprehensive understanding of accreditation was supported by the College under the President's leadership.

The ASC Annual Report shows the wide cross-section of the campus community involved in the accreditation process at the college (IV.B.4.4). Each Standard has a workgroup consisting of faculty and manager co-chairs and a diverse representation of workgroup members. The collective knowledge, skills, and efforts of these workgroups were sought out by the co-chairs or appointed by the President or other managers.

When the ASC Faculty Co-Chair brought recommendations from the ASC to the President's Advisory Council, the President would consider the recommendations and how they impacted the future of the college's accreditation status. The President would then ask the council to support, or otherwise vote, the recommendations from the ASC through its findings (IV.B.4.5). Additionally, the ASC Faculty Co-Chair presented drafts of the Accreditation Midterm Report and of the ISER as a work in progress, leading up to final publication and submission to ACCJC (IV.B.4.6; IV.B.4.7).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.B.4.1 Faculty Senate Minutes 16 Sep 2021
IV.B.4.2 Accreditation Institute Program
IV.B.4.3 ACCJC Training Email Announcement
IV.B.4.4 ASC Annual Report
IV.B.4.5 PAC Summary 8 Sep 2021
IV.B.4.6 PAC Summary 9 Mar 2022
IV.B.4.7 PAC Summary 26 Apr 2023

Evidence Attachments

IV.B.4.ACCJCtraining.pdf

IV.B.4.AccredInst2022.pdf
IV.B.4.ASC 2021-2022 Annual Report.pdf
IV.B.4.FacSemMinsASCelect16Sep2021.pdf
IV.B.4.PACmins26Apr2023.pdf
IV.B.4.PACmins8Sep2021.pdf
IV.B.4.PACmins9Mar2022.pdf

IV.B.5

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Narrative

Evidence of Meeting the Standard

It is the duty of the President to ensure that the practices of the College align with its mission and the policies established by the Board. To achieve this, the President attends monthly meetings of the District Consultation Council (DCC), where matters pertaining to policy changes and their implementation are discussed. The three areas of Board policies - academic affairs, student services, and business and fiscal affairs - are overseen by the respective vice presidents who work collectively with the President.

An example of the the College President assuring the implementation of a statute or regulation is how the College implemented funds from AB 19. AB 19 created the California College Promise that provides funds to districts to advance the goals of the legislation. One specific use of funds in the law allows colleges to cover the fees for first time, full-time students. The 2019-20 state budget authorized districts to cover the fees of second year students who met program requirements in their first year. Students who maintain full-time status into their second year may continue to be paid for their second year. Accordingly, district allocations were increased to help pay for these students. In 2019, the College formed an AB 19 workgroup to look at funding options and formulate a list of ideas. General areas that the workgroup looked at are expanding the tuition waiver for 2 years and/or covering other related educational expenses like books, laptops, other fees, basic needs, programmatic support, peer mentoring, and summer bridge programs. After the workgroup's presentations, the President's Advisory Council approved the use of the AB 19 funds (IV.B.5.1; IV.B.5.2)

Analysis and Evaluation
The College meets the standard.

IV.B.5.1 PAC Minutes 9 Oct 2019, AB 19
IV.B.5.2 PAC Minutes 13 Nov 2019, AB 19

Evidence Attachments

PACminAb19.pdf
PACminAB19approve.pdf

IV.B.6

The CEO works and communicates effectively with the communities served by the institution.

Narrative

Evidence of Meeting the Standard

The president of Fullerton College maintains communication with employees, students, and the community. To ensure everyone is up-to-date on the latest news, reminders, and achievements, the president sends out a weekly newsletter via email (President's Weekly), which includes updates on upcoming deadlines, athletics achievements, theatrical performances, and other informational highlights (IV.B.6.1).

To remain accessible, the President holds open office hours and monthly open forums on campus, providing opportunities for everyone to share their ideas, concerns, and feedback (IV.B.6.2). The faculty and classified senates also offer standing invitations to the President to attend their meetings, which they frequently accept and give a President's Report. Throughout the year, the President speaks at various college events, such as convocation, commencement, and planning symposiums, and most recently, FC Day: Future Hornets Celebration and the Anaheim Collaborative meeting where the President presented the Pledge Parent Leadership Summit, and preliminary enrollment numbers (IV.B.6.3; IV.B.6.4).

Due to the pandemic, the College and the President had fewer opportunities to interact with the community and had to think of new and innovative ways to communicate and interact with the community. During this time, the College President utilized the College's YouTube Channel to provide updates on campus closure, reopening, and services that were available. Additionally, each semester's convocation was streamed on the College's YouTube Channel. After reopening the campus, convocation has been a hybrid format, with the campus community attending in person and watching streaming on YouTube (IV.B.6.5). During the gradual return to Campus, Interim President Monte Perez coordinated with the Campus Communications (who coordinates the College's social media accounts) to offer a weekly (short) address to the community called "Mondays with Monte" (IV.B.6.6). These short videos would feature the Dr. Perez introducing a program or service that the college offered, and he would, usually, be partnered with a student or employee who was connected to that program or service in order to humanize it for the community or viewer.

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.B.6.1 President's Weekly Index
IV.B.6.2 President's Weekly with Open Forum
IV.B.6.3 FC Day: Future Hornet Celebration
IV.B.6.4 Anaheim Collaborative Meeting Agenda
IV.B.6.5 Convocation YouTube Livestreams
IV.B.6.6 Mondays with Monte Announcement

Evidence Attachments

B.6. Anaheim Collaborative Agenda.docx.pdf
B.6. FC Day_ President's Welcome_ Agenda.pdf
B.6. President's Weekly Archives Website.JPG
B.6. President's Weekly- Open Forum.pdf

IV.B.6.convocationLivestreams.pdf
IV.B.6.MonswMonte.pdf

IV.C Governing Board

Narrative

Evidence Attachments

IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Narrative

Evidence of Meeting the Standard
The Board of Trustees that governs the North Orange County Community College District has responsibility of Fullerton College, Cypress College, and North Orange Continuing Education. The Board consists of seven trustees and two student trustees who set policies that govern the College.

BP 2200: Board Duties and Responsibilities demonstrates an overarching authority and responsibility for policies that assure academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. More specifically, BP 1001: Mission, Vision, & Values Statements demonstrates that the institutions have mission, vision, values statements that serve to guide and assure academic quality, integrity, and effectiveness (IV.C.1.1; IV.C.1.2).

BP 6200: Budget Preparation requires that the Vice Chancellor of Finance & Facilities "present to the Board a budget, prepared in accordance with Title 5 and the California Community Colleges Budget and Accounting Manual." In addition to this board policy, BP 6250: Budget Management and BP 6300: Fiscal Management demonstrate that there are policies in place that ensure financial stability for the institution (IV.C.1.3).

Student Learning Programs and Services
The Board regularly reviews curriculum through the District Curriculum Coordinating Committee (DCCC) to ensure academic quality and integrity in accordance with Board Policy 4020 (IV.C.1.4; IV.C.1.5). The DCCC, consisting of representatives from the three campuses, evaluates proposals for new courses and changes to existing courses and programs every year. The Board regularly examines DCCC recommendations for approval.

Financial Stability of the Institution
At every Board of Trustees meeting, the Board reviews agenda items under Finance and Facilities. Items include reviewing and approving the management of the District's bank accounts so that they are in line Ed Code and Title 5 regulations (IV.C.1.6). The Board also reviews quarterly financial status reports prepared by the Office of the Vice Chancellor of Finance and Facilities (IV.C.1.7; IV.C.1.8). Every year the Vice Chancellor presents hosts an open forum to the present the district's budget allocation model. More recently, the open forum has been held virtually, providing opportunity for more attendees (IV.C.1.9)

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.C.1.1 BP 2200
IV.C.1.2 BP 1001
IV.C.1.3 BP 6200
IV.C.1.4 BP 4020
IV.C.1.5 DCCC Agenda 10 Feb 2023
IV.C.1.6 BOT minutes 14 Feb 2023
IV.C.1.7 District Proposed Budget & Financial Report 2020-2021

Evidence Attachments

IV.C.2

The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Narrative

Evidence of Meeting the Standard
Board Policy 2200: Board Duties and Responsibilities outlines the governing structure of the community colleges and education centers of the North Orange County Community College District. Board members govern on behalf of the residents of the District (IV.C.2.1). BP 2360: Minutes requires minutes to be taken at Board meetings that record names of those present, all motions, votes, discussion points, and direction given to the chancellor (IV.C.2.2). BP 2330: Quorum and Voting requires that a quorum of the Board of Trustees consists of four members and acts by a majority vote of all the membership of the Board (IV.C.2.3).

Analysis and Evaluation
The College meets the Standard**.** The Board acts as a collective unity on their votes, with most votes being unanimous. The index of News from the Board is the one-stop shop for summaries of Board meetings and their major decisions (IV.C.2.4). A recent and notable example is the unanimous, collective vote to approve Dr. Cynthia Olivo as the President of Fullerton College, effective January 9, 2023 (IV.C.2.5).

List of Evidence
IV.C.2.1 BP 2200
IV.C.2.2 BP 2360
IV.C.2.3 BP2330
IV.C.2.4 News from the Board Index
IV.C.2.5 BOT Approved Minutes 8 Nov 2022, Page 37

Evidence Attachments

IV.C.2.boardapproved-minutes.pdf
IV.C.2.BP2200BrdDutiesResp.pdf
IV.C.2.BP2330QuorumVoting.pdf
IV.C.2.BP2360Minutes.pdf
IV.C.2.News From The Board Index.pdf

IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
AP 7120-4: Management Employee Hiring	Management Employee Hiring describes the screening committee composition and responsibilities, the job announcement and publication, application requirements, and instructions to the screening committee (IV.C.3.1).
AP 2431: Chancellor Selection	Details the roles of the screening committee, the Vice Chancellor of Human Resources, the Chancellor's Staff, and the Board (IV.C.3.2).
BP 2435: Evaluation of Chancellor	Policy describes that the Chancellor is evaluated at least annually by the Board and that the evaluation process is developed and agreed upon by both the Board and the Chancellor (IV.C.3.3).
AP 2435: Evaluation of the Chancellor	Stipulates that the Chancellor is evaluated annually and that the final evaluation is based upon progress toward goals and objectives, a composite of evaluations completed by each board member, the Chancellor's self evaluation, and a composite of evaluations done by members of Chancellor's Staff and Resource Table members (IV.C.3.4).
BP 7240: Management Employees	Outlines various classifications of management employees, their titles, contract frameworks, and certain rights (IV.C.3.5).

AP 7240-7: Management Employees – Evaluation	Section 2.0 of this Administrative Procedure covers the evaluation of Executive Officers. The evaluation shall be conducted by the Chancellor, with an evaluation completed annually and a comprehensive evaluation completed every three years (pg. 5-6) (IV.C.3.6).

Chancellor Search and Hiring Process

After five years of service, Chancellor Cheryl Marshall announced her plan to retire effective fall 2021. Soon after, a hiring committee was created composed of representatives from all NOCCCD campus locations. A nation-wide search for a new Chancellor was conducted with support provided by Community College Search Services which assisted in the facilitation of published recruitment materials and marketing (IV.C.3.7). Once the search committee screened and interviewed viable candidates, it forwarded finalists to participate in open forums at Fullerton College and Cypress College. On June, 27, 2021, the district announced that the search for the next Chancellor would be extended; then Board President Barbara Dunsheath remarked, "this position is critical for the success of our campuses and community, and we need to ensure that we make the right selection. So we will keep looking until we find the perfect person." The Search Committee continued its work during the extended search and, again, forwarded three finalists to participate in open forums at the Colleges (IV.C.3.8). On November 15, 2021, a District press release announced that Dr. Byron D. Clift Breland was appointed the next Chancellor of the North Orange County Community College District and that the Board of Trustees would be approving his appointment its next meeting on November 23, 2021 (IV.C.3.9).

Fullerton College President Search and Hiring Process

In June of 2021, Dr. Greg Schulz announced that he would be resigning as President of Fullerton College to serve as Superintendent/President at a nearby college. Soon after this announcement, a hiring committee was formed to conduct a nation-wide search for the next President of Fullerton College (IV.C.3.10). The Chancellor announced that Dr. Gil Contreras, Vice President of Student Services at Fullerton College, would serve as Acting President from June 25, 2021 to July 30, 2021, while the college and district worked on appointing an Interim President. On July 27, 2021, Dr. Gil Contreras was appointed as Interim President of Fullerton College while the hiring committee conducted its search for the next President. On March 29, 2022, the District announced three finalists to be forwarded to participate in an open forum at Fullerton College's Campus Theater on April 7, 2022. On April 15, 2022, the Chancellor emailed the employees of the College stating that the search for the next Fullerton College President would be extended and that Dr. Contreras would continue to serve as Interim President "until further notice" (IV.C.3.11). The District announced that Dr. Monte Perez would begin serving as the Interim President of Fullerton College on July 5, 2022, as the search committee continued its extended search for the next president. On October 11, 2022, the District announced that six finalists were being forwarded and would participate in an open forum at Fullerton College's Campus Theater on October 20, 2022, with the final interviewing process to conclude on October 22, 2022 (IV.C.3.12). On November 2, 2022, the Board of Trustees announced that Dr. Cynthia Olivo was appointed as the next President of Fullerton College. The Board of Trustees approved her appointment at its regular meeting on November 8, 2022; Dr. Olivo's start date at Fullerton College was January 9, 2023 (IV.C.3.13).

Analysis and Evaluation
The College meets the standard.

List of Evidence

Evidence Attachments

IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
BP 2200: Board Duties and Responsibilities	Outlines the governing structure of the community colleges and education centers of the North Orange County Community College District. Board members govern on behalf of the residents of the District (IV.C.4.1).
BP 2345: Public Participation at Board Meetings	The board provides opportunities for members of the general public to participate in the business of the board (IV.C.4.2).
BP 2100: Board Elections	Stipulates Board Member term length, trustee representation areas, and that Chancellor may submit recommendations regarding adjustments to trustee area boundaries, pursuant to Education Code Section 5019.5 (IV.C.4.3).
BP 2715: Code of Ethics/ Standards of Practice	This policy states that the Board of Trustees is committed to maintaining high ethical standards in its activities and recognizes its responsibility to follow all relevant legal and ethical standards. Information on filing a complaint against a Board Member, addressing a complaint, and sanctions are also covered (IV.C.4.4).

The Board considers its first responsibility "to represent the public interest." To assure that these words are meaningful, trustees discuss District business and vote on actions only at public

meetings. There are usually District employees and interested members of the public in the audience at Board meetings. At the beginning of each meeting, in accordance with Board Policy 2345, Public Participation at Board Meetings, members of the public can address the Board on any topic, or they may address the Board in writing. Board policies ensure that trustees do not have conflicts with the public's interest in maintaining the excellence of the College's educational programs. Each Board member represents residents of one of the seven areas in the North Orange County District (IV.C.4.5; IV.C.4.6).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.C.4.1 BP 2200: Board Duties and Responsibilities
IV.C.4.2 BP 2345: Public Participation at Board Meetings
IV.C.4.3 BP 2100: Board Elections
IV.C.4.4 BP 2715: Code of Ethics/ Standards of Practice
IV.C.4.5 Board of Trustees Area Descriptions
IV.C.4.6 Board of Trustees Area Map

Evidence Attachments

BOTareadescriptions.pdf
BOTmap.pdf
BP2100.pdf
BP2715.pdf
IV.C.4.2345PubParticBrdMtgs.pdf
IV.C.4.BP2200BrdDutiesResp.pdf

IV.C.5

The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
BP 4020: Program and Curriculum Development	Establishes procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance (IV.C.5.1)
AP 4020: Program and Curriculum Development	Ensures quality education through curriculum review, program review, instructor's formal agreement to teach the the course as described and outlined the district curriculum approval process and commitment to diversity, equity, inclusion, antiracism, and accessibility (IV.C.5.2)
BP 3004: Tenure Track Faculty Hiring Policy	Outlines the process of hiring full-time, tenure track instructors of the highest caliber to ensure quality education (IV.C.5.3)
BP 3010: Adjunct Faculty Hiring Policy	Outlines the process of hiring adjunct instructors of the highest caliber to ensure quality education (IV.C.5.4)
BP: 7220 Classified Employees	Defines the role of Classified Professionals of the highest caliber to ensure quality education (IV.C.5.5)

BP 7240: Management Employees	Defines the role of Classified Professionals of the highest caliber to ensure quality education (IV.C.5.6)
AP 7120-4: Management Employee Hiring	Outlines the process of hiring management employees of the highest caliber to ensure quality education (IV.C.5.7)
AP 6364: Coordination and Direction of Legal Services	Outlines coordination and direction of legal services for the district (client) and responsibilities of the Chancellor and Vice Chancellors in coordinating requests for legal services (IV.C.5.8).
BP 6200: Budget Preparation	In accordance with Title 5 and the California Community Colleges Budget and Accounting Manual, this policy requires the Vice Chancellor of Finance and Facilities to schedule a presentation and review of budget proposals that comply with state law and regulations and provides adequate time for Board study (IV.C.5.9).

Introduction

The Board adopts policies to govern the College's ongoing operation and to make sure the District complies with state and federal laws. Board policies also advance the College's mission "foster a supportive and inclusive environment for students to be successful learners, responsible leaders, and engaged community members" and the District's mission "to serve and enrich our diverse communities by providing a comprehensive program of educational opportunities that are accessible, relevant and academically excellent." Because laws and the College's needs often change, the Board frequently updates and revises its policies, always in public meetings and by a majority of the trustees (IV.C.5.10). According to Administrative Procedure 2410, the District Chancellor regularly reviews policies and makes specific recommendations to the Board (IV.C.5.11).

Educational Quality

The District Curriculum Coordinating Committee (DCCC/"D triple-C"), meets monthly to:

- Review curriculum prior to being submitted to the Chancellor

- Serve as NOCCCD's highest authority for interpreting Title 5 curricular requirements

- Serve as a resource to District Consultation Council on curricular issues

The processes of the DCCC ensures transparency across the district and facilitates alignment with standards and requirements concerning Ed Code and articulation and furthers collaboration

among each campus's curriculum committees. DCCC meetings consist of each campus providing details on courses that are new, course revisions, and course deactivations (IV.C.5.12).

Additionally, the DCCC reviews and discusses new or revised language to Board Policies and Administrative Procedures regarding Academic Affairs that will, if approved, place these items on the agenda for the BOT to vote on and approve. First, the Vice Chancellor of Educational Services & Technology reviews suggestions on BPs and APs from the Community College League of California and puts them on the DCCC's next meeting agenda. The committee members take these items back to their respective Colleges and constituencies to disseminate the proposed changes. After gathering feedback from appropriate groups and committees, the DCCC committee member brings that feedback to the DCCC, where there is more discussion and revision and, ultimately, adoption of changes to the language of a BP and/or AP (IV.C.5.13).

Finally, the college's success, via the success of its students, is made possible by those who help run day-to-day operations and facilitate learning at the college. The policies and procedures included above outline the caliber of personnel that supports the premium quality of education delivered at the college.

Legal Matters
Under Administrative Procedure 6364, Coordination and Direction of Legal Services, the Board takes responsibility for legal matters by hiring outside counsel who will "consider the interests of the District as an entity and the interests of all constituents, including the Board of Trustees, administrators, faculty, staff, and District residents, and taxpayers." The Board also considers the advice of the DCC and Chancellor's Staff, which periodically reviews Board policies and makes recommendations. The Administrative Procedure outlines the respective areas belonging to the Chancellor, the Vice Chancellor of Human Resources, and the Vice Chancellor of Finance and Facilities when it comes to specific types legal disputes.

Financial Integrity and Stability
At every Board of Trustees meeting, the Board reviews agenda items under Finance and Facilities. Items include reviewing and approving the management of the District's bank accounts so that they are in line Ed Code and Title 5 regulations (IV.C.5.14). The Board also reviews quarterly financial status reports prepared by the Office of the Vice Chancellor of Finance and Facilities (IV.C.5.15). Every year the Vice Chancellor hosts an open forum to the present the District's budget allocation model. More recently, the open forum has been held virtually, providing opportunity for more attendees (IV.C.5.16; IV.C.5.17).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.C.5.1 BP 4020
IV.C.5.2 AP 4020
IV.C.5.3 BP 3004
IV.C.5.4 BP 3010
IV.C.5.5 BP 7220
IV.C.5.6 BP 7240
IV.C.5.7 AP 7120-4
IV.C.5.8 AP 6364
IV.C.5.9 BP 6200
IV.C.5.10 List of Revised BPs and APs Email
IV.C.5.11BP 2410
IV.C.5.12 DCCC Minutes 13 Apr 2023

Evidence Attachments

IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Narrative

Evidence of Meeting the Standard

The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
BP 2010: Board Membership	Provides the criteria and limitations for Board Membership (IV.C.6.1)
BP 2200: Board Duties and Responsibilities	The Board of Trustees represents the public interest and establish rules and policies consistent with applicable laws and regulations for the governance and operation of the District's community colleges and education centers (IV.C.6.2)
BP 2105: Election of Student Members	Provides criteria, limitations, and compensation for Student Members of the Board (IV.C.6.3).
BP 2210: Officers	Outlines term length and duties of Board President, Vice President, and Secretary (IV.C.6.4).
N.O.C.C.C.D. Webpage of BP and AP Index	Shows evidence of public-facing access to Board Policies and Administrative Procedures of the North Orange County Community College District (IV.C.6.5)

Publication of BP/AP page is maintained by Office of Public and Governmental Affairs and is regularly updated as the Board approves updates/revisions/ changes to BP and AP language. Additionally, the Chancellor's Office sends out an email to all employees with a list of BPs and APs that were revised (IV.C.6.6). The Board revises a policy after a first and second reading and within one week of an approved change, the policy is updated on the website (IV.C.6.7).

Analysis and Evaluation

The College meets the standard through its published Board Policies regarding the board's size, duties, responsibilities, structure, and operating procedures.

List of Evidence

Evidence Attachments

IV.C.7

The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
BP 2410: Board Policies and Administrative Procedures	This Board Policy outlines how the Board makes and adopts its Board Policies and ensures that the BPs are "consistent with provisions of law" (IV.C.7.1).
NOCCCD Board Policy and Administrative Procedure Continuous Review Cycle Document	This chart illustrates the time cycle in which the Board reviews their BPs and APs (IV.C.7.2).

The District Consultation Council (DCC) is a district group, chaired by the Chancellor, that makes recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the District. Additionally, the District subscribes to the Community College League of California (CCLC) Policy and Procedure Service in order to keep policies and procedures up to date. DCC receives regular updates through the CCLC and assesses its own policies as appropriate.

Here is a sampling of various BPs and APs that have gone through the DCC's review process and then have been forwarded to the BOT to assess (for BPs) or approved by DCC and posted on website (for APs) (IV.C.7.3):

- Board Policy 4231, Grade Changes

- Board Policy 6250, Budget Management (Revision)

- Administrative Procedure 3721, District Password Procedure (New)

- Administrative Procedure 7120-13, Employee Records: Gender Identity, Gender Expression, and Chosen Name (New)

- Administrative Procedure 7120-4, Management Employee Hiring (Revised)

Analysis and Evaluation
The College meets the standard.

List of Evidence

Evidence Attachments

IV.C.8

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Documents or Presentations	Summary or description of documents or presentations relevant to meeting this Standard
Institutional Effectiveness Report	This report is an annual review of the College's performance toward the achievement of its stated goals and objectives. The College's Institutional-Set Standards are referenced in this report (IV.C.8.1).
Fullerton College Magazine	The Spring 2021 semester, the College transitioned its Annual Report to the Fullerton College Magazine. These magazines provide a year in review of the College's news highlights and relevant statistics that captures the College's student populations and goal achievements, and methods of instruction (IV.C.8.2; IV.C.8.3).

Every year, each college is assigned a board meeting during the academic year where they present on the "State of the College." Before this presentation, which usually occurs in the spring semester, a printed and bound copy of the College's Institutional Effectiveness Report (IER) distributed to each Board Member (IV.C.8.4). At the board meeting and after the Board Members have received and reviewed their packet that includes the IER and other materials with more data, the College President presents on the State of the College and the Board members are able to ask more questions concerning the student learning and achievement (IV.C.8.5).

In addition to the IER, the Fullerton College Magazine is presented to the Board during the State of the College address. The Board is furnished with a copy of the magazine before the meeting in their packet of materials; they review it and, should they have any questions regarding its contents, they have the opportunity to ask questions at this presentation (IV.C.8.6).

Analysis and Evaluation
The College meets the standard.

List of Evidence

IV.C.8.1 Institutional Effectiveness Report 2020-2021
IV.C.8.2 Fullerton College Magazine 2021
IV.C.8.3 Fullerton College Magazine 2022
IV.C.8.4 Institutional Effectiveness Report 2020-2021
IV.C.8.5 BOT Minutes 26 April 2022
IV.C.8.6 State of the College Presentation

Evidence Attachments

IV.C.8.BOTmins26Apr2022.pdf
IV.C.8.FC-Magazine2022.pdf
IV.C.8.nstitutional-Effectiveness-Report2021.pdf
IV.C.8.stateofthecollege2021.pdf
IV.C.8FCMagazine2021.pdf

IV.C.9

The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or relevant document	Summary or description of BP or AP relevant to meeting this Standard or relevant document
BP 2100: Board Elections	Outlines a Board Members term and the boundaries of each of the seven areas of the District map (IV.C.9.1).
BP 2110: Vacancies on the Board	Outlines that there is a process to fill vacant seat(s) on the Board (IV.C.9.2).
BP 2740: Board Professional Development	The Board will engage in study sessions, have access to reading materials, and support conference attendance and other activities that foster professional development in the relevant areas: accreditation, board evaluation, fiscal responsibilities, governance, student success, the Brown Act, ethics, diversity, equity, inclusion, anti-racist practices, and CEO and Board relations (IV.C.9.3).
AP 2740: Board Education	Lists materials on policies, contracts, and procedures that educate new trustees; covers other orientation opportunities like meeting with various leaders and constituency groups across the institution (IV.C.9.4).

BOT Professional Development Tracking	This chart shows Board member participation in and completion of professional development. This evidence demonstrates that Board Members work to keep current on such topics as Accreditation, the Brown Act, Student Success, and Diversity, Equity and Inclusion (IV.C.9.5).

Under Board Policy 2100, Section 1.0, Board Elections, the seven trustees serve staggered four-year terms in groups of three and four. Staggering the terms provides continuity in Board membership and institutional memory. Occasionally, vacancies occur when a trustee is unable to finish serving their full four-year term or a board member retires. In that case, the trustees follow Board Policy 2110, Vacancies on the Board, as was the case in 2019-2020. Upon a vacancy in Trustee Area 4, the Board discussed points regarding a Special Election versus a Provisional Appointment. Ultimately, the Board voted to employ a Provisional Appointment (IV.C.9.6). The Board remains on-track with its prescribed, staggered election schedule.

Board members completed training, took courses, and attended conferences over the last several years to keep current on topics and issues relevant to the governing of the District. Many of the conferences, workshops, and training that Board Members have attended are hosted by the Community College League of California (CCLC). Some trainings and workshops revolved around leading and governing during a pandemic and returning to campus, while others focused on supporting students' basic needs and improving career education pathways.

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.C.9.1 BP 2100
IV.C.9.2 BP 2110
IV.C.9.3 BP 2740
IV.C.9.4 AP 2740
IV.C.9.5 BOT Professional Development Tracking Chart
IV.C.9.6 BOT Minutes 28 January 2020

Evidence Attachments

IV.C.9.AP2740BoardEducation.pdf
IV.C.9.approved-bot-minutes-2020-01-28_42981.pdf
IV.C.9.BOT Professional Development Tracking 2023.pdf
IV.C.9.BP2100BoardElections.pdf
IV.C.9.BP2110Vacancies.pdf
IV.C.9.BP2740BoardProfessionalDevelopment.pdf

IV.C.10

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Narrative

Evidence of Meeting the Standard
The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or relevant document	Summary or description of BP or AP relevant to meeting this Standard or relevant document
BP 2745: Board Self-Evaluation	"The Board is committed to assessing its own performance as a board in order to identify its strengths and areas in which it may improve its functioning" (IV.C.10.1).
AP 2745: Board Self-Evaluation	Provides the general timeline and process of the Board's Self Evaluation (IV.C.10.2)
BOT Assessment Instrument	An evaluation instrument consisting of four, broad sections, each with specific criteria that uses a 0-4 rating system for each criterion (IV.C.10.3).

The Board of Trustees engages in a process of assessing its effectiveness and evaluating its practices and performance, which includes:

1. Board completion of self-evaluation instrument

2. Resource Table & Audience Members evaluation instrument

3. Conversations with individual Board members

4. Analysis of surveys and interviews and consultant recommendations

5. Facilitated open conversation at retreat

After the evaluation process, results are shared and discussed at the Board's Annual Retreat before each fall semester (IV.C.10.4; IV.C.10.5; IV.C.10.6). Further, the Board uses the results of the assessment and evaluation of the results to make improvements to their governing processes. This information, along with other key resources, is used to set the Board's goals,

particularly in the areas of (IV.C.10.7) :

- Institutional and Board Effectiveness

- Clarifying BOT meeting protocols in order to enhance effectiveness of Board meetings

- Ensuring effective participation

- Promoting robust respectful discussions that align with existing Board policies.

The use of the evaluation results, and in helping to construct these goals, is shared out at a Board of Trustees Meeting early in the fall semester (IV.C.10.8; IV.C.10.9).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.C.10.1 BP 2745
IV.C.10.2 AP 2745
IV.C.10.3 BOT Assessment Instrument, Page 35
IV.C.10.4 BOT Retreat Minutes 2021
IV.C.10.5 BOT Retreat Agenda 2022
IV.C.10.6 BOT Retreat Minutes 2022
IV.C.10.7 BOT Minutes 22 June 2021, Page 99
IV.C.10.8 BOT Assessment Result 2021, Page 145
IV.C.10.9 BOT Assessment Results 2022, Page 73

Evidence Attachments

IV.C.10.AP2745.pdf
IV.C.10.AssessmentResults2021.pdf
IV.C.10.AssessmentResults2022.pdf
IV.C.10.BOTEvaluationTool.pdf
IV.C.10.BOTminEvalUsedForGoals2021.pdf
IV.C.10.BOTminEvalUsedForGoals2022.pdf
IV.C.10.BP2745.pdf
IV.C.10.RetreatAgendaEvalAssessResults2022.pdf
IV.C.10.RetreatMinutesEvalAssessResults2021.pdf
IV.C.10.RetreatMinutesEvalAssessResults2022.pdf

IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Narrative

Evidence of Meeting the Standard

The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
BP 2710: Conflict of Interest	Policy states that Board Members should not have any financial interest in any contract, engage in any employment that is in conflict with the duties as an officer of the District, or hold two public offices that are incompatible (IV.C.11.1).
BP 2715: Code of Ethics/Standards of Practice	This policy states that the Board of Trustees is committed to maintaining high ethical standards in its activities and recognizes its responsibility to follow all relevant legal and ethical standards. Information on filing a complaint against a Board Member, addressing a complaint, and sanctions are also covered (IV.C.11.2).
BP 2716: Political Activity	Prohibits the use of district funds, services, supplies, or equipment by Board of Trustees members to advocate for or against any candidate or ballot measure, including those running for election to the governing board.(IV.C.11.3)

BP 2717: Personal Use of Public Resources	"No trustee shall use or permit others to use public resources, except that which is incidental and minimal, for personal purposes or any other purpose not authorized by law" (IV.C.11.4)

The Board has established policies based on California governmental codes to ensure ethical behavior at all levels of District governance. These policies cover conflicts of interest, ethics, nepotism, and communications among Board members. The policies require scrutiny of College administrators in certain roles and prohibit nepotism and discussing agenda items outside of public meetings. Board members are required to sign an annual statement agreeing to abide by all District ethical rules.

The seven current Trustees have or had careers in various local schools, colleges, public institutions, and businesses. They all share a strong interest in the District's mission of providing excellent academic programs. Although some trustees have taught at public schools, no Board member is a current District employee or holds another elected office and the two student trustees are enrolled in their respective colleges (IV.C.11.5). Board members are paid a stipend for their part-time work conducting Board business and for related travel expenses. The Board website posts an annual statement of trustee compensation and travel expenses to ensure transparency. The Board has clear policies to prevent conflict of interest and meets a high level of disclosure (IV.C.11.6; IV.C.11.7).

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.C.11.1 BP 2710
IV.C.11.2 BP 2715
IV.C.11.3 BP 2716
IV.C.11.4 BP 2717
IV.C.11.5 BOT Biographies
IV.C.11.6 BOT Compensation Reports 2021-2022 & 2022-2023
IV.C.11.7 BOT Travel Expenses Report 2021-2022

Evidence Attachments

IV.C.11.BOTbios.pdf
IV.C.11.BOTcomprpt.pdf
IV.C.11.BOTtravelexprpt2021-22.pdf
IV.C.11.BP2710.pdf
IV.C.11.BP2715.pdf
IV.C.11.BP2716.pdf
IV.C.11.BP2717.pdf

IV.C.12

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Narrative

Evidence of Meeting the Standard

The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP)	Summary or description of BP or AP relevant to meeting this Standard
BP 2200: Board Duties and Responsibilities	Outlines the governing structure of the community colleges and education centers of the North Orange County Community College District. Board members govern on behalf of the residents of the District (IV.C.12.1).
BP 2430: Delegation of Authority to Chancellor	The Board delegates power and authority to the Chancellor to effectively lead the District and to reasonably interpret Board policy. The Chancellor is accountable to the Board and reports directly to them regarding their decisions (IV.C.12.2).
BP 2435: Evaluation of Chancellor	Policy describes that the Chancellor is evaluated at least annually by the Board and that the evaluation process is developed and agreed upon by, both, the Board and the Chancellor (IV.C.12.3).

Analysis and Evaluation

Chancellor chairs various committees, including DCC, which is charged to do the following:

- Make recommendations to the Chancellor on policy matters, instruction and student services, budget, the integration of planning and resource allocation, and other matters of the District

- Promote communication and foster an awareness of District-wide perspectives among the students, faculty, classified staff and administration concerning the welfare, growth, and sustainable quality improvement within NOCCCD

- Identify common areas of concern that require further study and forward these to the

appropriate coordinating council or operational group

- Annually review reports of progress on District Strategic Directions and District Objectives

- Oversee the development, evaluation and integration of the Comprehensive Master Plan

- Monitor compliance with accreditation standards related to District functions

The Chancellor utilizes resources like the DCC to make decisions and recommendations to the Board of Trustees. Under BP 2430, Delegation of Authority to Chancellor, the Board delegates "power and authority to the Chancellor to effectively lead the District" and "to reasonably interpret Board policy." The Chancellor reports directly to the Board regarding his or her decisions.

The Chancellor performs the duties contained in the chancellor's job description and fulfills other responsibilities determined by the Board during goal-setting sessions. Under Board Policy 2435 trustees evaluate the Chancellor "at least annually" and "using an evaluation process developed and jointly agreed to by the Board of Trustees and the Chancellor."

The Board ensures accountability of the Chancellor through regular evaluation of the Chancellor, as prescribed in AP 2435 (IV.C.12.4). The Chancellor is evaluated on the job description, goals and objectives of the past year, characteristics of performance, and other elements previously agreed upon, using the Chancellor's Annual Evaluation Form. The Board of Trustees gains input from the Board members, the Chancellor, Executive Staff, and Resource Table representatives and discussed in closed session (IV.C.12.5; IV.C.12.6)

List of Evidence
IV.C.12.1 BP 2200
IV.C.12.2 BP 2430
IV.C.12.3 BP 2435
IV.C.12.4 AP 2435
IV.C.12.5 BOT Meeting 11 Feb 2020, Page 29
IV.C.12.6 BOT Meeting 28 July 2020, Page 21

Evidence Attachments

IV.C.12.AP2435.pdf
IV.C.12.BP2200.pdf
IV.C.12.BP2430.pdf
IV.C.12.BP2435.pdf
IV.C.12.ChancellorEval11Feb2020.pdf
IV.C.12.ChancellorEval28July2020.pdf

IV.C.13

The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Narrative

Evidence of Meeting the Standard

The College abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how Fullerton College meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or Documents	Summary or description of BP or AP or documents relevant to meeting this Standard
BP 3200: Accreditation	Outlines that the Chancellor will keep the Board apprised of all Accreditation issues, updates, and concerns (IV.C.13.1).
AP 3200: Accreditation	Establishes a clear process for the Colleges in the District to conduct accreditation, including the requirement of having the Board review and approve the self-evaluation report prior to submission to the ACCJC (IV.C.13.2).
BP 3225: Institutional Effectiveness	Expresses the Board's commitment to institutional effectiveness through goal setting and assessment (IV.C.13.3).
AP 3225: Institutional Effectiveness	Establishes that institutional effectiveness, including accreditation, shall be a collaborative and public process for continual improvement (IV.C.13.4).
N.O.C.C.C.D. Accreditation Timeline	Working with the Accreditation Liason Officers, the District constructed a timeline for this Accreditation cycle (IV.C.13.5).

Analysis and Evaluation

Under Board Policy 3200, the Chancellor is responsible for keeping the Board informed of the College's accreditation status and self-evaluation process. The District Consultation Council meets monthly to review Board policies and proposes revisions. The DCC ensures that there are

clear cross-references to ACCJC standards that align with district policies and procedures. Additionally, in accordance with Board policy, the Chancellor informs the Board of any modifications to eligibility requirements, accreditation standards, and commission policies.

To fulfill the requirements of self-evaluations and midterm reports, Administrative Procedure 3200 mandates the appointment of an accreditation liaison officer and a steering committee comprising administrators, faculty members, staff professionals, students, district personnel, and board members. While employees and students are responsible for writing the self-evaluation report, the Board members hold the authority to grant final approval.

At the Board meeting on 25 May 2021, Danielle Fouquette, Accreditation Steering Committee Co-Chair, presented the College's Accreditation Midterm Report to the Board of Trustees (IV.C.13.6).

The College meets the standard.

List of Evidence
IV.C.13.1 BP 3200
IV.C.13.2 AP 3200
IV.C.13.3 BP 3225
IV.C.13.4 AP 3225
IV.C.13.5 N.O.C.C.C.D. Accreditation Timeline
IV.C.13.6 BOT Minutes 25 May 2021, Pages 8 & 12

Evidence Attachments

IV.C.13.AP3200.pdf
IV.C.13.AP3225.pdf
IV.C.13.BP3200.pdf
IV.C.13.BP3225.pdf
IV.C.13AccredMidtermRptBOTmin2021-05-25.pdf
IV.C.13nocccd-accreditation-timeline-fall-2022-final_85236.pdf

IV.D Multi-College Districts or Systems

Narrative

Evidence Attachments

IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Narrative

Evidence of Meeting the Standard

The District abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how N.O.C.C.C.D. meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or relevant documents	Summary or description of BP or AP relevant to meeting this Standard or relevant documents
BP 2430: Delegation of Authority to the Chancellor	The Board delegates power and authority to the Chancellor to effectively lead the District and to reasonably interpret Board policy. The Chancellor is accountable to the Board and reports directly to them regarding their decisions (IV.D.1.1).
BP 1001: District Mission, Vision, and Value Statements	Demonstrates that the institutions have mission, vision, values statements that serve to guide and assure academic quality, integrity, and effectiveness (IV.D.1.2)
BP 3100: Organizational Structure	"The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District" (IV.D.1.3)
Chancellor memos	The Chancellor emails out memos on pertinent, district-wide news or updates (IV.D.1.4).
District-Wide Functional Map	The District-Wide Functional Map shows which offices or programs facilitate certain functions and operations of the College; additionally, it shows how the District supports the Colleges their functions and operations (IV.D.1.5)

The Chancellor conveys their expectations for educational excellence and integrity on a monthly basis during meetings of the District Consultation Council (DCC), which serves as the highest-level shared governance body in the District. The DCC includes the Chancellor, Vice-Chancellors, leaders of the faculty senates, leaders of the classified senates, representatives of the District Managers Association, and representatives of faculty and staff bargaining units. DCC members then report back to their respective groups on the discussions and actions taken during these meetings. To ensure transparency, the Chancellor's Office regularly updates the DCC meeting agendas and summaries on the District website (IV.D.1.6).

In addition to these formal channels of communication, the Chancellor maintains an open dialogue with the College community through various means, such as open office hours, regular email memos, convocation addresses, and Coffees with the Chancellor and Board, which are held at each campus, and Chancellor Connect (IV.D.1.7; IV.D.1.8). Through these modes of communication, the Chancellor is able to effectively communicate their vision of educational excellence to all members of the College community, including employees and students.

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.D.1.1 BP 2430
IV.D.1.2 BP 1001
IV.D.1.3 BP 3100
IV.D.1.4 Chancellor Memos
IV.D.1.5 District Function Map
IV.D.1.6 DCC Information
IV.D.1.7 Coffee with the Chancellor Email
IV.D.1.8 Chancellor Connect Webpage

Evidence Attachments

D.1 BP_1001.pdf
D.1 BP_2430.pdf
D.1 BP_3100.pdf
Dist. Function Map Booklet.pdf
IV.D.1.CoffeeChancellor.pdf
IV.D.1.DCCindex.pdf
IV.D.1_ChancellorConnect.pdf
IV.D.1ChancellorMemo.pdf

IV.D.2

The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Narrative

Evidence of Meeting the Standard
The District abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how N.O.C.C.C.D. meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or relevant documents	Summary or description of BP or AP relevant to meeting this Standard or relevant documents
AP 2430: Delegation of Authority to the Chancellor	"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" (IV.D.2.1)
Decision Making Resource Manual	This Manual provides a clear picture of the structures within the District that support decision-making processes and details their respective functions (IV.D.2.2).
District-Wide Functional Map	The District-Wide Functional Map shows which offices or programs facilitate certain functions and operations of the College; additionally, it shows how the District supports the Colleges their functions and operations (IV.D.2.3)

NOCCCD Integrated Planning Manual	The North Orange County Community College District Integrated Planning Manual is a guide to integrated institutional planning District-wide. The processes described in this document identify the ways that constituent groups participate in and contribute to District-wide long-term and short-term planning (IV.D.2.4)

Analysis and Evaluation

According to Administrative Procedure 2430, which concerns the Delegation of Authority to Chancellor, the Chancellor entrusts the College Presidents and Provost with complete responsibility and authority for implementing and administering policies that have been delegated to them. As such, they are held accountable for the operation of their respective institutions.

The District has five main departments that make up District Services, each with their respective operations and responsibilities (IV.D.2.5):

- The Chancellor's Office (IV.D.2.6)

- Human Resources (IV.D.2.7)

- Finance and Facilities (IV.D.2.8; IV.D.2.9)

- Educational Services and Technology (IV.D.2.10)

- Public and Governmental Affairs (IV.D.2.11)

It is well-documented on each department's webpage what their responsibilities are through the evidence presented above.

District-Wide Strategic Plan

Additionally, the District, under the leadership of the Chancellor, developed and published their District-Wide Strategic Plan 2018-2020. The revised components of this Strategic Plan included (IV.D.2.12):

- District Strategic Directions: Institutional goals that articulate how NOCCCD intends to address current and anticipated challenges.

- District Objectives: describes initiatives undertaken to achieve the District Strategic Directions that require collaboration and coordination among District Services and campus administrators, faculty and staff.

- District Action Plans: step-by-step sequence demonstrates how the District Objectives will be accomplished and assessed.

Progress Report on District-Wide Strategic Plan

The Progress Report demonstrates the District's commitment to the goals and directions they set forth in the Strategic Plan (IV.D.2.13). The report includes an executive summary that, in part, asserts, "Between 2018 and 2020, the North Orange County Community College District made significant progress toward achieving the District Strategic Directions as well as the objectives

described in the North Orange County Community College District-wide Strategic Plan 2018-2020. This Progress Report summarizes actions taken by all four entities in the District: Cypress College, District Services, Fullerton College, and North Orange Continuing Education (NOCE). The Progress Report consolidates information about the tasks that have been completed by all NOCCCD entities and analyzes those outcomes in terms of their effectiveness in moving NOCCCD toward achieving the District Strategic Directions."

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.D.2.1 AP 2430
IV.D.2.2 Decision Making Resource Manual
IV.D.2.3 District Function Map
IV.D.2.4 N.O.C.C.C.D. Integrated Planning Manual
IV.D.2.5 Department Heads
IV.D.2.6 Chancellor's Office Responsibilities
IV.D.2.7 Human Resources Responsibilities
IV.D.2.8 Finance Responsibilities
IV.D.2.9 Facilities Responsibilities
IV.D.2.10 Educational Services and Technology Responsibilities
IV.D.2.11 Public and Governmental Affairs Responsibilities
IV.D.2.12 District-Wide Strategic Plan
IV.D.2.13 Progress Report on District-Wide Strategic Plan

Evidence Attachments

D.2 AP_2430.pdf
Dist. Function Map Booklet.pdf
IV.D.2.ChancellorsOffice.pdf
IV.D.2.DecMkingMan.pdf
IV.D.2.DeptHeads.pdf
IV.D.2.DistIntPlanMan.pdf
IV.D.2.EdSrvcsTechResp.pdf
IV.D.2.FacilitiesResp.pdf
IV.D.2.FiscalAffairsResp.pdf
IV.D.2.HumanResourcesResp.pdf
IV.D.2.NOCCCDstratplan2018.pdf
IV.D.2.ProgRprtStatPlan.pdf
IV.D.2.PubGovAffairsResp.pdf

IV.D.3

The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Narrative

Evidence of Meeting the Standard
The District abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how N.O.C.C.C.D. meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or relevant documents	Summary or description of BP or AP relevant to meeting this Standard or relevant documents
BP 6200: Budget Preparation	Provides criteria for budget development and outlines that the Vice Chancellor of Finance & Facilities presents the Board with a budget (IV.D.3.1).
BP 6250: Budget Management	Outlines how funds should be managed in accordance with Title 5 (IV.D.3.2).
Budget Allocation Handbook	Provide a detailed description of the process used by the North Orange County Community College District (NOCCCD) to allocate resources (IV.D.3.3).
District-Wide Functional Map	The District-Wide Functional Map shows which offices or programs facilitates certain functions and operations of the College; additionally, it shows how the District supports the Colleges their functions and operations (IV.D.3.4)

In accordance with Board Policy 6200, which pertains to Budget Preparation, and following the timeline established by the Budget Allocation Handbook, the Chancellor proposes budget recommendations to the Board after conferring with the Vice Chancellor of Finance and Facilities, the Council on Budget and Facilities (CBF), and the District Consultation Council (DCC). CBF offers recommendations on policies and planning, which are then relayed to DCC, the highest shared governance entity.

Prior to October 15, the Vice Chancellor furnishes the Board with a budget report for the fiscal year (IV.D.3.5). The Vice Chancellor also notifies the Board of the budget's underlying assumptions, presents provisional budgets to the Board, conducts public hearings and Board study sessions, and keeps the Board informed of any changes made to the budget assumptions

throughout the year.

After its establishment, the budget undergoes monitoring and discussions in budget officers meetings, as well as in monthly Council on Budget and Facilities meetings. The Board of Trustees receives quarterly reports, and upon their approval, the District submits an annual budget to the State Chancellor's Office. To ensure proper control of expenditures, the District abides by Administrative Procedure 6150, which designates authorized signers for orders and transactions (IV.D.3.6). The District has consistently consulted with the Board to keep this policy up-to-date. Additionally, Board Policy 6300, Fiscal Management, governs bank accounts, books and records, and quarterly reports (IV.D.3.7). Finally, the District oversees expenditures at the College-level through the campus Accounting Office. An independent accounting firm audits the final budget to ensure its accuracy.

Analysis and Evaluation
The College meets the standard.

List of Evidence
IV.D.3.1 BP 6200
IV.D.3.2 BP 6250
IV.D.3.3 Budget Allocation Handbook
IV.D.3.4 District Function Map
IV.D.3.5 BOT Minutes 13 Sep 2022
IV.D.3.6 AP 6150
IV.D.3.7 BP 6300

Evidence Attachments

D.3 AP_6150.pdf
D.3 BP_6200.pdf
D.3 BP_6250.pdf
D.3 BP_6300.pdf
Dist. Function Map Booklet.pdf
IV.D.3.BOTmins13Sep2022.pdf
IV.D.3.BudgAllocatHandbk.pdf

IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Narrative

Evidence of Meeting the Standard
The District abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how N.O.C.C.C.D. meets this Standard:

Board Policy (BP) or Administrative Procedure (AP) or relevant documents	Summary or description of BP or AP relevant to meeting this Standard or relevant documents
AP 2430: Delegation of Authority	"The Chancellor delegates full responsibility and authority to the Presidents to implement and administer delegated policies and holds them accountable for the operation of their respective institution" (IV.D.4.1).
AP 7240-7: Management Employees - Evaluation	Section 2.0 of this AP outlines the evaluation of Executive Officers/ College Presidents (IV.D.4.2).
District-Wide Functional Map	The District-Wide Functional Map shows which offices or programs facilitate certain functions and operations of the College; additionally, it shows how the District supports the Colleges their functions and operations (IV.D.4.3)

Analysis and Evaluation
The Chancellor delegates full responsibility and authority to the College President over the operations of the institution and the implementation and administration of District policies without interference.

The College President is regularly evaluated by the Chancellor and "attempt[s] to measure effectiveness in performing the duties set forth in the Executive Officer's job description and incorporate key leadership (behavioral) competencies," as referenced in AP 7240-7. Additionally, the Functional Map clearly indicates the functions, and correlating responsibilities, of the College and appropriate managers responsible for each area. Ultimately, the managers assigned to these areas report to and are held accountable by the President, who, in turn, is ultimately responsible, as indicated in the District Function Map.

List of Evidence
IV.D.4.1 AP 2430

Evidence Attachments

IV.D.5

District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Narrative

Evidence of Meeting the Standard

The District abides by and follows a number of Board Policies (BP) and Administrative Procedures (AP) that meet this Standard. Board Policies and Administrative Procedures are reviewed and updated regularly by the Board of Trustees. The following BPs and APs address how N.O.C.C.C.D. meets this Standard:

Relevant documents	Summary relevant documents
NOCCCD Strategic Plan Progress Report	Report demonstrates that the District assesses its progress to their stated goals/objectives set in the Strategic Plan (IV.D.5.1)
N.O.C.C.C.D. Integrated Planning Manual	Shows how and where various groups operate within the district and in planning and decision-making (IV.D.5.2).
District-Wide Functional Map	The District-Wide Functional Map shows which offices or programs facilitate certain functions and operations of the College; additionally, it shows how the District supports the Colleges their functions and operations (IV.D.5.3)

Board Policy 3250 Institutional Planning asserts that the Chancellor is responsible for supervising a planning procedure that is all-encompassing, organized, and unified (IV.D.5.4). The College and District have each produced a planning document (the Integrated Planning Manual for the College and the Strategic Plan Progress Report for the District) that assesses the achievements of individual programs that work toward accomplishing their objectives. Both documents delineate the manners in which different groups participate in and contribute to long-term and short-term planning at the District level.

One such group is the DCC which aims to integrate the planning initiatives of the College and District to enhance student learning, academic accomplishment, and institutional efficiency. The committee, headed by the Chancellor, consists of representatives from the administration, faculty, classified professionals, bargaining units, and student body of each college. A District Consultation Committee (DCC) meeting summary from 28 Feb 2022 shows the authorization to form the Design Teams, including college representatives, to update the District's Mission, Vision, and Values (MVV) and to create the 2022-2026 District-wide Strategic Plan (IV.D.5.5). Later, 24 Apr 2023 DCC meeting summary documents the first read of the revised MVV as well as plans for the formation of an EFMP Plan Refresh Committee with college representation (IV.D.5.6).

Analysis and Evaluation

The College meets the standard.

List of Evidence
[IV.D.5.1 NO.C.C.C.D. Strategic Plan Progress Report](#)
[IV.D.5.2 FC Integrated Planning Manual](#)
[IV.D.5.3 District Function Map](#)
[IV.D.5.4 BP 3250](#)
[IV.D.5.5 DCC Minutes 28 Feb 2022](#)
[IV.D.5.6 DCC Minutes 24 Apr 2023](#)

Evidence Attachments

[D.5 BP_3250.pdf](#)
[Dist. Function Map Booklet.pdf](#)
[IV.D.2.ProgRprtStatPlan.pdf](#)
[IV.D.5.DCCmin28Feb2022.pdf](#)
[IV.D.5.DCCmins24Apr2023.pdf](#)
[NOCCCD Integrated Planning Manual 2022-23 Update_June2023.pdf](#)

IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Narrative
Evidence of Meeting the Standard

The District created the Decision-Making Resource Manual (IV.D.6.1) in part to clearly articulate how decisions are made. It outlines the constituency representation and meeting schedule of District governance and organizational groups for increased communication. The North Orange County Community College District (NOCCCD) Governance webpage (IV.D.6.2) further describes the types of groups that develop recommendations. Each of the governance groups (District Consultation Committee [DCC], District Curriculum Coordinating Committee [DCCC], District-wide Enrollment Management Advisory Committee, Institutional Effectiveness Coordinating Council, District Technology Committee [DTC], and Council on Budget and Facilities (CBF]) has its own webpage to publish agendas and minutes, as seen in the DCCC webpage (IV.D.6.3).

The NOCCCD Organizational Groups webpage further informs the College of the groups that assist the Chancellor in implementing the Board's plans and policies, including their meeting frequency and purpose (IV.D.6.4). All Board of Trustees (BOT) meeting dates, policies and procedures and minutes and agendas are published on the NOCCCD website for open communication (IV.D.6.5; IV.D.6.6; IV.D.6.7). The Public Affairs Office publishes and sends, to all College email users, News From the Board, a summary of action from the most recent BOT meeting (IV.D.6.8). District Services staff send emails to notify the College of needed operational information, such as change in vendors and purchase order deadlines for the end of the fiscal year (IV.D.6.9; IV.D.6.10). The PACE Climate Survey Districtwide Summary reports that district-wide and college information and sharing are on par with other higher education institutions nationwide (IV.D.6.11).

Analysis and Evaluation
The College meets the standard.
Communication between the District and the College is inherit to the participatory decision-making process as representatives to the District's governance groups are responsible for providing timely, accurate, and complete updates to their constituencies, enabling the College to make effective decisions. Additionally, the Board of Trustees and District Services communicate information to the Colleges through the NOCCCD website and email updates.

List of Evidence
IV.D.6.1 District Decision-Making Manual
IV.D.6.2 District Governance Groups
IV.D.6.3 DCCC Information-Website
IV.D.6.4 District Organizational Groups
IV.D.6.5 BOT Meeting Dates
IV.D.6.6 BOT Policies & Administrative Procedures
IV.D.6.7 BOT Agendas and Minutes Index
IV.D.6.8 BOT Highlight-Summary of Actions
IV.D.6.9 Transition to New Argos System-Email
IV.D.6.10 Memos-Purchasing Department
IV.D.6.11 PACE Climate Survey Results

Evidence Attachments

IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Narrative
Evidence of Meeting the Standard

In 2019, the Educational and Faciliites Master Plan (EFMP) consultants Brailsford & Dunl and Moore Ruble Yudell Architects & Planners surveyed 5,784 NOCCCD employees, students, alumni, and community members. The results are detailed in the infographics on the North Orange County Community College District (NOCCCD) Survey Findings webpage (IV.D.7.1). The same consultants conducted visioning and data gathering, which was presented to the College Academic Senate, Associated Students, President's Advisory Council, Curriculum Committee, and Deans, as archived on the NOCCCD presentations webpage (IV.D.7.2). Both the survey and the presentations were used to develop the EFMP, the District's ten-year road map for guide planning efforts, strategic plans, program reviews, and resource allocation (IV.D.7.3).

In 2021, NOCCCD partnered with the National Initiative for Leadership and Institutional Effectiveness (NILIE) to administer the PACE Climate Survey for Community Colleges (IV.D.7.4). The survey included questions from two subscales: 1) Institutional Structure, which focused on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication and 2) Racial Diversity, which focused on the racial and ethnic climate for administrators, faculty, and staff. Specific questions about each area within District Services were also included.

The PACE Survey results, including the Qualitative Responses by District Services Area , were reviewed by District Services during their Administrative Reviews to guide areas in determining strategies for improvement. As discussed at the 03-27-23 District Consultation Council (DCC) Meeting , NILIE administered the PACE Climate Survey again in Spring 2023 (IV.D.7.5). The District will share results with governance groups in Fall 2023.

In 2022, Gensler conducted a NOCCCD Education Engagement Index (EEI) Survey regarding student and employee experiences during remote teaching and working as well as expectations for the future of learning and work (IV.D.7.6). Results were presented to the District and later shared via email (IV.D7.7). The Chancellor established a Remote/Hybrid Workgroup to review the data and provide input on continued hybrid teaching, learning, and working across the District, which lead to the NOCCCD Flexible (Hybrid) Work Guidelines, shown in the 03-27-23 DCC Agenda (IV.D.7.8).

The Institutional Effectiveness Coordinating Council (IECC) makes recommendations to DCC, regarding District-level research and planning for evaluation and continuous improvement. At the 10-17-22 IECC meeting, the committee discussed how to best administer the PACE Climate Survey again and made recommendations for adding questions from the District's EEO plan (IV.D.7.9). DCC is the participatory governance body charged with promoting communication and fostering an awareness of District-wide perspectives among the students, faculty, classified staff and administration concerning the welfare, growth, and sustainable quality improvement within NOCCCD.

Analysis and Evaluation

The College meets the Standard.

NOCCCD regularly gathers data for evaluation to assure integrity and effectiveness in assisting the College in reaching its student-focused goals. In recent years, the District has conducted three major surveys, shared their results, and used them for ongoing improvement. The IECC coordinates the frequency of District-level research as well as its analysis, interpretation, and dissemination, while DCC is the primary means of evaluating and communicating the effectiveness of District in the areas of role delineations, governance, and decision-making processes.

List of Evidence
IV.D.7.1 Educational & Facilities Master Plan Pre-survey Infographics
IV.D.7.2 Educational & Facilities Master Plan Vision Presentation to Fullerton College
IV.D.7.3 Educational & Facilities Master Plan
IV.D.7.4 PACE Climate Survey
IV.D.7.5 DCC Minutes 27 March 2023
IV.D.7.6 Education Engagement Index (EEI) Survey
IV.D.7.7 Education Engagement Index (EEI) Survey Results Email
IV.D.7.8 DCC Minutes 27 March 2023
IV.D.7.9 Institutional Effectiveness Coordinating Council (IECC) Minutes 17 Oct 2022

Evidence Attachments

IV.D.7.DCCminsPACERes.pdf
IV.D.7.EEIresultsEmail.pdf
IV.D.7.EEIsurvey.pdf
IV.D.7.EFMP.pdf
IV.D.7.EFMPPresurvey.pdf
IV.D.7.EFMPVisionFC.pdf
IV.D.7.IECCmin17Oct2022.pdf
IV.D.7.PACE_NILIE.pdf

H. Quality Focus Essay

Narrative

Evidence Attachments